

Book Presentation

***Gender and Higher Education Management in Times of Crisis* (2025)**

Edited by Sarah Barnard & Angela Wroblewski

Online Presentation

25.02.2026 · 13.00 – 14.30 CET

A brief insight into the book and the event ...

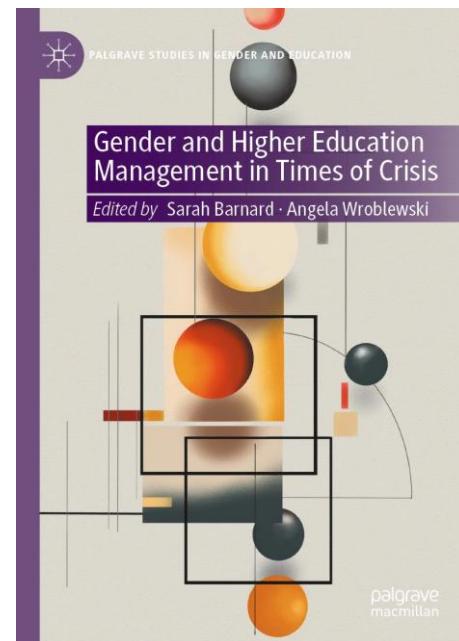
Setting the Scene: Gender and Higher Education Management in Times of Crisis (Angela Wroblewski & Sarah Barnard)

Sarah Barnard & Angela Wroblewski will present the crisis framework developed for the book and give an overview on the publication. The publication consists of three parts, focusing on different forms of crisis: crisis caused by external factors, endemic crisis within higher education and the expected contribution of universities to combat crisis.

Short presentations will follow to present the following chapters:

“Through Change and Through Storm, Better and Stronger”: Gendered Crisis Management Discourses in Swedish Academia (Helen Peterson)

Helen Peterson explores crisis management in higher education institutions through a gender lens, adopting Branicki's (2020) distinction between rationalist and relationalist approaches to crisis management. Empirically, the chapter draws on the analysis of academic crisis management discourses in blog posts by Swedish higher education institutions. The analysis demonstrates both rationalist and relationalist approaches to crisis management.



The “Slow” Career Crisis for Women in Australian Regional Universities: Place, Travel, and Agency

(Anitra Goriss-Hunter et al.)

Anitra Goriss-Hunter et al. draw on autoethnographic narratives to report on the nuanced challenges experienced by women working in regional universities. Findings indicate a *slow* crisis in regional universities encroaching on women's career development. Due to continued underfunding, staff at regional universities is faced with limited resources. The consequences for women are exacerbated by their desire to maintain family and community ties in regional areas.

Career Shock or Business as Usual? Women Academics' Experiences of a Global Health Crisis and

Why It Still Matters (Sarah Barnard, Shan Simmonds & Monica Gallant)

Against the backdrop of gendered experiences of working in higher education during the COVID-19 pandemic, the authors employ collaborative autoethnography to provide insights into the narratives and experiences of their work dynamic during this period. Findings show that participants were pressured to maintain *business as usual* in relation to their work and that this also translated into gender inequalities in universities with emphasis on continuity

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Incorporating Gender into Institutional Crisis Response: The Case of Advance in 2020–2021 (Kathrin Zippel et al.)

Kathrin Zippel et al. explore how gender equity programmes at US universities navigated overlapping crises in 2020-21. The interview analysis shows how the level of integration of gender equity initiatives and the regional political landscape shape the ability of ADVANCE teams to incorporate gender equity into university leadership crisis response plans.

Precarity in Higher Education? Strategies to Avoid Perceiving it as a Crisis (Teresa Carvalho & Pat O'Connor)

Following an understanding of crises as socially constructed, Teresa Carvalho & Pat O'Connor focus on precarity in the higher education system of Ireland and Portugal. Based on the analysis of legal documents and official statistics relating to higher education, the chapter identifies strategies higher education institutions use to avoid defining precarity as a crisis: Statistical Vagueness; Strategic Obfuscation; Deviant Practices; Normalisation; and Individual Responsibilisation.

Racism and Sexism as a (Non-)Crisis in Higher Education (Dounia Bourabain)

This paper defines racial-gender inequality in academia as a crisis. The focus is on academic managers' perceptions of gender-racial inequality as they play a key role in the agenda-setting of their institutions. Based on in-depth interviews, findings show three framing strategies of academic managers tied to a non-crisis narrative. By justifying gender-racial inequality as (a) a normal part of the meritocratic-neoliberal game, (b) a matter out of their hands, and (c) an issue from the past while equality is relegated to the future, they exempt themselves from tackling gender-racial inequality.

Numbers or Norms: What Predicts Gender-Based Violence in Higher Education?

(Anke Lipinsky & Claudia Schredl)

Against the backdrop of high rates in gender-based violence in higher education, Anke Lipinsky & Claudia Schredl analyse the data of an international large-scale prevalence survey. Findings show higher prevalence rates of sexual harassment in universities with a high proportion of women in leadership teams and significantly lower rates of psychological violence in universities in which staff support gender essentialist views.

Perceptions of Turkish Academic Women on the Glass Ceiling in Times of Crisis (Özlem Atay & Nedim Emre Gürgen)

In this chapter, Özlem Atay & Nedim Emre Gürgen examine the situation of academic women in Turkish universities and the effect of the COVID-19 pandemic on their perceptions of the glass ceiling. Based on an online survey and secondary data, the authors show that women are still under-represented in senior management and that the perceptions of the glass ceiling have remained relatively stable during the pandemic.

Differential Receptivity of Universities to Gender Equality and SDGs (Angela Wroblewski)

In the context of the third mission, that expects universities to anchor goals regarding gender equality and sustainability, Angela Wroblewski explores the question of how Austrian universities formulate these goals and to which extent they are formulated in a different manner. The chapter is based on the analysis of strategic documents approved by the 22 Austrian universities in 2020 and 2023.

The event will conclude with a Q&A session.

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