

Call for Papers:**Sexism in business schools: Structural inequalities, systemic failures and individual experiences of sexism****Guest Editors:**

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#Me Too. #Times Up. #Stop.

We no longer need to pretend that our lives are not imbued with sexism – sexism permeates every part of our lives. Sexism in academia is experienced at both the systemic and individual levels, often culturally normalized and personally violent yet cloaked beneath veneers of professional activity and working relationships. The silence surrounding sexism in academia is deafening (Teixeira, Silva, Mesquita and Rampazo, 2018). Patriarchy and masculine imperatives embedded in cultural, social and professional aspects of living and working in academia (Benchop and Brouns, 2003) have provided fertile ground for sexism. This Special Issue of *Gender, Work and Organization* breaks this silence and seeks to investigate how sexism is experienced in business schools globally. Sexism has been prevalent from early feminist debates through to contemporary conversations focus on the normalization of sexism in the university, the effects of women's lives and careers, the inherent silence regarding sexism and resistance to sexism. Intersectional considerations of race, class, age, ethnicity, disability, gender and sexual orientation have been acknowledged given that histories of societies and individuals are not constituted by single exclusionary markers (Crimmins, 2019; Stauß and Boncori, 2020). Nash reminds us that subjects are oppressed and privileged in different ways (Nash, 2008). Writings have presented inclusive accounts of the experience of sexism often involving critical reflections, self-history, collective stories, resistance to struggles in academic spaces.

In the myriad of possibilities tainted and inhabited by sexism, this form of systemic discrimination can be seen as an aversion to the feminine in general, but also to the *erotic* as a form of women's power, as theorized by Audre Lorde (1993). Within the context of hegemonic patriarchal norms guiding the understanding of being a 'good' or 'successful' academic in the context of business schools, women worldwide are denied their place in these professional spaces. This erasure is statistically evident in the number of women professors and in the widespread gender pay gap (Knights and Richards, 2003), but it is also manifested in more subtle ways through 'benevolent sexism' - the often stereotypical and patronizing attitudes held against women (Glick and Fiske, 1996, 2001); invisible or covert discrimination (Jones and Clifton, 2003), including unconscious bias and microaggressions; and 'fake solidarity' towards women. Sexism is an explicitly "excluding" phenomenon: it excludes those who identify as women through the rejection of their bodies (Pullen, 2018), the silencing of their voices (Savigny, 2017), and the belittling of their experiences through the deployment of endless microaggressions (Basford, Offermann and Behrend, 2014). Sexism in the content of today's business school discriminates in countless ways that bring together the public and the personal, the professional and the private — for example through language, clothing, and social interactions.

Given that sexism in academia is experienced at both the systemic and individual levels and normalized at so many institutions, we ask: how can we mobilize to resist and dismantle sexism? Resistance manifests through individual behavior and/or collective action that inspires and motivates women and their supporters, through collective mobilization, as in the “Me too” movement (Ozkazanc-Pan, 2018). What resistance is happening in academia and is it individual or collective (Teixeira and Rampazo, 2017)? For empowerment to be effective, a collective movement is necessary in which everyone is involved, the empowerment that takes place at the individual level, is just an illusion that can be shattered in the different situations. A coalition is necessary (Collins, 2019). The thinking and action of empowerment against sexism is a feminist, political project, both in theory and in practice, which is why it is necessary to document sexism through discussion, research and the sharing of resources that are anti-exclusive.

This Special Issue calls for global contributions that seek to explore the relationship between sexism and other categories of identity and difference; the experiences of sexism in different academic contexts; the systemic and individual power dynamics related to sexism; examples of resistance, empowerment and feminist action. We recognize the importance of plural debates in the fight against oppression, such as artistic manifestations, images, conversations in transnational groups and we understand the academy as a joint space in the fight against exclusion. We invite papers critically engaging with the broad concept of sexism in the context of business schools, and research that conceptually and empirically illuminates the structural inequalities, systemic practices and individual processes by which sexism and academia are related. We particularly encourage feminist explorations and interdisciplinary analyses which promote an inclusive and multifaceted approach to the topic. Papers can focus on the following questions, but they are not exhaustive:

- How is sexism articulated in specific global, socio-economic or cultural academic contexts?
- What is the language of sexism in today’s business school?
- What types of sexism is experienced by different type of business school members such as foreign women academics, adjunct staff or early career academics?
- What are the systemic dynamics that reinforce and sustain sexism, including lack of awareness, ignorance and silence in business schools?
- How is sexism prevalent across hierarchies, disciplinary differences and different groups of staff?
- How is sexism experienced at the intersection of class, race, sexuality, age and/or gender identity?
- How can sexism be resisted and how can social change be achieved?
- What are the implications of sexism for the relationship between teachers and students in business schools?
- What is the role of sexism in staff wellbeing and resilience?
- How does the experience of sexism affect women’s academic career development and progression?
- What is the role of allies, network and mentoring in the struggle against sexism?
- What does being sexist mean for men and women in today’s academic context?
- What are the challenges for reporting sexism?

Submission guidelines

Submissions should be made electronically through the Scholar One submission system: <https://mc.manuscriptcentral.com/gwo>. Please refer to the Author Guidelines at <https://onlinelibrary.wiley.com/page/journal/14680432/homepage/forauthors.html> prior to submission.

Please select the 'Special Issue' article type on submission and select the relevant Special Issue title from the dropdown list where prompted.

For questions about the submission system please contact the Editorial Office at gwooffice@wiley.com

For enquiries and information about the scope of the Special Issue and article suitability, please contact Caroline Rodrigues Silva (caroline_rodrigues@hotmail.com), Ilaria Boncori (iboncori@essex.ac.uk), Banu Ozkazanc-Pan (banu.ozkazanc-pan@brown.au) and Alison Pullen (alison.pullen@mq.edu.au) directly.

Deadline for Submissions: 3 May 2021

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