**Summary of the total number of documents reviewed from SSA (n=33)**

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| --- | --- | --- | --- | --- | --- |
| Author  | Type of publication | Context/setting | Theory/concepts | Method | Focus/data |
| Assié-Lumumba (2006) | Report | SSA | N/A | Desk review | Gender and policy context of gender and higher education. |
| Beoku-Betts (2004) | Peer-reviewed article | SSA - Ghana, Nigeria, Sierra Leone, Cameroon and Zimbabwe | N/A | Qualitative  | Experiences of female women doctoral level scientists in research and academic institutions. |
| Beoku-Betts (2005) | Peer-reviewed article | SSA - Ghana, Sierra Leone, Nigeria, Cameroon, Sudan, Zimbabwe, and Uganda. | Concepts of ‘Getting On’ and ‘patriarchal closure’ | Qualitative | Experiences of women in academic scientific careers. |
| Callaghan (2016) | Peer- reviewed article | South Africa | N/A | Quantitative  | Bivariate and multivariate analysis of relationships between the pressures faced by female and male academics to publish vis a vis family life. |
| Campion and Shrum (2004) | Peer-reviewed article | Ghana and Kenya | N/A | Quantitative | Comparison of female and male research careers in state research institutes, Universities, NGOs and international research centres. |
| FAWE (2015) | Report | SSA | N/A | Desk review | Gender inequality in HEIs. |
| Jansen Van Rensburg (2007) | Thesis | South Africa | N/A | Mixed method | Results from the survey and interviews with women at middle and senior management showed that challenges of work-life balance and lack of networking as highly ranked career advancement barriers. |
| Johnson (2014) | Peer-reviewed article | SSA - Zimbabwe, Ghana, Nigeria, and Madagascar | Intersectionality  | Qualitative  | Life and career path experiences of female higher education administrators in SSA. |
| Lumby and Azaola (2014) | Peer-reviewed article | South Africa | Constructs of mothering, agency and emotional capital  | Qualitative  | Construction of motherhood by female academics and how these impacts on their leadership role in learning institutions. |
| Mabokela (2003) | Peer-reviewed article | South Africa | “Donkeys of the University” metaphor | Qualitative  | Workplace experiences of Black women administrators in four HEIs. |
| Mabokela and Mawila (2004) | Peer-reviewed article | South Africa | Concepts of  'gendered organizational cultures of universities' | Qualitative  | Experiences of professional advancement of Black female scholars and administrators in HEIs. |
| Mabokela and Mlambo (2015) | Peer-reviewed article | Ghana | Black feminist theorists (US) | Qualitative  | Professional experiences of female academics at University in Ghana. |
| Mama (2006) | Peer-reviewed article | SSA | N/A | Desk review | Gender in and masculine institutional culture of African universities. |
| Mama and Barnes (2007) | Peer-reviewed article | SSA | N/A | Desk review | Gender inequalities in Africa’s public universities. |
| Masanja (2010) | Report | SSA | N/A | Desk review | Women’s participation in education and specifically STEM. |
| Matonya (2016) | Thesis | Tanzania | Social model of disability | Qualitative  | Barriers to participation of women with disabilities in higher education. |
| Mawela (2014) | Book chapter | South Africa | Critical-interpretivist paradigm | Qualitative | Journeys of female Professors in SET fields in higher education. |
| Morley (2005) | Peer-reviewed article |  SSA - Uganda, Nigeria, South Africa and Tanzania | N/A | Desk review  | Gender and higher education in low-income Commonwealth countries. |
| Morley (2006) | Peer-reviewed article | Nigeria, South Africa, Tanzania, Uganda | N/A | Qualitative  | Focuses on the subtle and complex ways in which discrimination against female academic staff and managers takes place in HEIs as evidenced through interviews. |
| Moswela and Mukhopadhyay (2011) | Peer-reviewed article | Botswana | Social model of disability | Qualitative  | Experiences of male and female university students with disabilities in higher education. |
| Mukhebi et al. (2017) | Peer-reviewed article | SSA | N/A | Mixed method  | Case study exploring the role of mentoring in increasing the pool of women in agricultural research (AWARD program) |
| Nyamongo (2007) | Peer-reviewed article | Kenya | N/A | Desk review  | Socio-cultural factors influencing differential enrolment and completion for undergraduate and postgraduate anthropology students. |
| Obers (2015) | Peer-reviewed article | South Africa | N/A | Mixed method | Constraints and enablers of women academics’ research careers within at Rhodes University. |
| Okeke et al. (2017) | Peer-reviewed article | SSA | N/A | Desk review | Women's underrepresentation in pursuing STEM disciplines. |
| Onsongo (2006) | Book chapter | Kenya | N/A | Mixed method | Inequities and discrimination in staff recruitment, training, promotion and work environment in public universities. |
| Onsongo (2007) | Peer-reviewed article | Kenya | Feminist perspective  | Mixed method | Gendered relations in public universities and implications of the growth of private universities on gender equity in higher education.  |
| Prozesky (2006) | Peer-reviewed article | South Africa | N/A | Secondary data analysis  | Gender differences in journal publication productivity among academics 1990-2001. |
| Prozesky (2008) | Peer-reviewed article | South Africa | N/A | Qualitative  | Early career and family experiences of women and men in relation to research productivity. |
| Raburu (2015) | Peer-reviewed article | Kenya | Feminist perspective | Qualitative  | Experiences of women academics from three universities. |
| Snyder (2014) | Peer-reviewed article | South Africa | Critical Race Feminism  | Qualitative  | Experiences of female doctoral students of colour in educational progress.  |
| Teferra and Altbach (2004) | Peer-reviewed article | SSA | N/A | Desk review | Problems faced by female students and academic staff in African HEIs. |
| UNESCO (2007) | Report | Global | N/A | Desk review | Women and science in higher education. |
| UNESCO (2015) | Report | Global | N/A | Desk review | Statistical trends in women's representation in science research careers. |