



Editorial

Welcome to 2021 and our 13th year of publication. When we began the journal, our new Board members and Editorial Team were excited about our vision to bring together interdisciplinary research on gender and STEM and make it accessible to all via a fully open access publication. We still maintain that vision, and while other journals have moved towards making research more open and accessible, we are still proud of our achievements and grateful for the support and labour (reviewing, authoring and editing) that everyone in our wider community has contributed to the ongoing success of the journal.

The papers in this issue focus on the careers of women working in STEM, primarily within academia and research, as well as students' perceptions of what constitutes an 'ideal scientist'. There are two studies from the US, one from Canada and one from Australia, that each take different approaches to examining ongoing inequities as well as highlighting initiatives that are aiming to tackle these.

In the first paper in this issue, Robyn Moore and Meredith Nash present an Australian study of [Women's experiences of racial microaggressions in STEM workplaces and the importance of white allyship](#). Their conclusions are a stark reminder that much work still remains to be done to ensure equity within academic settings and calls for white allies to take appropriate and supportive action.

Two further papers focus on gender in academic careers, adding new insights into the mechanisms and structures that hinder women's career progression. In [Gender Inequality in Research and Service amongst Natural Sciences and Engineering Professors in Canada](#) by Jennifer Dengate, Annemieke Farenhorst, Tracey Peter and Tamara Franz-Odendaal, we see how workload allocation and the balance of different elements of academic roles can be vital in whether or not career progression and promotion are achievable.

Many universities worldwide have initiated interventions to ensure women's career progression, but it is not often that these are well funded and resourced. The positive impact of novel programmes of mentoring, leadership training and support during times of life transitions at Washington State University in the USA are analysed by Maria Gartstein and Gregory Hancock in their paper [Professional Development Programs for Women in Academic Science, Technology, Engineering, and Math \(STEM\) Fields: Enhancing Retention and Promotion.](#)

Undergraduate and graduate education is the primary location where students learn the culture, values, attitudes, and expectations of a scientific career. The final paper, [A Gendered "Ideal?" Discourses that Characterize the Ideal Scientist](#) by Laura Parson, Ariel Steele and Emily Wilkins, is a study of undergraduate and post graduate students in two universities (one in the U.S. the other in Hungary). The findings suggest that the notion of an ideal scientist is defined according to masculine discourses, and recommends institution wide approaches to deconstruct and reconstruct these.

We hope you enjoy reading the papers in this issue, and (for those working in universities) that you find these ideas and findings inspirational for your own institutional change projects. Keep well and stay safe.

Clem Herman, on behalf of the editorial executive: Helen Donelan, Barbara Hodgson, Carol Morris, Stefanie Ruel and Gunjan Sondhi