In many national and regional contexts in the world, the success of feminist movements has been evidenced through women’s educational achievements, for example the high level of female participation in higher education (HE) in many countries worldwide. However, the recent rise of populism in some regions, together with ‘post-truth’ narratives, has challenged the assumption that misogyny and sexism no longer pose a significant social problem. Increased levels of public articulation of misogynistic and sexist discourses and the apparent legitimation of this in some high-profile instances, point to the ongoing need for feminist critique and wider social movements for women’s rights and equalities.

Higher education has a key role to play, not only in challenging the deeply troubling anti-education, anti-expertise and anti-intellectual strands of populism, but also in paying attention to the ways that gendered inequalities are potentially reproduced through pedagogical spaces. This special issue calls for careful attention to the relationship between gender and HE pedagogies in the context of current political struggles and divisions.

This special issue builds on the body of work that has examined teaching in HE in relation to gender. This body of work has considered the relationship between different political forces at play (such as neoliberalism, neoconservatism, patriarchy and neocolonialism), how these might impact pedagogical practices and the ways this re/produces unequal gendered relations. Policies of access and equity have contributed to growing diversity in higher education, and female students have increasingly outnumbered male students in many HE contexts. This pattern has arguably escalated notions that masculinity is in crisis and that HE teaching and learning has become ‘feminised’. Although feminists have critiqued these notions, a growing backlash against feminism has arguably weakened anti-sexist policies and practices in HE. As well as this, research has uncovered incidences of gendered violence on HE campuses, as well as the continued under-representation of women in senior decision-making positions.

Feminist critiques of the ‘feminisation of HE’ have also pointed to ongoing binary divisions at play in universities that privilege the rational over the emotional and undermine an ethics of care, potentially marginalising those dispositions associated with femininity. Scholarship focused on intersectionality...
has engaged with the ways that gender intersects with a range of social and cultural differences including of class, ‘race’ and sexuality. Furthermore, despite a long-term commitment to widening participation in many national contexts, research on teaching in HE has minimally engaged questions of participation, to contribute to theoretical understanding of what constitutes ‘participation’, particularly in relation to gendered power relations and intersecting social inequalities. Although there have been attempts to raise the profile of teaching in higher education across different national contexts through moves towards “modernising the university” for the 21st century, many of these considerations tend to reinforce neoliberal discourses of marketization, positioning teachers as service providers and students as educational consumers. The complex dynamics of pedagogical relations and experiences in relation to gendered practices and identities has been largely absent from research on teaching and learning in HE.

This Special Issue invites contributors to explore and offer critical perspectives on this theme, and particularly welcomes papers that critically engage with this issue from a wide range of theoretical perspectives and international contexts, as reflected in empirical contributions. Contributors might consider critical examination of some of these themes:

- The particular challenges for participation in HE, raised by the rise of populism and its impact on questions of gender equity in and through higher education;
- The complex ways gendered formations play out in relation to difference and the implications for pedagogical practices and/or experiences;
- The relationship between pedagogical practices and the production of gendered subjectivities and inequalities;
- The affective dimensions of gendered formations and higher education pedagogies;
- The processes of exclusion/inclusion in relation to gendered formations and other intersecting differences in higher education contexts;
- The experiences of students and/or staff across formations of gender and difference in a range of pedagogical contexts;
- The relationship between theory and practice in developing gender sensitive frameworks and strategies.
- The resultant research agendas for higher education scholars.

**Special Issue Timeline:**

- Expressions of interest and extended abstracts to be submitted via email: **Friday, 5th May 2017**
- Successful authors will be invited to submit full papers for peer review, following the journal’s normal procedures: **Monday, 29th May 2017**
- First full article submission deadline: **Friday, 27th October 2017**
- Final article submission deadline for revised/resubmitted articles: **Friday, 26th January 2018**
- Anticipated publication date: **Summer 2018**

**Submission of extended abstracts:**
Please send extended abstracts by email with subject field titled ‘Teaching in Higher Education Special.
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- Executive Editor: Professor Penny Jane Burke, *University of Newcastle, Australia*
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