

# Situation Analysis of Female Academics' Career Advancement in Higher Education in Syria

Serene Dalati, Hala Alchach, Rim Omar and Rewa Alkhatib

Arab International University, Syria

[s-dalati@aiu.edu.sy](mailto:s-dalati@aiu.edu.sy)

[h-chach@aiu.edu.sy](mailto:h-chach@aiu.edu.sy)

[r-omar@aiu.edu.sy](mailto:r-omar@aiu.edu.sy)

[r-khatib@aiu.edu.sy](mailto:r-khatib@aiu.edu.sy)

**Abstract** This research examines factors which may be influencing female academics career advancement at Higher Education Institutions (HEIs) in Syria. The paper conducts situation analysis on academic environment at HEI in Syria, exploring factors which may be impacting female academics experience and career progression and lack of academic representation at senior management levels. The paper examines a private HEIs investigating the environment in Syria highlighting the situation after 2011. The methodology applied in diagnosing the situation, is based on data collected from a capacity building in higher education project (CBHE), funded by Erasmus+. The methodology employs the design of questionnaire survey administered at the research target group. A one-way translation from English to Arabic is performed by expert academics and verified by linguistic experts. The sample design employs nonprobability sampling techniques. The size of the sample is 47 observations for academics. The findings of the analysis are reported across individual, and institutional levels. The research results signify that interest in research is a strong motivator; while career satisfaction still reveals an area of future development. There is still little awareness on gender issues topics, as well as little research works being performed in the scope gender research issues. The concept of gender equality has a high potential for evolution and expansion on the intermediate and long term at the institutional and socio cultural contests in Syria. The future direction of this research emphasizes developing a conceptual framework on the factors which may be affecting female academics experience and career advancement in HEIs in Syria. Furthermore, future research recommends the development of institutional and national policies in the scope of gender equality, which could be reflected at human resources practices, environment of the workplace, infusion of gender at university mission and planning, curriculum, research, and university governance.

**Keywords:** Gender Equality, Career Advancement, Female Academic Empowerment, Higher Education, Syria

---

## 1. Introduction

To succeed in today's new paradigm of academic learning and research environment, HEIs need sustainable practices in academic environment that can transcend time, place, geography, race, and above all gender (Dalati et al 2020, Dalati 2021). The imperative to empower female academics is accelerating, as international global universities rely more and more on the significant roles played by female academics and professionals. Prior academic research indicates that there is requirement for a greater number of female academics in the Middle East. The need for developing effective female academics with technical, interpersonal, conceptual and decision-making skills which enhances robust and sustainable academic environment, has become an increasingly important discipline in HEIs. Challenges associated with social, cultural, economic and gender issues are evident factors that could impair female academics from taking leadership roles in academic environment. On the other hand, information overload, technological advancement and connectivity, battle for analytical and research competencies and increasing ethical dilemmas have been among important factors stimulating the need for female leaders, who acquire effective competencies and that could transcend cultural, geographical, political, racial and national aspects. Female academics can contribute to building and creating crucial impact in their countries at different aspects economically, politically, socially and most importantly as academic leaders initiating change in the academic arena. In recent times in Arabic societies, female education is acceptable and supported; however, education is not helping these women to capitalize on full potential in terms of employment. Therefore, the level of education of women in Middle Eastern societies is not a useful indicator of the economic status of women. Research studies indicate that women are controlled in patriarchal societies because of the association to the nature of the structure of this culture which is male dominated (Littrell and Bertsch 2013, Mouhamad 2003, Dalati et al 2020). The prior research supports that patriarchy is strongest in rural areas and in peasant and tribal communities (Litrell and Bertsch 2013, Dalati et al 2020). The Purpose of this research paper is to examine factors which may be affecting female academics experience and career advancement at top levels of management at HEIs in Syria.

## 2. Higher Education Environment in Syria

Universities at Syria definitely need the knowledge and expertise of social and technical innovation to create a sustainable future for Syria. Before 2011 HEIs in Syria were expanding as the introduction of private universities was applied in 2001. That was accomplished through a legislation which allowed the operation of Syrian private HEIs. Before the devastating war in Syria and between 2001 and 2010 Syrian private universities were expanding and competing to win and recruit students primarily undergraduates. At 2011 a long-term crisis has torn Syria over the past 13 years, which has created a devastating situation on a social, economic, environmental and political levels including both private and public sectors. HEIs are still operating now; although it has faced challenges and worsening through the past 13 years of struggle and devastation. Before 2011 Syrian Higher Education was going through a development phase, characterized by modernizing teaching and research environments and knowledge transfer, accreditation with international and mainly EU partners. After 2011 and during the past 13 years Syrian Higher Education is still facing different challenges associated with its infrastructure, operational, human, technical, intellectual and social levels (Dalati & Alchach, 2018. Dalati et al 2020). Currently, the economic environment in Syria has become more complicated particularly after the global pandemic and its effect on Syria in different aspects including the higher education infrastructure (Rouh, Dalati, and Al Bich 2021).

The prevalent organizational environment of Higher Education industry in Syria is generally characterized by (1) deficiency in the development of a sustainable development training programs for its human academic resources particularly in the scope of female executive leadership, (2) lack of career support and counselling centers for female academics subject to different forms of discrimination at Higher Education institutions; (3) lack of integration of gender issues and sustainability at courses and curricula levels; (4) and lack of strategic emphasis and investment in development of scientific research centers in the scope of gender equality, sustainability issues and female empowerment( Dalati et al 2020, Dalati 2021). The effects of this problem have led to a generation of female academics characterized by incompetence as executive managers at senior levels, as well as low power dead-end jobs (Dalati et al 2020).

## 3. Literature Review

The preceding literature examines diverse characteristics which could be classified as motivators, and barriers influencing female academics career progression and advancement. These factors include individual, demographic, institutional and socio-cultural factors, which may be inhibiting women from following a successful and effective academic career (Cole & Zuckerman, 1987; Hensel, 1991; Davis & Astin, 1987; Menges & Exum, 1983; Sax et al., 2002; Blättel-Mink, 2008; Ramsay, 2001, Dalati et al 2020). Previous studies on female career advancement highpoints the importance of individual factors, as personality characteristics and attitudes, marital status, and family responsibility (Lobel & Clair, 1992; Greenhaus & Parasuraman, 1993; Aycan, 2004). Furthermore, the research examined female academics and professional ability to create balance between work and family and household responsibility, making significant influence to the community and social surrounding (Reynolds et al 2018). Furthermore, Adler (1993) made an interesting argument based on her research performed in the US that although in societies women are expected to work and contribute to public and professional life, they are still also expected to perform their household duties as mothers and wives, therefore, they encounter a double burden of being professionals and house managers.

Institutional factors are investigated in prior studies on female career advancement and academic representation at university board of directors (Gardiner, 2005; Reynolds et al., 2018; Kaw & Ahmad, 2014). These factors include lack of networking skills, lack of training, absence of modelling for effective career and lack of research development as compared to male counterpart. There exists gender inequality at higher education based on prior US and EU studies (Hensel, 1991; Blättel-mink, 2008).

Socio-Cultural factors are examined taking into consideration the Middle Eastern region and its social culture. Aycan (2004) investigated the causes for women underrepresentation at senior management in Turkey, where the study emphasized the effect of socio-cultural factors, highlighting gender role stereotypes and perceptions towards women career advancement. At Middle Eastern Culture, there exist societal practices institutionalizing negative discrimination concerning women, often codified in laws that impair women from contributing in public life or fully competing in the labor market. This zone is characterized by the low status of women in general, high fertility rates coupled with low age at first marriage, high maternal and infant mortality rates, higher rates of female illiteracy, lower levels of female educational enrolment, low female labor force participation, and the lack of women's political participation and political rights (Moghadam, 2003; Caldwell, 2004, Littrell & Bertsch,

2013; Afiouni et al., 2019). In summary, prior literature examined a set of factors inspected at individual, organisational and socio-cultural factors.

The prior studies enable the researchers to build a theoretical and conceptual frameworks of the factors which may be affecting female academic experience and career advancement in Higher Education Sector in Syria. The factors examined focus on individual, institutional and socio cultural factors.

#### 4. Methodology

The following sections clarify the main methodology factors related to sampling design, strategy and size, and to data collection design (Cooper and Schindler 2014). The sample unit of analysis comprises of academic staff. The sample strategy at the target institution employed a non-probability sampling approach. A quota sampling was applied to improve representativeness. a proposed quota sampling strategy, has divided the sample into different subgroups indicating 9 faculties operating at a leading private university in Syria. The size of the sample in this current study is 47 academics. Data was collected between June - July 2019. The questionnaire is designed to examine potential factors which may be influencing Syrian female academics' experience and career advancement. The questionnaire focuses on individual, professional, group, and institutional characteristics. The questionnaire is designed taking into consideration the appropriate type of scale required to perform the analysis, type of response strategy required, type of communication approach required, and questionnaire layout. The questionnaire design examined classification questions (demographic), administrative questions, and topic questions. The measurement scale applied comprise nominal, interval and ratio levels.

#### 5. Analysis and Findings

Academics are teaching and research staff of the target HEI in Syria. Academic staff analysis is examined on different levels, including demographical, individual and institutional levels. At faculty level, 31.9% of respondents are from the business administration, 12.8% from pharmacy, 17% from information technology, 12.8 % from architecture, 6.4 % from languages' department, 10.6% from the Fine Arts, and finally 8.5 % from the University Requirements. Female academics account for 53.2 %, compared to 44.7% males, and 2.1 % who prefer not to say. 97.7 % of respondents are Syrians, whereas 2.3% have other nationalities. 59.6% of academic staff are PhD holders, 31.9% are holders of Master's degree, while 8.5% are Bachelor holders. 27.7% of respondents are part time staff, whereas 72.3 % are fulltime staff. Respondents' academic levels range between lecturer and professor. Most of them are instructors (42.6%), while 8.5% are professors. 19.1 % of respondents are lecturers, whereas 21.3 % are assistant professor compared to 2.1 % only associate professor. Table 1 illustrate demographical data analysis for academics.

**Table 1: Demographical data – academics (n =47)**

Faculty	Frequency	Percent %
Business Administration	15	31.9
Pharmacy	6	12.8
Information Technology	8	17.0
Architecture	6	12.8
Languages	3	6.4
University requirement	4	8.5
Fine Arts	5	10.6
Total	47	100.0
Age Categories	Frequency	Percent %
less than 30	8	17.0
30 years– under 40 years	8	17.0
40 – under 50	16	34.0
50 – under 60	9	19.1
60- under 70	2	4.3
70 and above	4	8.5

Total	47	100.0
<b>Gender</b>	<b>Frequency</b>	<b>Percent%</b>
Male	21	44.7
Female	25	53.2
prefer not to answer	1	2.1
Total	47	100.0
<b>Education Level</b>	<b>Frequency</b>	<b>Percent %</b>
Bachelor	4	8.5
Master	15	31.9
PhD	28	59.6
Total	47	100.0
<b>Academic Level</b>	<b>Frequency</b>	<b>Percent %</b>
Lecturer	9	19.1
Instructor	20	42.6
Assistant Professor	10	21.3
Associate professor	1	2.1
Professor	4	8.5
Other Academic level	3	6.4
Total	47	100.0

### 5.1 Motivation and work-life Balance

Examining motivation for academics for entering academia, the results show that 14.9% are driven by intellectual challenge, 29.8% are motivated by autonomy, 34%, self-esteem, and 36.2% by the salary level. Social prestige of the job takes 46.8% compared to 48.9% motivated by interest in research. While motivation is a significant factor for selecting a career in academia, satisfaction plays an important role on the sustainability of both individuals and HEIs. The survey shows that 57.4% are satisfied with their career, 10.6% are unsatisfied with their choice of career, and 21.3% are neutral. Respondents were asked if they have achieved their career ambitions. 60.9% have not yet achieved their ambitions, whereas 39.1% have. A question on satisfaction with work-life balance reflected that 55.3% are satisfied, compared to only 8.5% dissatisfied. 14.9% are very satisfied, 17% are neutral and only 4.3 % are very dissatisfied. Achieving balance between work and family can be challenging, as surveyed 40.4% were prevented by family responsibility, while only 6.4% issued marriage and 21.3% were restrained by child care, and 10.6% didn't specify. Figure 1 illustrates analysis for balance between work and family life.

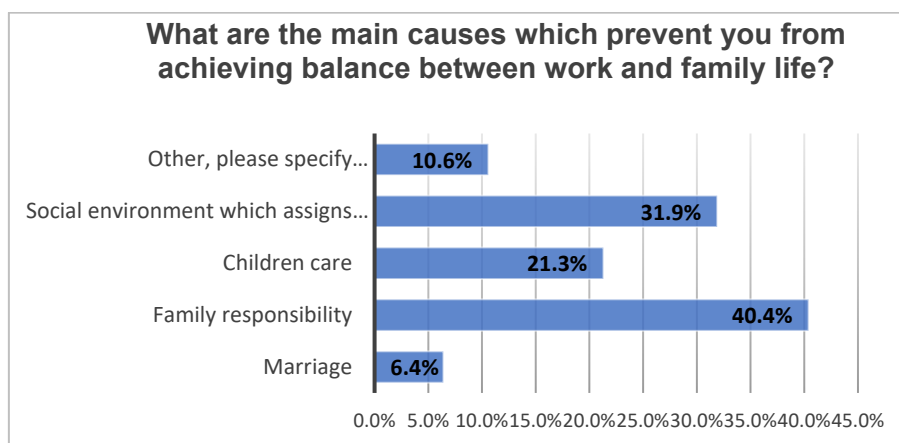


Figure 1: balance between work and family life

Respondents were asked to suggest ideas that help them achieve work-life balance. 68.1% suggested time management, while 53.2% proposed spousal support. 29.8% goes to supportive institutional policies, and the same percentage goes to flexible distribution of roles between men and women. Only 4.3% suggested reducing social life and activities. Figure 2 presents analysis on work – life balance.

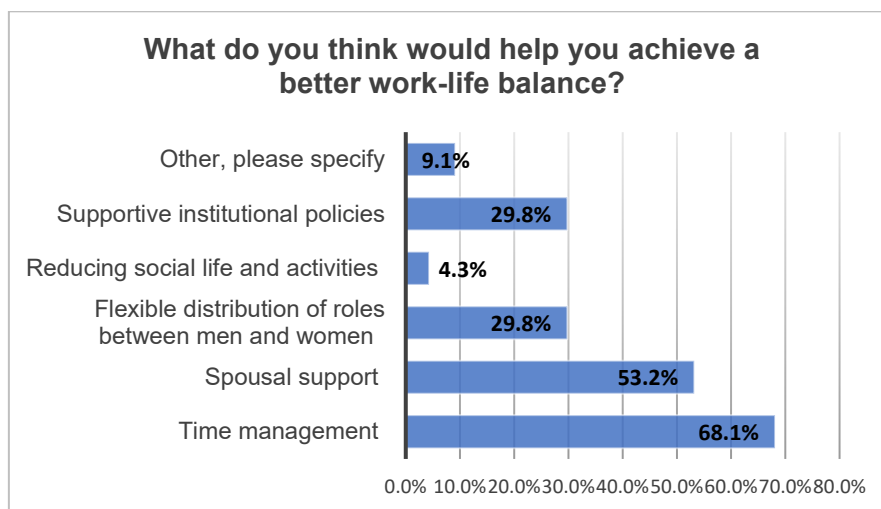


Figure 2: Achieving a better work- life balance

## 5.2 Curriculum and Research

Figure 4 illustrates percentages on extent to which Gender Equality is integrated at faculty courses at the target institution. 47.7% of respondents stated that courses which address gender issues in their departments are provided to a minimum extent, whereas 2.3% indicated the opposite. 27.3% surveyed with “not sure” as they don’t possess a wide range of information on that topic, whereas 11.4% said that gender issues are addressed to a good extent, compared to the same percentage which indicated to little extent. Figure 3 represents analysis for integration of gender topics at faculty and curriculum level.

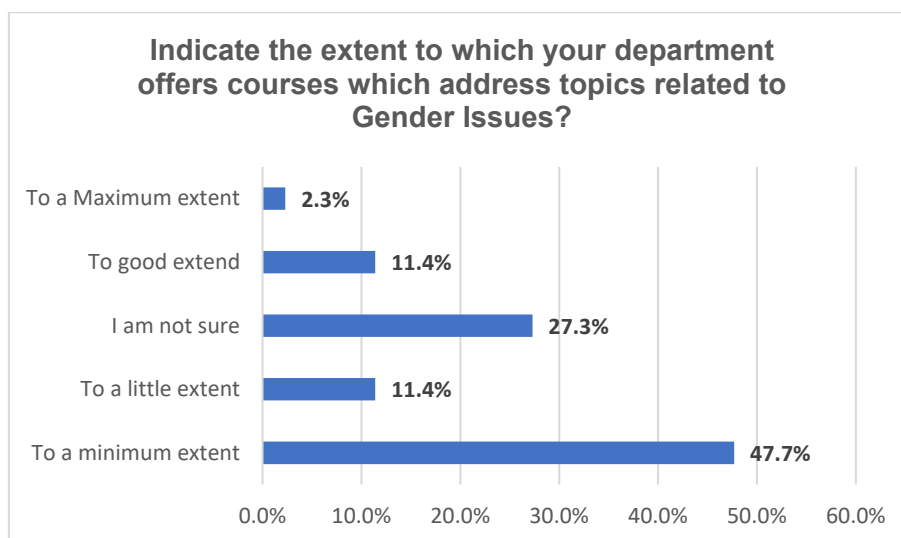


Figure 3: Integration of Gender Equality in faculty courses

Descriptive analysis proves that there is little awareness about gender issues since 87% of respondents are not conducting research. Furthermore, 89% are not currently doing any research that address gender issues, compared to only 11% who are doing so. Figure 4 illustrates percentages on academics performing research in gender issues at the target institution.

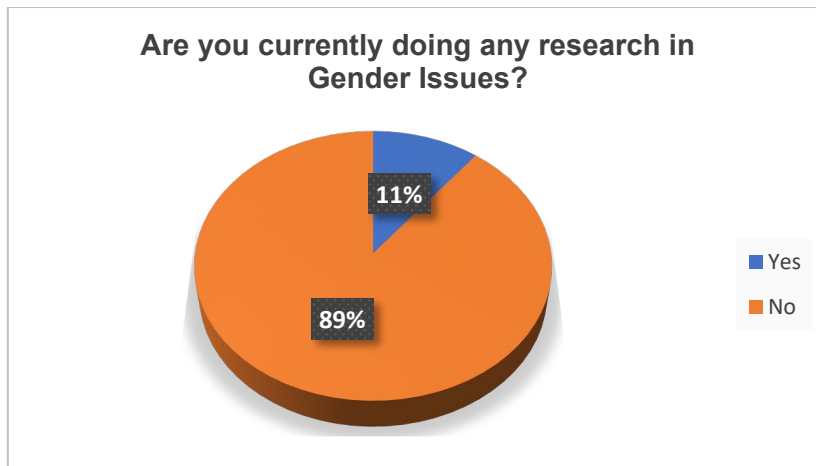


Figure 4: Research production in the Gender Issues

### 5.3 Institution HR practices

Respondents are asked if a gender quota, based on merit, would be good institutional policy, 59% agreed and 41% disagreed. On a question on gender quota 40.4% indicated that positions should be given based on abilities and not only gender. 10.6 % justified that it might be viewed as unfair. 6.4 % said it will not be helpful, and only 4.3 % said it is not necessary. Figure 5 illustrates percentages on introduction of gender quota in higher education.

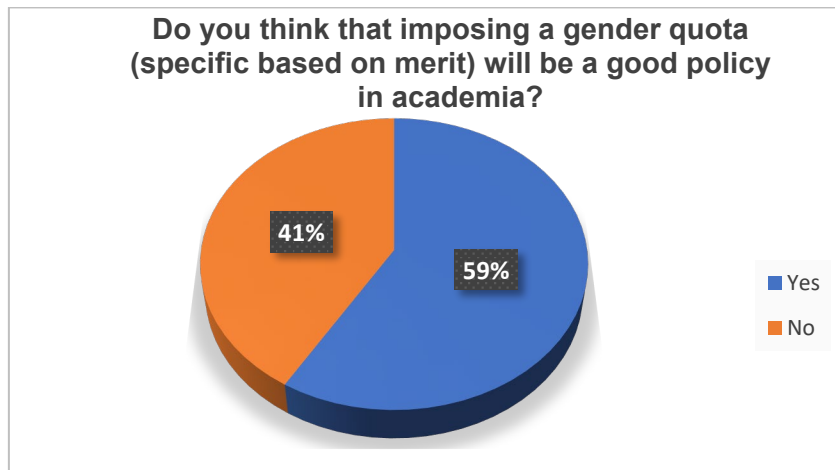


Figure 5: Gender Quota based on Merit

Descriptive data analysis generally reflects perceived agreement levels of respondents towards institution HR practices, where the highest mean score (4.13) goes to equal opportunities for promotion for both men and women. Whereas, the lowest mean score (3.13) goes to providing training programs for women. This signifies the lack of training programs oriented for women and the critical need for this kind of training. Table 2 illustrates average mean scores and standard deviation on factors associated with HR practices.

Table 2: HR Practices at Institution

HR Practices at Institution	M	SD
1. Training programs for women	3.13	1.23
2. Equal opportunities for promotion for both men and women	4.13	1.08
3. Common recruitment & selection policy which is equal	3.97	1.09
4. Performance appraisal is independent of gender	4.11	.95
5. This university has Gender Equality at workplace	3.72	1.01

HR Practices at Institution	M	SD
6. This university is a women friendly workplace	4.00	.89
7. Equal vacations all employees	4.08	.92
8. Common training and development policy for all.	3.74	.98
9. Fair reward and recognition policy	4.02	.93
10. Women get proper maternity leaves as per the law	4.12	.87
11. Women are allocated the same rewards as men	4.08	.95
12. Women are allocated the punishments as men	4.10	.94
13. Women are given leadership roles	3.91	1.01
14. I feel included in decision-making processes	3.27	1.03

### 5.4 Sexual Harassment, Sexism, and Stereotypes

Generally, descriptive analysis demonstrates higher percentages of respondents who neither experienced nor observed sexual behavior, ranging from 85.1 % for those who neither experienced nor observed sexual teasing, jokes or remarks, to 91.5 % for those who neither experienced nor observed pressure for sexual favors, or sexual assault. 6.4% experienced sexual teasing, jokes or remarks, with another 6.4% who observed this behavior, and only 2.1% who experienced and observed this phenomenon, while 85.1% neither observed nor experienced this. 6.4% experienced unwanted physical contact, while 4.3% observed this, while 89.4% neither observed, nor experienced. However, the subject of sexual harassment behavior is a complex issue as it is differently interpreted across cultures. Moreover, higher percentages indicating neither observed nor experienced can be related to conservative culture of the Middle East. Such topics are perceived as taboos. Table 3 illustrates descriptive data analysis on sexual harassment at institution for academics.

**Table 3: Sexual Harassment at Institution**

Sexual Harassment at Institution	Experienced	Observed	Observed and experienced	Neither	Total
<b>Sexual/sexist teasing, jokes, remarks or questions</b>	6.4%	6.4%	2.1%	85.1%	100.0%
<b>Pressure for dating</b>	6.4%	2.1%	2.1%	89.4%	100.0%
<b>Sexual/sexist letters, phone calls, emails</b>	6.4%	0.0%	2.1%	91.5%	100.0%
<b>Leaning over, cornering, pinching, touching, unwanted physical contact</b>	6.4%	4.3%	0.0%	89.4%	100.0%
<b>Pressure for sexual favors</b>	8.5%	0.0%	0.0%	91.5%	100.0%
<b>Stalking</b>	6.4%	4.3%	2.1%	87.2%	100.0%
<b>Physical/sexual assault</b>	6.4%	2.1%	0.0%	91.5%	100.0%

Examining bullying behavior from a manager within the institution, 22% indicated they observed bullying behaviors, while 7.3% experienced it, 9.8% experienced and observed, while 61% neither experienced nor observed. 29.3% indicated they have observed a colleague exercising bullying behaviors, while 9.8% experienced and observed bullying from a colleague. 4.9% experienced only, and 56.1% neither experienced nor observed these behaviors. Similarly, responses towards students who practiced bullying behaviors range are as such, 27.9% observed such behaviors, 11.6% observed and experienced, 4.7% experienced, and 55.8% neither experienced nor observed.

### 5.5 Female Academic Role Model and Empowerment

Respondents were asked to provide their perception of a female academic whom they consider inspiring and viewed as a role model. Figure 6 illustrates characteristics possessed by an inspiring female academic. Respondents indicated charisma and expertise in academic field as distinctive characteristics with 57.4%. Confidence follows next by 53.2%, while 36.2% goes to independence; resilience signifies 34.8%, and ability to

uplift her students' marks 34%. Assertiveness was also identified by 25.5% of that sample. Figure 6 illustrates characteristics of female academic role model.

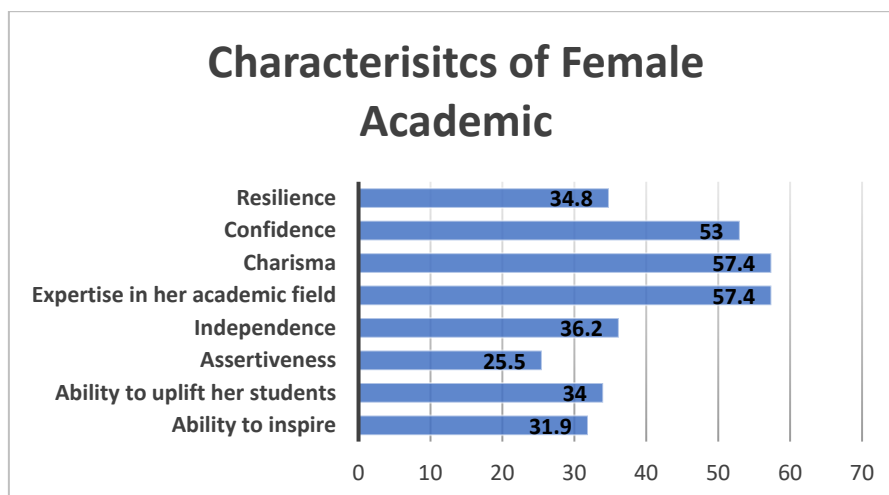


Figure 6: Characteristics of a Female Academic

## 6. Discussion Recommendations and Future Research

The results of study on academics discloses results on individual levels. For example, motivation behind working in academia indicate various factors, where motivation to conduct research is the highest level. With regard to academics' career ambition is still an area which requires improvement, where the majority has not yet achieved their career ambition. Satisfaction with work -life balance discloses good levels. However, family responsibility and social environment which assigns traditional roles to men and women are considered as barriers to achieving balance between work and family life. At a departmental level results signify that courses which addresses gender issues are at the very minimum levels. This brings a very interesting and predictable results that gender issues including the subject of gender equality and equity are not addressed adequately at the target institution. the results confirm little awareness exists on the subject of gender equality. Moreover, the results reveal minimal levels of gender research being performed in this scope at target university. At the institutional level, results disclose that the introduction of gender quota based on merit would be considered as a good policy to boost female representation at various domains in higher education. However, the results vary across gender, indicating higher level of support by female academics, to the introduction of gender quota within higher education sector. The examination of sexual harassment does not reveal significant concern for the target institution, although the discussion of this topic is sensitive. Alternative methodology would bring deeper insight on the topic, including focus groups or individual in-depth interviews. The responses on sexual harassment reveal significantly that the subject is underdeveloped and sensitive topic which requires research and awareness workshops in Syria and the Middle East in general.

The examination of female academic role model empowerment reflects positive attitudes towards female academics as role models, who demonstrated effective personality traits, skills, abilities and competencies. Moreover, the results show that female academics at the target institution have positive perception and feel empowered as women working in higher education sector.

The future direction of this research recommends building a conceptual model of factors affecting female academics role models in Higher Education sector in Syria. The model would consider factors at multi- levels including individual, group, organisational and socio- cultural levels. Furthermore, future research would also test the model after its theoretical and conceptual development. It would be comprehensive approach combining theory building and theory testing approaches. Also future research direction may include a comprehensive approach of private and public universities, expanding on the samples of the study. Furthermore, future research should focus of policy implication and advocacy. Critical gender research issues such as sexual harassment and gender policies in research, curriculum and governance and human resources practices are excellent areas for extensive future research.

## 7. Conclusion

This research provided a diagnoses analysis on factors which may influence female academics' experience and may impair their career advancement addressing challenges towards achieving gender equality in higher education. The findings disclose that motivation for performing research in the scope of gender, is a critical need and area of development. The topic of gender requires examination and development. The introduction of gender quota is considered as a good policy at the institutional level. Sexual harassment does not disclose significant findings, although it is a future area of investigation which requires a combination of quantitative and qualitative research approaches. The topic of female role model is a crucial area of investigation, and discloses positive perception and attitudes of academics towards female role models. This paper is the first step to further research in the scope of gender equality and equity and female empowerment in higher education in Syria.

## References

- Adler, N. (1993). An international perspective on the barriers to the advancement of women managers. *Applied Psychology*, 42(4), 289–300. <https://doi.org/10.1111/j.1464-0597.1993.tb00745>.
- Afiouni, F., Karam, C. M., & Makarem, Y. (2019). Contextual embeddedness of careers: Female “nonsurvivors” and their gendered relational context. *Human Resources Management Journal*, 30(3), 343–364. <https://doi.org/10.1111/1748-8583.12244>
- Aycan, Z. (2004). Key success factors for women in management in Turkey. *Applied Psychology*, 53(3), 453–477. <https://doi.org/10.1111/j.1464-0597.2004.00180.x>
- Blättel-Mink, B. (2008). Reinventing gender in higher education. *Equal Opportunities International*, 27(1), 107–111. <https://doi.org/10.1108/02610150810844974>
- Caldwell, J. C. (2004). Social upheaval and fertility decline. *Journal of Family History*, 29(4), 382–406. <https://doi.org/10.1177/0363199004267744>
- Cole, J. R., & Zuckerman, H. (1987). Marriage, motherhood and research performance in science. *Scientific American*, (February), 119–125. <https://doi.org/10.1038/scientificamerican0287-119>
- Cooper, D. R., & Schindler, P. S. (2014). *Business research methods* (12th ed.). McGraw-Hill/Irwin.
- Dalati, S., & Alchach, H. (2018). THE EFFECT OF LEADER TRUST AND KNOWLEDGE SHARING ON STAFF SATISFACTION AT WORK: INVESTIGATION OF UNIVERSITIES IN SYRIA. *Business, Management and Education*. <https://doi.org/10.3846/bme.2018.285213>.
- Dalati, S., Raudeliuniene, J., & Davidaviciene, V. (2020). Innovations in the management of higher education: situation analysis of Syrian female students empowerment *Marketing and Management of Innovations*, 4, 245254. <http://doi.org/10.21272/mmi.2020.4-20>
- Dalati, S. (2021) Peculiarities on Sustainability at Higher Education Sector: A Case Study. *Journal of Service, Innovation and Sustainable Development*, 2(2) 114-121. DOI:10.33168/SISD.2021.0210
- Davis, D., & Astin, H. S. (1987). Reputational standing in academe. *Journal of Higher Education*, 58(3), 261–275. <https://doi.org/10.1080/00221546.1987.11778250>
- Gardiner, M. (2005). Making a difference: Flinders University mentoring scheme for early career women researchers. Adelaide.
- Greenhaus, J., & Parasuraman, S. (1993). Job performance attribution and career advancement prospects: An examination of gender and race effects. *Organizational Behavior and Human Decision Processes*, 55(2), 273–297. <https://doi.org/10.1006/obhd.1993.1034>
- Hensel, N. (1991). Realising gender equality in higher education: The need to integrate work/family issues. Washington DC.
- Jean, J., Dalati, S. and Al Bich, M. (2021) Investigating the Perceived Comparison of Work from Office vs. Work from Home during Covid-19: An Empirical Study. *Journal of Service, Innovation and Sustainable Development*, 2(2), 53-69. DOI:10.33168/SISD.2021.0205
- Kaw, M., & Ahmad, S. (2014). Gender prejudice in the research world: Female researchers in a conflict zone, Kashmir. *Library Review*, 63(8/9), 684–699. <https://doi.org/10.1108/LR-04-2013-0051>
- Littrell, R. F., & Bertsch, A. (2013). Traditional and contemporary status of women in the patriarchal belt. *Equality, Diversity and Inclusion: An International Journal*, 32(3), 310–324. <https://doi.org/10.1108/EDI-12-2012-0122>
- Lobel, S. A., & St. Clair, L. (1992). Effects of family responsibilities, gender, and career identity salience on performance outcomes. *The Academy of Management Journal*, 35(5), 1057–1069. <https://doi.org/10.5465/256540>
- Menges, R. J., & Exum, W. H. (1983). Barriers to the Progress of women and minority faculty. *The Journal of Higher Education*, 54(2), 123–144. <https://doi.org/10.2307/1981567>
- Moghadam, V. M. (2003). *Modernizing women: Gender and social change in the Middle East* (2nd ed.). Lynne Rienner Publishers. <https://www.rienner.com/uploads/47d98be66a50c.pdf>
- Ramsay, E. (2001). Gender in the Australian higher education system. *International Journal of Sociology and Social Policy*, 21(1/2), 105–117. <https://doi.org/10.1108/01443330110789628>

- Reynolds, A. C., O'Mullan, C., Pabel, A., Martin-Sardesai, A., Alley, S., Richardson, S., Colley, L., Bousie, J., & McCalman, J. (2018). Perceptions of success of women early career researchers. *Studies in Graduate and Postdoctoral Education*, 9(1), 2–18. <https://doi.org/10.1108/SGPE-D-17-00019>
- Sax, L. J., Hagedorn, L. S., Arredondo, M., & Dicrisi III, F. A. (2002). Faculty research productivity: Exploring the role of gender and family-related factors. *Research in Higher Education*, 43(4), 423–446. <https://doi.org/10.1023/A:1015575616285>