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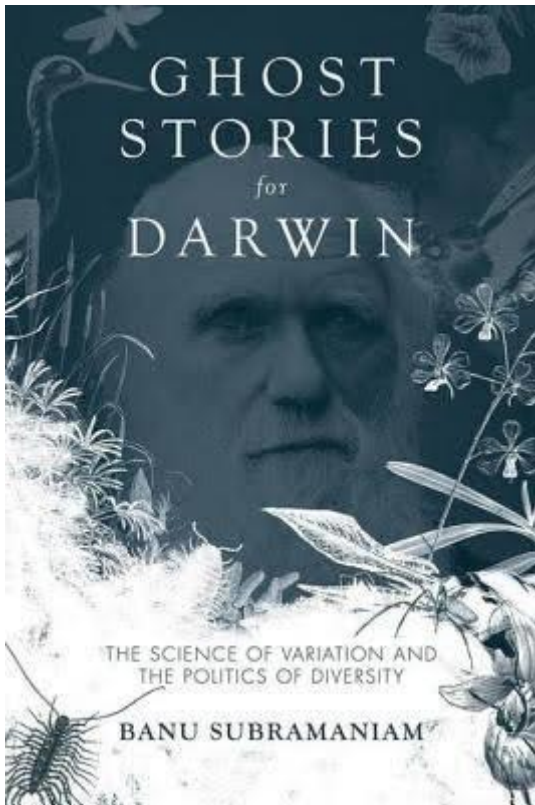
Cross-cultural comparisons are increasingly being seen as important in helping to widen the research base about women's participation in STEM, as well as to illuminate the intersections of gender and other cultural dimensions in creating inequalities in participation. This issue continues our focus on East Asia with an article by a group of scholars from Japan, Taiwan and Korea ([Peng et al](#)) that provides statistics on the composition of students and faculty members in higher education in Japan, South Korea, and Taiwan from 2004 to 2014. This is then compared with the patterns of gender segregation between European Union (EU) and the East Asia (EA) regions, followed by the comparison among the three EA countries. They note that the degree of segregation in EA is higher than that in EU-28, particularly in Engineering. Among the three EA countries, moreover, it is evident that South Korea has made better progress than the other two in the past decade in terms of women's participation in science.

The paper by [Peacock and Irons](#) considers the impact of gender in the cybersecurity industry where there is significant underrepresentation of women. In their findings from a quantitative online survey, the authors consider the motivations, experiences and progression of those working within cybersecurity roles. They conclude that despite the perception that anyone with the 'right skills, knowledge and experience can work in cybersecurity', it is clear that the respondents to this study feel that computer security is viewed as a 'man's job' by wider society and by customers and clients, and that there is perceived gender inequality in recruitment, opportunities and progression.

[Wilson, Broughan and Hillier's](#) paper explores the career trajectories of women at a UK university using a framework proposed by Bimrose et al. (2014). The framework provides a more nuanced understanding of the gender disparity in progression for STEM disciplines at other universities with similar employment and cultural profiles. Those women who had transitioned to senior management described the planning and development of strategies to manage periods of absence or part-time work as critical to their success.



There are two reviews in this issue. [Heather Mendick](#) reviews *Ghost stories for Darwin: the science of variation and the politics of diversity* by Banu Subramaniam', which provides an account of the author's interdisciplinary work combining perspectives from both biological sciences and women's studies.



And finally [Jyoti Bhardwaj](#) reviews the workshop – *Towards a framework for inclusive STEM Education*' held at the Open University, at which several GST Editorial Board members presented their perspectives and experiences from the US, Canada, Australia as well as the UK.

Clem Herman, on behalf of the editorial executive: Helen Donelan, Barbara Hodgson, Victoria Pearson, Elizabeth Whitelegg, Carol Morris