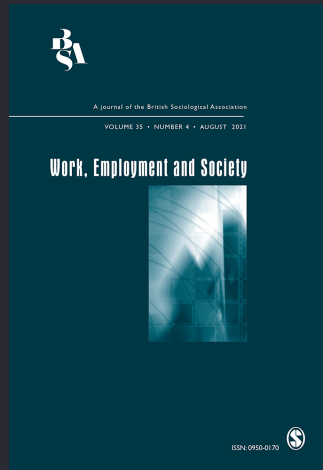


Details



Work, Employment and Society
Volume 35, Issue 4

Aug 2021

Pages 615-814

ARTICLE

Women Professors across STEM and Non-STEM Disciplines: Navigating Gendered Spaces and Playing the Academic Game

[View article page](#)

Colette Fagan and Nina Teasdale

” CITE

 Check for updates

© The Author(s) 2020

<https://doi.org/10.1177/0950017020916182> 

Publisher SAGE Publications

ISSN 0950-0170



Work, Employment and Society
Volume 35, Issue 4, August 2021, Pages 774-792
© The Author(s) 2020, Article Reuse Guidelines
<https://doi.org/10.1177/0950017020916182>


journals

Article: Gender Equalities



Women Professors across STEM and Non-STEM Disciplines: Navigating Gendered Spaces and Playing the Academic Game

Colette Fagan¹ and Nina Teasdale ²

Abstract

Women remain poorly represented in the highest positions in academia, despite their increasing participation. This article seeks to understand how women who have reached senior occupational positions in Higher Education Institutions have navigated their organisational and disciplinary settings. In the process we explore how experiences compare across male and female-dominated spaces, integrating field theory with Acker's work on 'gendered organisations' to develop the idea of academic disciplines as 'gendered spaces'. Empirically we draw upon a qualitative study of women professors working across science, technology, engineering, maths and medicine (STEMM) and non-STEMM disciplines in a large research-intensive university in the UK. Utilising Bourdieu's concept of 'the game', we show how they navigate the academic game within the context of differing 'gendered spaces'; complicit in the game yet recognising it as unfair, and thus (inadvertently) reproducing gendered structures and practices.

Keywords

academia, field theory, gender, gendered spaces, universities