

The Gender Gap in the Tourism Academy

Statistics and Indicators of Gender Equality

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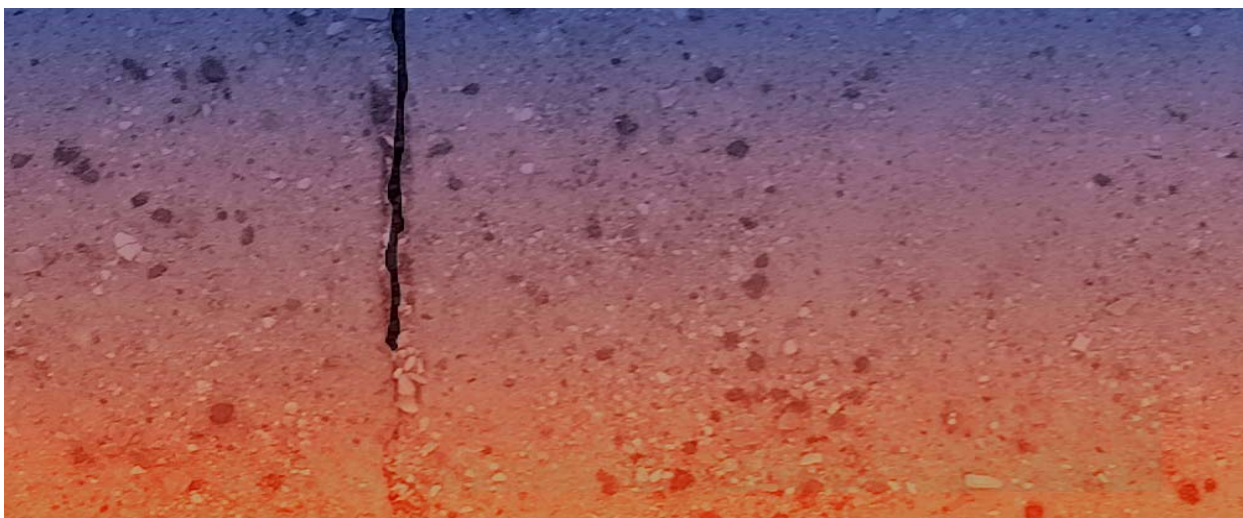
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THE GENDER GAP IN THE TOURISM ACADEMY

STATISTICS AND INDICATORS OF
GENDER EQUALITY

Report I

April 2015



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THE GENDER GAP IN THE TOURISM ACADEMY

STATISTICS AND INDICATORS OF GENDER EQUALITY

By

WHILE WAITING FOR THE DAWN

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However long the night, the dawn will break

African proverb

Preface

This study is part of an ongoing research project entitled “While Waiting for the Dawn,” which explores the role that gender plays in the lives of women scholars and students in the tourism academy. This report maps gender equality in the tourism academy through a series of key indicators that reflect leadership in the field. These indicators include editorial positions in journals, positions on conference committees, and keynote speakers, among others. Results clearly show a gender gap within the tourism academy and an imbalance in the influence of women and men in key leadership roles, and suggest that tourism scholarship mirrors the patriarchal structures that characterize the global academy. Gender imbalances are not self-correcting, and proactive policies and initiatives need to be implemented to tackle the gender gap and to avoid the perpetuation of unequal opportunities. We hope this report will help to raise awareness and contribute to creating a more just academy, where women have equal opportunities to shape the present and the future of tourism scholarship.

Acknowledgements

We would like to thank the TRINET community for the inspiration to undertake this project, the participants of the Tourism Education Futures Initiative Conference at the University of Guelph (2014), members of the online community Women Academics in Tourism, and the many and varied colleagues, women and men, who have voiced their support for this project and a commitment to addressing gender in the tourism academy.

We would also like to acknowledge other academics, who by collecting and openly sharing data on the tourism academy made this statistical report possible: Professor Pauline Sheldon and Professor Jafar Jafari for the TRINET membership list, Professor René Baretje-Keller for the CIRET database, and Professor Bob McKercher for the list of academic journals. Thanks to the Center of Leisure and Culture Services, Copenhagen Business School, Denmark for the financial support that made the extensive data gathering and analysis of thousands of positions possible and to our student assistant Thea Marie Andresen Vahr for her valuable contribution during the last stages of the writing of this report.

We dedicate this report to the change agents who will help to achieve gender equity in the tourism academy. To the future!

Table of Contents

Women in the Tourism Academy	1
Introduction	1
General Gender Indicators	2
Mapping the Gender Gap in the Tourism Academy	4
Gender Leadership Indicators	4
I. Women and Leadership in Tourism Journals	5
Leadership Positions in Academic Journals	5
Summary of Leadership Positions in Tourism Journals	8
II. Women and Leadership in Tourism Conferences	9
Summary of Leadership Positions in Tourism Conferences	12
III. The International Academy for the Study of Tourism	13
IV. Authorship of the <i>Encyclopedia of Tourism</i>	14
Conclusion	15
Mapping the Gender Gap	15
Implications and Future Research	16
References	18
While Waiting for the Dawn	20
The Authors	20
Appendix A	25
Appendix B	26
Appendix C	28

WOMEN IN THE TOURISM ACADEMY

Introduction

"While Waiting for the Dawn" is a research project generated from, and fed by, a wave of TRINET discussions that took place during 2013, 2014, and early 2015. It all began with a post of Dr. Jill Poulson entitled "Inappropriate advertisement" (05.06.2013) which was in response to a call for applicants to a male-only position in Saudi Arabia. Jill's expression of disappointment ignited an intense debate on the relationship between gender, equal opportunities, and culture. Later that year we received the announcement for the "The World Research Summit for Tourism and Hospitality 2013" (21.11.2013). The conference theme was "Crossing the Bridge" and was sponsored by some of the major academic journals in our field. All five confirmed keynote speakers were men. The conference aimed at "bringing together academics and industry practitioners from diverse backgrounds" and "promoting mutual dialogue." This announcement kick-started a private discussion between eleven women academics, who wondered how this conference could possibly represent "the world," when all the speakers were older men and predominantly Western native English speakers. Moreover, if men and women bring different perspectives and understandings about the world to their scholarship, then what sort of new understandings could be charted in a heavily gender skewed conference?

Shortly after, this debate took a public turn after an e-mail by Professor Bob McKercher (16.01.2014) with the provocative subject title "A Changing of the Guard in Tourism Research?" The post identified 'the 50 most cited tourism scholars' since 2008, and suggested that there was indeed a changing of the guard and that the focus of tourism research was also shifting. The post sparked a heated e-mail exchange among international researchers including some of the authors of this report, wherein it was noted that just 10% of the list were women. These posts raised serious questions about the insidious value of such measures that recognize only certain aspects of academic work (i.e., research), and the limitations of using citations as a proxy for leadership, as such lists tend to devalue the contributions of those who spend much of their time in teaching and administration. Clearly, the observation that women were underrepresented in this list opened up significant questions about the structural impediments and gendered practices at play in the tourism academy. The online discussion continued a short time later, this time initiated by the rebuttal of Dr. Freya Higgins-Desbiolles (11.02.2014) to the announcement of yet again another conference with all male keynote speakers, "The International Conference on Sustainable Tourism and Events Planning and Policy."

The women who started an informal conversation about gender in November 2013 are the authors of this report. Many had never met, but were brought together by the desire not just to raise the issue but also to take action. During the months that followed and thanks to the discussions raised on TRINET, we were buoyed by a large number of supportive e-mails from younger women tourism academics and students who voiced private concern about the gender-related issues that they were facing, as well as by men who observe a very gendered landscape and support change. This was the moment when the research project "While Waiting for the Dawn" was born.

The main focus of the broader research project is to explore the role that gender plays in the lives of women scholars and students in the tourism academy. This report is the first in what we envisage to be a long-term project that seeks not only to inject reliable data and information into the gender debate, but also to drive actions and initiatives that focus on gender equality. In what follows, we map gender in the tourism academy as our starting point for further work.

General Gender Indicators

No official, up-to-date, and worldwide database of tourism academics exists. There are a number of international databases, national associations, and interest-specific organizations that, if their membership databases could be analyzed, might provide a partial view of how gender is constituted in various parts of the tourism academy. After careful consideration of the different possibilities available for defining who makes up the tourism academy, two different databases were selected as general indicators to map the overall gender distribution:

1. **The list of tourism academics of the International Center for Research and Study on Tourism (CIRET).** This is a cumulative database of tourism researchers. Researchers appearing in this list have either been included by the administrators of CIRET or have personally applied for inclusion on the list. As of January 2014, when this analysis was conducted, there were 4601 names on the list. We were unable to determine the gender of 1231 (26%¹) of these 4601 individuals (i.e., based on an Internet search of surnames and nationality as indicated in the CIRET list). Thus, the following analysis relies on a population size of 3370 scholars' names. An important limitation of this database is that, due to its cumulative character, it may include members who are no longer active in the tourism academy for a variety of reasons.
2. **The members of the Tourism Research Information Network (TRINET).** TRINET is an electronic bulletin board (listserv) connecting the international tourism research and education community. The analysis of the TRINET database was conducted in September 2014. It should be noted that TRINET membership is by self-nomination. Researchers send a brief application that includes some personal information such as affiliation, research interests, and publications. The total number of affiliated members (i.e., names and e-mails) on the TRINET list is 2256, out of which we were unable to identify the gender of 78. Thus, the population of 2178 members, whose gender could be identified, was used in the following analysis. However, it is important to note several issues with regard to TRINET. First, membership on the listserv is open to both tourism industry professionals and academics. We conducted an examination of the professional affiliation of a sample of 1005 members to check what its relationship to the tourism academy might be. The sample selection included members who had provided institutional/organizational e-mails and not "anonymous" addresses such as hotmail, gmail, and similar. Results showed that the vast majority of the 1005 members were academics (97%) (i.e., affiliated with universities or research institutions). The other 3% was a mix of consultants, publishers, and members of tourism associations and international organizations. Second, there may be tourism academics who are not registered on TRINET, and some of those registered on the list may no longer be "active scholars." However, we assume that these two potential biases will affect both men and women equally.

It should be noted that neither of these databases provide information regarding members' gender. This was obtained via a Google search of each individual, using the names and other information provided in these databases (e.g., e-mail address, affiliation, and country).

As mentioned previously, there is no comprehensive global database of tourism academics, and both CIRET and TRINET have limitations. A chi square test comparing the proportions of men and women across the

¹ Percentages in the report are rounded up or down to the nearest whole number.

TRINET and CIRET lists revealed no significant differences, $\chi^2 (1, n = 200) = 1.293, p > .05$, suggesting that these two lists are similar in terms of their gender distribution. However, compared to CIRET, TRINET is a highly active communication network with members receiving e-mails often on a daily basis. Our detailed analysis of CIRET and TRINET databases and of the limitations of both lists suggests that the later provides a more up-to-date image of the ‘active’ tourism academy, so it is therefore used in the statistical comparative analysis of this report. The following results indicate a situation of either gender balance or gender imbalance by comparing the proportion of women in the different gender leadership indicators (e.g., journals, conferences, etc.) to the proportion of women in the TRINET database.

Women Tourism Academics in the CIRET and TRINET Lists

Of the 3370 tourism researchers on the CIRET database whose gender could be identified, 1392 (41%) are women, and 1978 (59%) are men. Of the 2178 members of TRINET whose gender could be identified, 1066 (49%) are women, and 1112 (51%) are men.

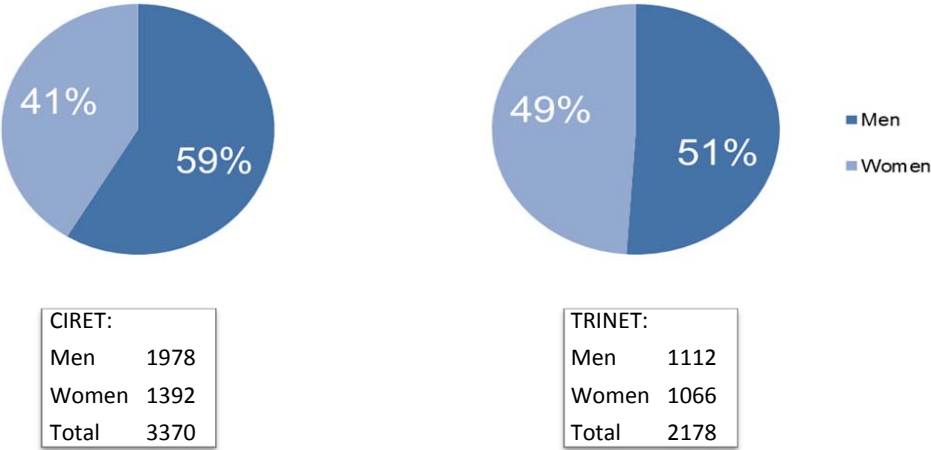


Figure 1. Proportion of Women in the Tourism Academy

MAPPING THE GENDER GAP IN THE TOURISM ACADEMY

Gender Leadership Indicators

The idea of leadership in higher education is a contested one. The widespread adoption of neoliberal management ideologies and practices in many higher education systems across the world has resulted in rapid and sustained shifts in the way that academic work is valued and, increasingly, measured. In this context, there is no overall consensus as to what academic leadership should be, what elements it should include, or how it should be measured (if at all). We also know that occupying a leadership position does not necessarily mean that a person exercises leadership in any transformative, charismatic, or strategic sense; rather, a person in a leadership position may simply be one who acts as a manager or gatekeeper.

Academic work comprises a wide range of tasks including teaching, research, administration, and service to external communities, and the balance of these activities often depends on the particulars of the system, the institutional context, the discipline or field of study, and so on. Defining what leadership means across all these areas therefore requires nuanced contextualized understanding, which is beyond the scope of this initial report. As a result, there is no definitive list of dimensions, let alone indicators, of academic leadership, although there has been some useful initial discussion on this matter.²

Despite the absence of a well-considered approach to identifying the dimensions of leadership, we can point to a number of key roles, duties, functions, appointments, and gatekeeper positions that serve as proxies for leadership in the tourism academy. The selection of indicators, which are explained in detail in the following sections, should be seen in this light. The leadership indicators used for this analysis were decided upon through a series of discussions among the project group members, taking into consideration the availability and reliability of source data and its suitability in establishing an international baseline of gender and leadership in the tourism academy. It is a first effort to map gender in leadership in the tourism academy, and it does not claim to be the final or complete mapping of leadership indicators in the tourism academy.

The indicators selected were the following:

1. Leadership positions in academic journals
2. Leadership positions in academic conferences
3. Membership in the International Academy for the Study of Tourism
4. Authorship in the *Encyclopedia of Tourism* (Springer)

² For a discussion of leadership in the tourism academy, see Dredge, D. & Schott, C. (2013): *Academic Agency and Leadership in Tourism Higher Education*, *Journal of Teaching in Travel & Tourism*, 13:2, 105-129.

I. Women and Leadership in Tourism Journals

Leadership Positions in Academic Journals

This indicator relies on the list of tourism and hospitality journals developed by Professor Bob McKercher and posted on TRINET (09.09.2013). This list includes 250 journals and was the most comprehensive list of tourism journals available up to that date. The final data set used for the current gender gap analysis includes 189 of the journals—those to which the research team had access. It was not possible to gather data for the remaining 61 journals, either because of the language limitations of the research team (e.g., there was no one on the research team who could read journals published only in Chinese) or because the journals were not available online (Google was used as the search engine). People occupying several positions in the same journal were, as a rule, only counted once per journal. In this case, the position recorded was the most authoritative (e.g., ‘editor’ was chosen over ‘book reviews editor,’ if the same person was listed in both roles).

Besides the mapping of gender in the 189 journals, the top 20 tourism journals according to Google Scholar were also analyzed (see Appendix A). This list of top 20 journals includes, arguably, the ‘top’ or most prestigious journals in tourism studies; therefore, positions in these journals might be considered a proxy for leadership at the highest level in the field.

The data were divided into three categories, or levels, of leadership. As a variety of titles or roles were used to designate editorial positions in different journals, the classification of the data into three levels followed the hierarchical structure of leadership positions for each specific journal:

1. *Category 1 (Editors or Similar Positions)*. This is the highest level of leadership in the journal. The nomenclature for this position varies between journals and includes the following terms: Executive Editor, Editorial Director, Managing Editor, Editor-in-Chief, Editor, Co-Editor, Editorial Team, and Editorial Board/Committee. Editorial Team/Board/Committee is included in this category when such a team acts as the top executive decision-making body, without a single individual being listed as its head.
2. *Category 2 (Associate Editors or Similar Positions)*. This is the second level of leadership in the journal. Positions included are Associate Editor, Co-Editor (when there is an Editor-in-Chief and this position appears as second level), Assistant Editor, Consulting Editor, Regional/Theme/Section Editor, Editorial Team/Board/Committee, and Editor (when the journal has a higher level of leadership than this one, such as Editor-in-Chief).
3. *Category 3 (Honorary Editors or Similar Positions)*. This category includes the titles Founding Editor and Editor Emeritus. Usually these positions honour the historical contribution of a person to a journal.

Results and percentages of the analysis in the different leadership categories of this report are always provided in relation to the total number of positions where gender was identified (i.e., “unknown” are never included in the calculation of percentages).

Table 1: Gender and Leadership Positions in Academic Journals

	Women	Men	<i>n</i>		<i>N</i>
			Identified	Unknown	Total
Category 1 (Editors or Similar Positions)					
A. All Journals	25%	75%	316	4	320
B. Google Scholar's Top 20 Journals	21%	79%	28	0	28
Category 2 (Associate Editors or Similar Positions)					
A. All Journals	29%	71%	6,169	132	6,301
B. Google Scholar's Top 20 Journals	25%	75%	885	10	895
Category 3 (Founding Editors and Editors Emeriti)					
A. All Journals	11%	89%	38	0	38
B. Google Scholar's Top 20 Journals	0%	100%	3	0	3

Journals, Category 1 (Editors or Similar Positions)

A. All Journals (189)

Women are strongly under-represented in Category 1 (editors or similar positions). Of 316 Category 1 leadership positions, only 79 (25%) were held by women. The gender imbalance observed was supported by a significant chi square test, comparing the proportion of men and women in TRINET to Category 1 leadership positions in tourism journals ($\chi^2 (1, n = 200) = 12.355, p < .01$).

B. Google Scholar's Top 20 Tourism Journals

The gender gap is even larger within Google Scholar's top 20 tourism journals. There are a total of 28 academics in Category 1 (editors or similar positions); only six (21%) are women. Again, the significance of this gender gap was supported by a chi square test comparing this result to the gender distribution in TRINET ($\chi^2 (1, n = 200) = 17.231, p < .01$).

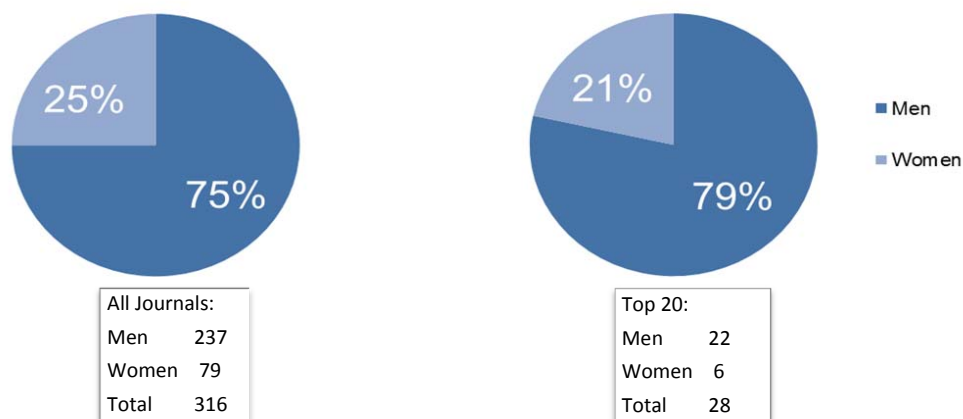


Figure 2. Women in Category 1 (Editors or Similar) Positions in Tourism Journals and in Google Scholar's Top 20 Tourism Journals

Journals, Category 2 (Associate Editors or Similar Positions)

A. All Journals (189)

Compared to Category 1 (editors or similar positions) above, the proportion of women in Category 2 (associate editors or similar positions) increases, but there is still an important gender gap. From a total of 6169 Category 2 leadership positions wherein gender was identified, only 29% or 1780 are women (132, or 2%, positions unknown). The gender distribution in this category is significantly different from the gender distribution observed in the TRINET database ($\chi^2 (1, n = 200) = 8.4069, p < .01$).

B. Google Scholar's Top 20 Tourism Journals

Similar to the results obtained for the analysis of Google Scholar's top 20 tourism journals in Category 1 (editors or similar positions) above, the under-representation of women increases at the top. Category 2 of the top 20 tourism journals is composed of 885 editor positions wherein gender was identified, of which only one quarter (223) are held by women (1% gender unknown). This represents a significant gender gap, when compared to the TRINET population ($\chi^2 (1, n = 200) = 12.355, p < .01$).

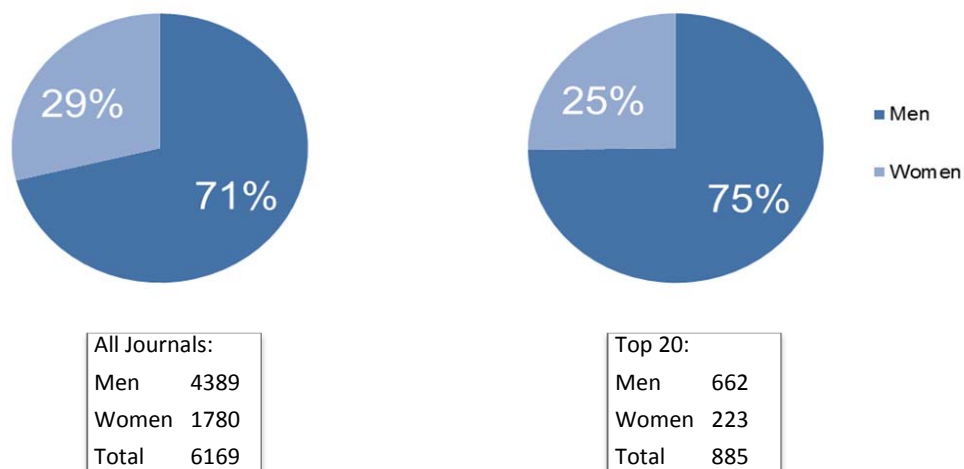


Figure 3. Women in Category 2 (Associate Editors or Similar) Positions in Tourism Journals and in Google Scholar's Top 20 Tourism Journals

Journals, Category 3 (Founding Editors and Editors Emeriti)

All Journals and Google Scholar's Top 20 Tourism Journals

Very few women hold the position of founding editor or editor emerita in tourism journals. The overall sample of 189 journals contains 38 positions in this category, with only 11% (or 4 positions) being held by women. Within Google Scholar's top 20 tourism journals, there are only three Category 3 leadership

positions, all of which are occupied by men. There is a clear gender gap in this category with a gender distribution significantly different to the one observed in the TRINET population ($\chi^2(1, n = 200) = 34.381, p < .001$).

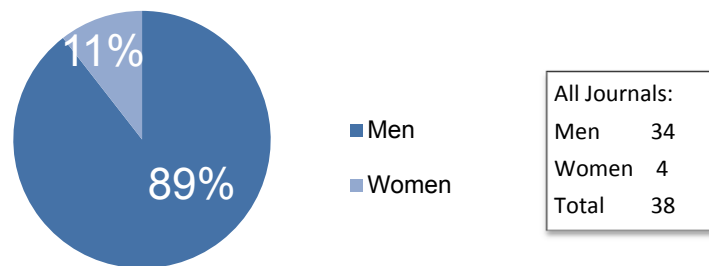


Figure 4. Women in Category 3 (Founding Editors and Editors Emeriti) in Tourism Journals

Summary of Leadership Positions in Tourism Journals

In sum, although the databases of CIRET and TRINET suggest that there is a general balance between men and women in the composition of the tourism academy (CIRET suggests 41% are women, and TRINET suggests 49% are women), the mapping of gender for the three categories of journal leadership shows a statistically significant gender gap. Women are under-represented in all journal leadership categories in the sample of 189 journals analyzed.

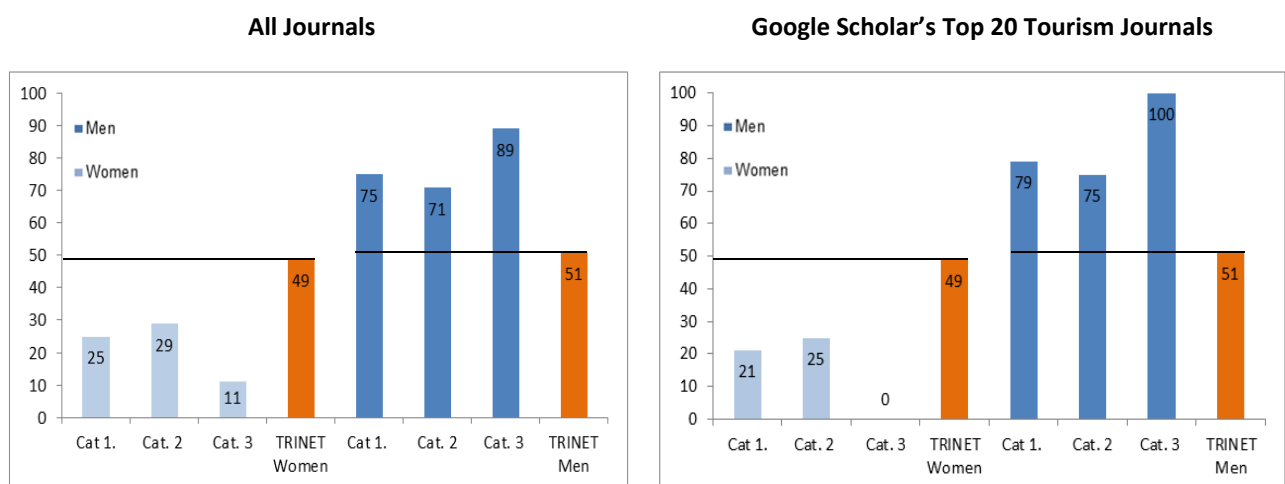


Figure 5. Gender Over- and Under-Representation in Leadership Positions in Tourism Journals and in Google Scholar's Top 20 Tourism Journals, in Comparison with the TRINET Baseline

II. Women and Leadership in Tourism Conferences

This set of indicators examines women's representation in positions of leadership in tourism conferences. A total of 33 conferences taking place in 2013 were mapped for their gender representation. The list of conferences analyzed was based on information available on the websites of the Association for Tourism and Leisure Education (ATLAS) and CIRET. These two sources were used in a complementary manner (see Appendix B).

Gender in conferences was analyzed in relation to five different leadership categories (these categories do not follow a hierarchical order):

1. *Conference Category 1*: Conference (Co-)Chair, President of Organizing Committee, Convener or Similar
2. *Conference Category 2*: Keynote Speaker, Distinguished Speaker, Featured Speaker, Invited Speaker, Expert Panel Participant
3. *Conference Category 3*: Organizing Committee, Organizing Team, Convenors, Conference Committee, Local Organizing Committee, Local Arrangements Committee or Similar
4. *Conference Category 4*: Scientific Committee, Programme Committee (including Conference Programme Chair, when there is also an Organizing Committee), (Invited) Reviewers
5. *Conference Category 5*: Honorary Committee, Honorary Board, Honorary Chair, Advisory Committee

Researchers who held multiple positions in the same conference were counted multiple times (e.g., Keynote Speaker and member of Honorary Committee), with the exception of "Chairs" who were also members of "Organizing Committees" or similar, because of the overlapping of functions between these two categories. Administrative/secretariat positions and track chairs were not included. The following results of gender distribution in each of these categories are provided in relation to the number of positions where gender was identified (i.e., "unknown" are never included in the calculation of percentages).

Table 2: Gender and Leadership in Academic Conferences

			<i>n</i>		<i>N</i>
	Women	Men	Identified	Unknown	Total
Category 1 (Conference Chair or Similar)	43%	57%	107	4	111
Category 2 (Keynote or Similar)	24%	76%	158	0	158
Category 3 (Organizing Committee or Similar)	42%	58%	231	18	249
Category 4 (Scientific Committee or Similar)	31%	69%	844	21	865
Category 5 (Honorary Committee or Similar)	17%	83%	36	0	36

Conferences, Category 1 (Chairs or Similar)

In this category, no gender gap was observed. Of 107 individuals identified (4 unknown), women academics account for 43% of the chairs, conveners, and presidents of organizing committees, while men make up 57%. This gender distribution shows no significant difference from the gender distribution in TRINET ($\chi^2 (1, n = 200) = 0.725, p > .05$).

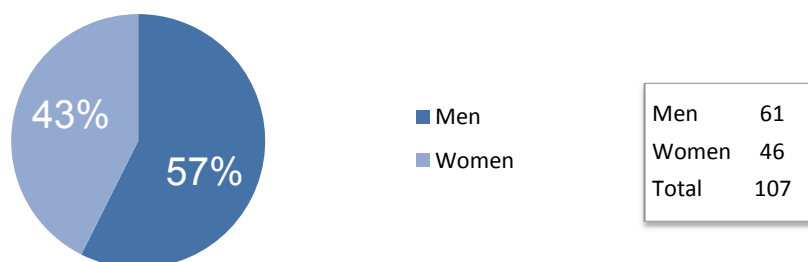


Figure 6. Women in Category 1 (Chairs or Similar)

Conferences, Category 2 (Keynotes or Similar)

This category of conference leadership includes keynote speakers, invited speakers, and expert panel members, and it arguably constitutes the most visible set of leadership positions in academic conferences. In this category, we find a significant gender gap, with women clearly under-represented among the invited speakers and distinguished guests. Of 158 people in Category 2 leadership positions, only 24% are women, compared to 76% who are men (there were no 'unknowns' in this category). The gender distribution in this category is significantly different to the distribution observed in the TRINET population ($\chi^2 (1, n = 200) = 13.4829, p < .001$).

Conferences with a complete absence of women as invited keynote speakers are quite common. Of the 33 conferences analyzed here, almost one third ($n = 10$) had an all-male line up of invited speakers.

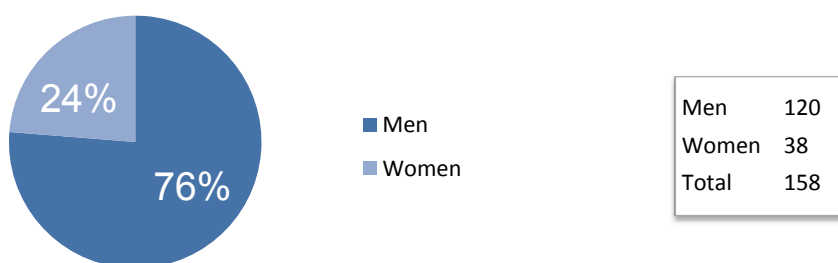


Figure 7. Proportion of Women in Category 2 (Keynotes or Similar)

Conferences, Category 3 (Organizing Committee or Similar)

The results of Category 3 suggest that, with respect to the gender distribution in the tourism academy, men and women take a similarly active leadership role in the organization of tourism conferences. No significant gap was observed between the gender distribution in this category of conference leadership positions and the gender proportions in TRINET ($\chi^2(1, n = 200) = 1.2929, p > .05$). Women tourism academics account for 42% of the different positions responsible for organization-related tasks in conferences, and men hold 58% of such positions.

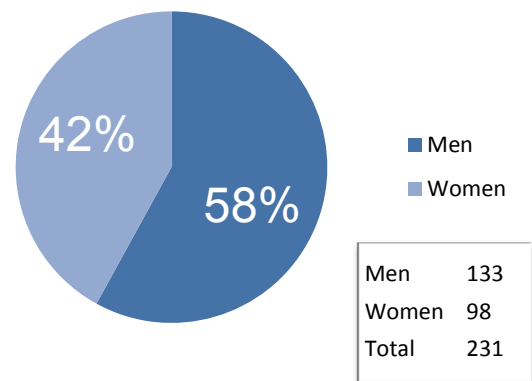


Figure 8. Women in Category 3 (Organizing Committees or Similar)

Conferences, Category 4 (Scientific Committees or Similar)

In Category 4 leadership positions (scientific committees or similar), a gender gap is evident. In the sample of conferences analyzed, women represented less than one third (31%) of all members of scientific committees, as compared to the 69% of such positions held by men. Comparing these proportions to the gender distribution in TRINET reveals a significant difference ($\chi^2(1, n = 200) = 6.75, p < .01$), suggesting that there is an under-representation of women in scientific committee positions, with respect to their representation in the tourism academy.

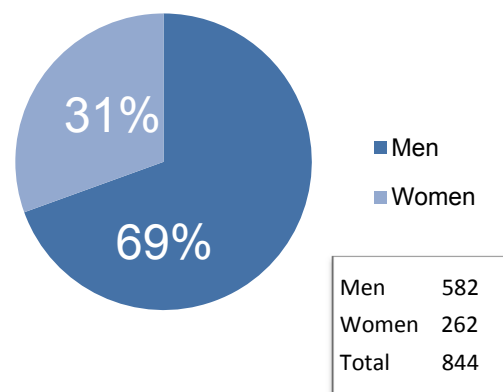


Figure 9. Women in Category 4 (Scientific Committees or Similar)

Conferences, Category 5 (Honorary Committees or Similar)

In this category of conference leadership, women are under-represented, with only 17% of positions on honorary committees or similar being held by women. The gender distribution for honorary committees,

honorary boards, honorary chairs, and advisory committees is significantly different from that of TRINET ($\chi^2(1, n = 200) = 23.1569, p < .001$).

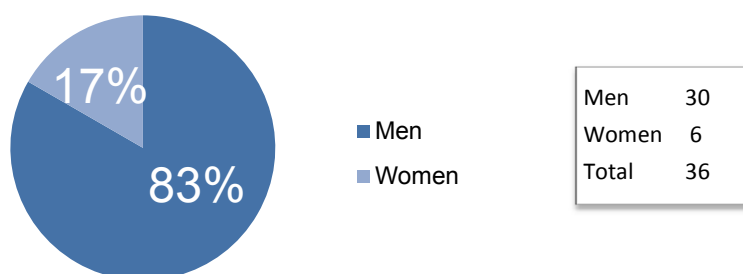


Figure 10. Proportion of Women in Category 5 (Honorary Committees or Similar)

Summary of Leadership Positions in Tourism Conferences

The analysis of the five categories of leadership positions in tourism conferences indicates that, in all categories, fewer positions are held by women than by men. Moreover, in three of the five categories, the gender distribution is significantly different to the 49% women/51% men distribution evident in TRINET. The two categories where no significant differences were observed were conference chairs (or similar) and seats on organizing committees (or similar); in these categories, the proportion of women to men is relatively balanced when compared to the gender distribution of TRINET's membership. In categories of conference leadership with high visibility and recognition, or ones which especially imply expertise in tourism knowledge production, such as Category 2 (keynote or invited speakers) and Category 4 (scientific committees), the gender distribution is significantly different to that of TRINET, with women being under-represented in these categories of conference leadership. Women's lowest level of representation is in honorary positions (Category 5), with women tourism academics accounting only for 17% of such positions.

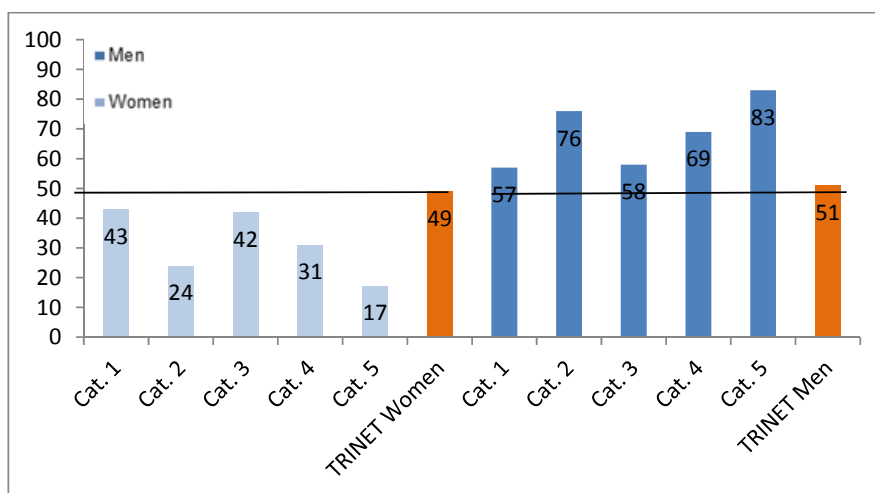


Figure 11. Gender Over- and Under-Representation in Leadership Positions in Tourism Conferences, in Comparison with the TRINET Baseline

III. The International Academy for the Study of Tourism

The International Academy for the Study of Tourism was also included in this gender analysis because it arguably represents a key effort to institutionalize the tourism academy. There are many other organizations which could also be considered, including those existing on the regional or national level, and those aimed at building international networks around specific issues in tourism, but the complexity and fragmentation of this landscape renders it difficult to track. The International Academy is supposed to represent leadership in tourism studies, since the fellows of the Academy are said to be elected and inducted for their outstanding scholarly contribution to the field. The bylaws specify that this organization aims to “further the scholarly research and professional investigation of tourism, to encourage the application of findings, and to advance the international diffusion and exchange of tourism knowledge” (International Academy for the Study of Tourism, 2015).

Of the four indicators of tourism leadership selected for this report (journals, conferences, the International Academy for the Study of Tourism, and the *Encyclopedia of Tourism*), this indicator shows the most striking under-representation of women and the largest gender gap. Of 71 fellows and fellows emeriti, only 13% (9) are women. This gender distribution is significantly different from that of TRINET ($\chi^2(1, n = 200) = 30.295, p < .001$).

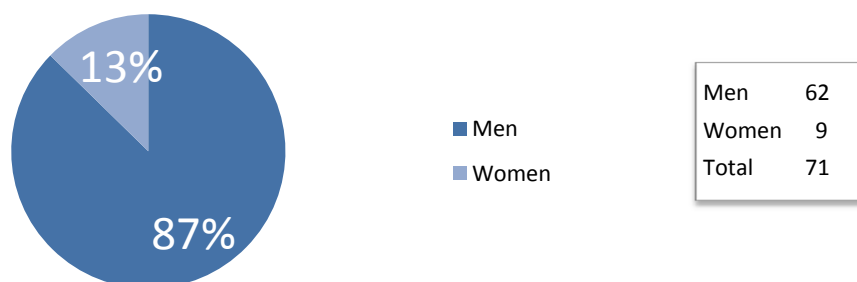


Figure 12. Proportion of Women in the International Academy for the Study of Tourism

IV. Authorship of the *Encyclopedia of Tourism*

Historically, encyclopedias have tried to gather and order knowledge in a specific field. Encyclopedia entries are traditionally written by recognized experts on a specific topic. The latest *Encyclopedia of Tourism*, which will be published by Springer online in 2015 and in print in 2016, includes more than 800 contributions from tourism academics, and it aims to provide access to the knowledge in tourism, hospitality, recreation, and other related fields. The editors of the *Encyclopedia of Tourism*, Professor Jafar Jafari and Dr. Honggen Xiao, combined a number of different methods for identifying and commissioning entries. These included an open call posted on TRINET and personal invitations. The editors did not make a conscious effort to attract men or women authors. However, whereas in the previous edition of the *Encyclopedia* (published in 2000) authors could submit up to five entries, for this edition, in order to involve the tourism academic community more broadly, the editors decided to lower the limit to a maximum of two entries per person (while favoring co-authorship).

In this analysis, *Encyclopedia* authors³ were counted more than once if they appeared in more than one entry.

In the *Encyclopedia*, the situation appears more favorable for women academics, as women are generally better represented than in other indicators in this report. Women account for 36% of total entry authors, and men account for 64%, a proportion which is not significantly different to the gender distribution on TRINET ($\chi^2(1, n = 200) = 3.4578, p > .05$).

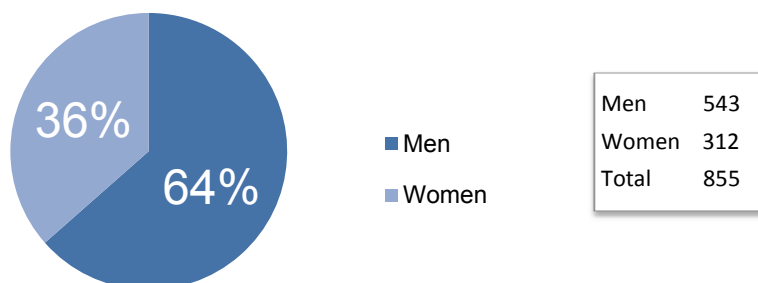


Figure 13. Proportion of Women as Authors in the *Encyclopedia of Tourism*

³ This analysis was conducted in January 2015, a point at which the vast majority of entries had already been submitted, but at which the volume was not yet finalized. Minor changes may thus occur in the final publication, but these potential changes will likely affect both men and women equally, and thus be unlikely to significantly impact the overall gender distribution.

CONCLUSION

Mapping the Gender Gap

The statistical analysis of gender representation in various categories of leadership in the academic field of tourism indicates that there is a clear gap between men and women. Looking at gender gap intensity, it is possible to differentiate three groups of positions, as shown in Figure 14. These clusters do not represent steps on a linear career progression, but rather are constituted from a collection of academic functions.

The first cluster includes membership of TRINET and CIRET, organizing positions in conferences, and authorship in the *Encyclopedia of Tourism*. In this group the gender gap is the least severe, with women academics achieving a level of representation between 36% and 49%.

The second cluster includes journal leadership positions (such as editors and associate editors), conference keynote speakers, and conference scientific committee members. These roles are generally characterized by higher visibility and academic recognition. Women academics hold between 21% and 34% of these positions—proportions that significantly differ in a statistical sense from women's representation in the tourism academy as a whole, using TRINET membership as a baseline. Most substantial within this second cluster is the gender gap for invited speakers at conferences (only 24% women) and for top editorial positions in tourism's top 20 journals (only 21% women).

The third cluster, which includes membership in the International Academy for the Study of Tourism and honorary editorships of journals, is characterized by the largest gender gap, with women achieving only 11% to 17% representation. The categories in this cluster are not only significantly different to the gender distribution in TRINET, but also significantly different when compared to the gender distributions for other indicators, such as for associate editors in tourism journals.

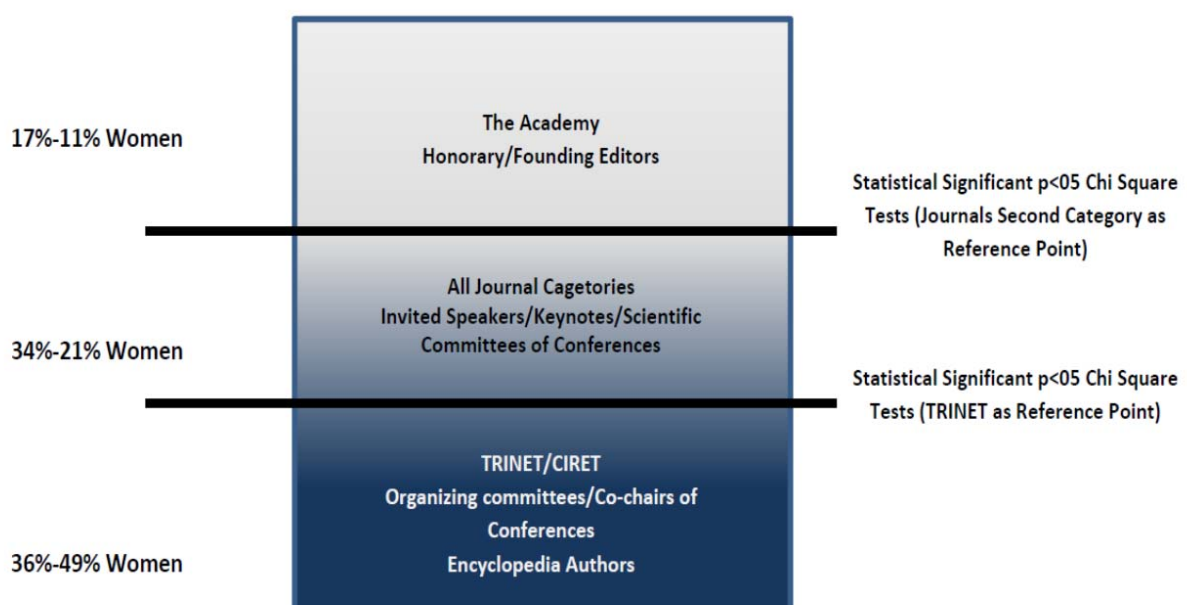


Figure 14. The Gender Gap in the Tourism Academy

Implications and Future Research

The analysis clearly shows that gender matters in the tourism academy. The results of this report reveal that women are under-represented in many leadership and gatekeeping positions, and that there is an imbalance in the number and influence of women in comparison to men. We aimed at providing a first overview of gender equality, and the initial conclusion is that we are far from having gender balance in leadership in the tourism academy. This gender mapping provides a diagnosis, but it does not provide an explanation or a cure. While documenting the existence of a gender gap, the report does not provide insights in relation to the structural or practical causes of this gap, nor does it include an examination of policies and interventions that could make a difference. Further research is crucial.

The last decade has seen an increase in studies that analyze the interplay between gender and representation in science (see, for example, Bornmann, Mutz, & Daniel, 2007; Watson, Andersen, & Hjorth, 2009; van den Brink & Benschop, 2012; Strid & Husu, 2013; MacNell, Driscoll, & Hunt, 2014; Moss-Racusin, Dovidio, Brescoll, Graham, & Handelsman, 2012; Watson & Hjorth, 2015; or in tourism studies Swain, 2004; Pritchard, Morgan, Ateljevic & Harris, 2007; Small, Harris, Wilson & Ateljevic, 2011; Pritchard, 2014). It is not possible to provide here an extensive review of the reasons behind gender imbalances in the global academy, let alone the tourism academy, but in simple terms, we can differentiate between two complementary perspectives: (1) causes related to women's agency (women opt out or don't lean in; women are socialized not to desire/imagine themselves—or other women—as academic leaders) and (2) causes related to gender discrimination due to resilient patriarchal cultures and structures in the academy and in society (women don't have the same rights and opportunities as men; women want to achieve in particular career directions but cannot; women encounter gender bias in selection and evaluation processes). It is possible to hypothesize that the intense gender gap we see in several of the indicators in this report, such as conference invited speakers, top editorial positions, and fellowship in the Academy, are related to a complex combination of both of these causes.

There are also historical and generational factors playing out in the evolution of the field of tourism. Positions included in the third cluster, such as founding editors and honorary appointments at conferences, may represent the 'elders' in the tourism field. This category includes scholars who probably started their careers in tourism research 30 to 40 years ago, at a time when women's representation in higher education was lower than it is today. In a similar way, historical antecedents may also be a factor in the heavy gender imbalance illustrated in the International Academy for the Study of Tourism. These antecedents, combined with networking practices, shape socialization within the field, creating one type of structural impediment that continues to see women marginalized within key leadership positions. However, generational differences are only a partial explanation for the gender imbalance. There is an important gender gap, for example, in editorial positions in journals, but between 50% and 60% of today's tourism journals were established after the year 2000 (Pritchard, Morgan, & Ateljevic, 2011; Cheng, Li, Petrick, & O'Leary, 2011), so generational factors can not readily explain the persistence of the gender gap in such a dynamic knowledge production landscape.

Research on gender in higher education in general indicates that the under-representation of women as knowledge leaders in the global academy may also be the result of a leaking pipeline and a work environment characterized by a series of glass ceilings (women losing representation in each step up the academic career ladder) (European Commission, 2009, 2013; Morley, 2013; Strid & Husu, 2013; UNESCO, 2012). This leaking pipeline would also explain why very few women obtain the highest academic positions

in the tourism academy. Furthermore, such a theory would have explanatory power for gender gaps in categories beyond those which might be explained simply by generational lag (e.g., honorary editorships for journals founded several decades ago), thus helping us to understand why significant under-representation of women persists over time and across leadership categories, from journal positions, to conference invited speakers, to authorship of *Encyclopedia* entries.

The academic world has experienced dramatic changes during recent decades: globalization and internationalization of higher education, expansion of quality standardization and neoliberal policies, the digital revolution, and new forms of governance and stratification of institutions (e.g., an increasing precariat of academic workers and an emphasis on competition and management logics). However, as explained by Professor Liisa Husu in the GEXcel Work in Progress Report on *Gender Paradoxes in Changing Academic and Scientific Organisation(s)*:

Despite such rapid changes, it can be argued that it is rather a lack of change that characterises the gender patterns in many, even most, academic and scientific organisations and settings. Gender patterns in academia and science have been shown to be highly persistent and resistant to change, regardless of cultural setting. Horizontal, vertical and even contractual gender segregations continue to characterise the academic and scientific labour force. Men continue to be over-represented among the gatekeepers who set the academic and research agendas. Workplace cultures, networks and interactions in academic and scientific organisations continue to show highly gendered patterns (Husu, 2013, pp. 17–18).

Patriarchal systems create a strong path dependency and sticky practices which are very difficult to change. This report is a first step, and there is a long road ahead. To gain a more complete understanding of how gender is constituted in the tourism academy, other indicators need to be developed and applied. For example, there are several statistical studies that map gender career progression in science, but none specifically in tourism studies. We simply do not know what gender looks like on the career ladder in tourism academia. Furthermore, we need to acknowledge gender as a complex, multifaceted construct and to better promote research that focusses on the intersectionality between gender and other indicators such as race, ethnicity, language, and other socioeconomic factors.

This report is also a call to re-think what it is to be an academic and how academic careers can be lived. We need to expand the indicators of leadership and excellence, and this includes challenging patriarchal stereotypes and starting a critical discussion about what a successful academic career might look like and what academic leadership entails. In this sense, we need to include, for example, broader scholarship responsibilities such as teaching, educational development, and community service, when imagining the picture of a successful academic. We also need to go beyond the league tables of most cited authors and the like, in defining the value of leadership in academic work.

At the end of the day, the lack of available, worldwide, and reliable data on who constitutes the tourism academy means that we do not know who we are. This lack of information is an obstacle to monitor change, but most importantly it is a barrier to self-understanding and self-reflexivity. Improved understanding is a necessary step towards positive action. Therefore, this report is also a call for a collective effort to improve the mapping/visualization, analysis, and understanding of diversity and inclusion in our academic communities. We need better and deeper thinking about gender in academia, but this is alone not enough. Critical gender research entails necessarily emancipatory and liberatory aims. For this, we also need courage,

creativity, and experimentation to design and implement interventions and measures that may bring us closer to a more just and equitable tourism academy.

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WHILE WAITING FOR THE DAWN

This research project studies the role that gender and sexism play in the evolution and the present situation of the lives of women academics and students in tourism research and education.

WWFD aims to engage women and men of different ages, positions, ethnicities, nationalities, academic fields of expertise, and scholarly traditions or schools of thought. It encourages open and free sharing of knowledge production and distribution. It fosters knowledge and reflective activism as means towards creating a better future for tourism academia and for the world. It explores collaborative ways of knowledge production and encourages novel ways of knowledge expression (e.g., artistic or non-textual documentations). It strives for academic excellence and rigorous research production.

WWFD is a [Tourism Education Futures Initiative](#) advocacy research project. At the 2014 TEFI Conference (known as TEFI8), WWFD organized an inclusive gender workshop, wherein the preliminary results of this report were presented. Besides the statistical results, a facilitated workshop session explored themes including access to opportunities (glass ceilings, vertical segregation, and gatekeepers), traditional academic practices and values that reinforce gender roles, and action and initiatives that can be taken as an inclusive community committed to equity. From this workshop, a series of debates on the online forum TRINET, and a review of literature and other initiatives, the TEFI Recommendations for [Promoting Gender Equity and Balance in Tourism Conferences](#) and in [Tourism Publications](#) were developed (see Appendix C).

WWFD project activities include exploratory workshops, online discussion and correspondence, data gathering and monitoring, autoethnography and new methodologies for self-exploration and self-understanding, academic research production and dissemination, and policy-level intervention. WWFD collaborates with the online community Women Academics in Tourism (WaiT), a Facebook group founded by Dr. Catheryn Khoo-Lattimore.

This report is the result of the coordinated effort of the founding group of WWFD (eleven tourism academics) and a research assistant.



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APPENDIX A

Google Scholar Metrics: Top 20 Publications Matching *Tourism*

	Publication	h5-index	h5-median
1.	Tourism Management	60	87
2.	Annals of Tourism Research	40	53
3.	Journal of Sustainable Tourism	35	45
4.	International Journal of Tourism Research	23	32
5.	Journal of Travel & Tourism Marketing	19	25
6.	Journal of Hospitality & Tourism Research	18	26
7.	Current Issues in Tourism	18	25
8.	Tourism Economics	17	22
9.	Tourism Geographies	16	21
10.	Tourism and Hospitality Research	14	19
11.	Scandinavian Journal of Hospitality and Tourism	13	29
12.	Tourism Review	13	18
13.	Information Technology & Tourism	12	17
14.	Tourism Analysis	11	18
15.	International Journal of Culture, Tourism and Hospitality Research	11	16
16.	Journal of Hospitality, Leisure, Sports and Tourism Education	11	15
17.	Tourism Recreation Research	10	17
18.	Asia Pacific Journal of Tourism Research	10	13
19.	Journal of Heritage Tourism	10	13
20.	Journal of Policy Research in Tourism, Leisure and Events	9	16

APPENDIX B

List of Conferences Analyzed

	Conference/Symposium (from CIRET and ATLAS) 2013
1	ENTER 2013. eTourism: Opportunities and Challenges in the Next 20 Years
2	CAUTHE 2013. Tourism and Global Change: On the Edge of Something Big
3	25th Northeastern Recreation Research Symposium
4	TEFI Conference. Tourism Education for Global Citizenship: Educating for Lives of Consequence
5	Coastal, Island and Tropical Tourism: Global Impacts, Local Resilience
6	[Conference on] Innovation in Tourism and Hospitality
7	The International Conference on Religious Tourism and Tolerance
8	CHME Annual Research Conference: Sustainable Hospitality Management
9	The 11th APacCHRIE Conference 2013 (Asia Pacific CHRIE)
10	World Convention on Hospitality, Tourism and Event Research [& International Convention & Expo Summit 2013]
11	Tourism Trends and Advances in the 21st Century
12	ICOT 2013: Trends, Impacts and Policies on Sustainable Tourism Development
13	5th Nordic Geographers' Meeting. Tourism for Northern Peripheries?
14	[The 3rd Advances in Hospitality and Tourism Marketing & Management Conference] Advances in Hospitality and Tourism Marketing and Management
15	4th Conference of the International Association for Tourism Economics
16	Re-inventing Rural Tourism and the Rural Tourism Experience: Conserving, Innovating and Co-creating for Sustainability
17	5th Advances in Tourism Marketing Conference. Marketing Space and Place: Shifting Tourist Flows
18	Celebrating and Enhancing the Tourism Knowledge-Based Platform: A Tribute to Jafar Jafari
19	3rd Regional Food Cultures and Networks Conference
20	Wine, Heritage, Tourism, Development
21	[Consumer Behavior in Tourism Symposium 2013 (CBTS 2013)] Competitiveness, Innovation and Markets: The Multifaceted Tourist's Role (https://www.unibz.it/en/economics/research/cbts2013/default.html)
22	2nd World Research Summit for Hospitality and Tourism [2nd World Research Summit for Tourism and Hospitality: Crossing the Bridge]
23	The 22nd World Business Congress
24	6th International Conference on Services Management
25	[International Critical Tourism Studies Conference V] Tourism Critical Practice: Activating Dreams into Action
26	Tourism and the Shifting Values of Cultural Heritage: Visiting Pasts, Developing Futures
27	Protests as Events. Events as Protests

28	La Naturalité en Mouvement. Environnement et Usages Récréatifs de la Nature [La naturalité en mouvement: environnement et usages récréatifs en nature] (http://www.virtualburo.fr/Pages/accueil_fichiers_/rencontres_Pradel_naturalit%C3%A9_2.pdf)
29	International Research Forum on Guided Tours
30	[North Atlantic Forum 2013] Rural Tourism. Challenges in Changing Times: Community, Experience, Economy and Environment
31	Sustainable Issues and Challenges in Tourism
32	3rd International Conference on Tourism Management and Tourism Related Issues
33	Post-Conflict, Cultural Heritage and Regional Development: An International Conference

Recommendations for Promoting Gender Equity and Balance in Tourism Publications

The Tourism Education Futures Initiative (TEFI) seeks to be the leading, forward-looking network that inspires, informs and supports tourism educators to drive progressive change. The network takes a constructive action-oriented approach to supporting tourism educators in translating research into action through education.

TEFI recognises that gender equity and balance is one set of issues within a broader agenda for a just society. The network recognises the importance of addressing a wider range of inequalities based on sex, race, disability status, age, sexual orientation, marital status, nationality and social class. However, in response to increasing concerns over the lack of gender equity and balance in tourism academia, and research that demonstrates gender balance and equity to be a persistent problem in academic work environments across the disciplinary landscape, TEFI has chosen to address gender equity and balance in the first instance.

Background

At the 2014 TEFI Conference (known as TEFI8), an inclusive gender workshop was held wherein preliminary research on gender in the Tourism Academy was presented. The project is known as “While waiting for the dawn”. A facilitated workshop session explored themes including access to opportunities (glass ceilings, vertical segregation and gatekeepers), traditional academic practices and values that reinforce gender roles, and action and initiatives that can be taken as an inclusive community committed to equity. It is from this workshop, a series of debates on the online forum TRINET, a review of literature and other initiatives, that the following principles and recommendations have been formulated and are directed, in particular, to the selection of editorial boards and reviewers for journals and other academic publications.

Principles

1. *Gender equity is everybody's concern.* Gender equity is not simply a matter of securing equal numbers of men and women. It is not only about addressing women's needs or securing equal access to leadership. It concerns the long-term creativity and vibrancy of the whole tourism academy not just half of it. Gender balance and equity is about applying constructive and creative approaches to achieve a more just and inclusive academy.
2. *Challenge habits of mind and practice.* Patriarchal sociocultural practices and sexism is not necessarily overt, but can be a habit of mind and embedded in familiar practices and taken-for-granted approaches to routine tasks. Guidelines are needed to break down these habits and to challenge us to try harder, look further and not be satisfied until equity and balance are achieved.
3. *Encourage access and open doors.* Equitable representation is important in providing women with access to role models, mentoring and leadership opportunities, especially for young scholars. It is

about promoting intergenerational solidarity and alternative opportunities to the well-trodden academic gendered paths that currently typify academia.

4. *Avoid gendered roles and perpetuating stereotypes.* There is a need to avoid distributing leadership positions along gendered roles, e.g. women take organising secretariat roles in conferences and men taking keynote roles, or they take administrative/secretarial roles in collaborative publications and are invited less often to write editorials and prefaces. Such practices perpetuate stereotypes and reinforce embedded ideas that downplay women's expertise and intellectual competencies.
5. *Look beyond established power structures/badges of recognition.* In order to secure gender equity and balance it is important to look beyond taken-for-granted representations of expertise and recognition. Research demonstrates that women often have to achieve more to be recognised; they are often at less prestigious institutions; they are less likely to be given research-only roles; and are less likely to be found in senior academic positions. Women often take informal leadership roles such as teaching co-ordination and carry secretarial, administrative or organisational responsibilities that often lack formal recognition. Looking beyond traditional symbols of power, prestige and recognition is therefore essential in identifying talented women academic faculty.

Recommendations for Gender Equity and Balance in Tourism Publications

The following recommendations for gender equity and gender balance are adopted by TEFI:

1. *Board structure.* Editorial boards of journals, book series, and individual projects such as encyclopaedias should monitor their gender balance and strive to achieve equitable representation of women and men. Consideration should be given to this issue at all levels of the editorial board (editors-in-chief, head editors for particular types of contributions, coordinating editors, etc.). Due to path dependency and the implicit bias in our thinking, when we consider the question of who possesses expertise to serve in capacities like board membership, the first names that come to mind will usually be men. There is a need to think harder, more creatively, and more inclusively. Editors should make proactive choices to overcome implicit biases and raise awareness about prejudices that impact decision-making processes. Given the greater numbers of women entering tourism academia in more recent generations, giving consideration to emerging women scholars is one proactive path to improving gender balance on editorial boards, and this practice also helps to promote a cross-generational diversity of expertise. Including emerging women scholars also helps to build women's leadership potential in the field.
2. *Reviewer pool structure and practice.* Journals should monitor the gender numbers of those who contribute as reviewers over time. Journals using online reviewer databases should seek to enroll balanced numbers of men and women in the reviewer pool. Editors-in-chief should inform coordinating editors of the need to be mindful of gender balance in their practice of selecting reviewers.
3. *Contribution to knowledge production.* Tourism publications should monitor the gender counts of authors contributing to the publication and, if an imbalance is occurring, actively seek to understand why. In other words, publications should practice epistemological reflexivity regarding gender, as well as in other ways.

4. *Corporate sponsorship and marketing.* Editors should ensure that external sponsors are made aware of the publication's commitment to gender issues, and that every effort is made to restrict imagery or products that objectify women and/or reproduce negative gender stereotypes.
5. *Encourage women to participate and apply for leadership roles.* Leaders in the publication process should raise awareness of the need to achieve gender equity and balance in the tourism academy. Women should be actively encouraged to apply for leadership roles.

Recommendations for Promoting Gender Equity and Balance in Tourism Conferences

The Tourism Education Futures Initiative (TEFI) seeks to be the leading, forward-looking network that inspires, informs and supports tourism educators to drive progressive change. The network takes a constructive action-oriented approach to supporting tourism educators in translating research into action through education.

TEFI recognises that gender equity and balance is one set of issues within a broader agenda for a just society. The network recognises the importance of addressing a wider range of inequalities based on sex, race, disability status, age, sexual orientation, marital status, nationality and social class. However, in response to increasing concerns over the lack of gender equity and balance in conferences, and research that demonstrates gender balance and equity to be a persistent problem in academic work environments, TEFI has chosen to address gender equity and balance in the first instance.

Background

At the 2014 TEFI Conference (known as TEFI8), an inclusive gender workshop was held wherein preliminary research on gender in the Tourism Academy was presented. The project is known as “While waiting for the dawn”. A facilitated workshop session explored themes including access to opportunities (glass ceilings, vertical segregation and gatekeepers), traditional academic practices and values that reinforce gender roles, and action and initiatives that can be taken as an inclusive community committed to equity. It is from this workshop, a series of debates on the online forum TRINET, a review of literature and other initiatives, that the following principles and recommendations have been formulated and are directed, in particular, to the selection of conference speakers and conference organising committees.

Principles

1. *Gender equity is everybody's concern.* Gender equity is not simply a matter of securing equal numbers of men and women. It is not only about addressing women's needs or securing equal access to leadership. It concerns the long-term creativity and vibrancy of the whole tourism academy not just half of it. Gender balance and equity is about applying constructive and creative approaches to achieve a more just and inclusive academy.
2. *Challenge habits of mind and practice.* Patriarchal sociocultural practices and sexism is not necessarily overt, but can be a habit of mind and embedded in familiar practices and taken-for-granted approaches to routine tasks. Guidelines are needed to break down these habits and to challenge us to try harder, look further and not be satisfied until equity and balance are achieved.
3. *Encourage access and open doors.* Equitable representation is important in providing women with access to role models, mentoring and leadership opportunities, especially for young scholars. It is

about promoting intergenerational solidarity and alternative opportunities to the well-trodden academic gendered paths that currently typify academia.

4. *Avoid gendered roles and perpetuating stereotypes.* There is a need to avoid distributing leadership positions along gendered roles, e.g. women take organising secretariat roles in conferences and men taking keynote roles, or they take administrative/secretarial roles in collaborative publications and are invited less often to write editorials and prefaces. Such practices perpetuate stereotypes and reinforce embedded ideas that downplay women's expertise and intellectual competencies.
5. *Look beyond established power structures/badges of recognition.* In order to secure gender equity and balance it is important to look beyond taken-for-granted representations of expertise and recognition. Research demonstrates that women often have to achieve more to be recognised; they are often at less prestigious institutions; they are less likely to be given research-only roles; and are less likely to be found in senior academic positions. Women take often informal leadership roles such as teaching co-ordination, and carry important responsibilities while lacking formal recognition. Looking beyond traditional symbols of power, prestige and recognition is therefore essential in identifying talented women academic faculty.

Recommendations for Gender Equity and Balance in Tourism Conferences

The following recommendations for gender equity and gender balance are adopted by TEFI:

1. *Committee/board structure.* All individuals, committees/boards involved in planning and convening conferences, symposia and workshops should adopt the basic principle of gender balance and gender equity; they should commit to monitor gender balance and equity, raise awareness and implement clear actions to achieve change.
2. *Gender balance.* All conference organisers should keep gender balance at the forefront of their deliberations when considering the programme content, composition of sessions and social programme committee. Due to path dependency and the implicit bias in our thinking, when we consider who possesses expertise the first names will usually be men.* There is a need to think harder, more creatively, and more inclusively.
3. *Keynote or plenary speakers.* There is a persistent lack of recognition of women talent in selecting keynote or invited speakers. Apply proactive choices to overcome this implicit gender bias and raise awareness about prejudices that impact decision-making processes. Research suggests that women generally have to have achieved more to be recognised as experts. They are often at lower tier institutions and in lower positions, so give particular consideration to emerging women scholars.
4. *Bursaries.* Where applicable, bursaries to attend conferences should be allocated in a gender equitable fashion. Organising committees should actively encourage applications from all scholars, but particularly women, especially those who carry teaching duties as these individuals will be less likely to apply and their talent may be overlooked.
5. *Leadership and network development.* In selecting the conference organising and scientific papers committees every effort should be made to include emerging women scholars so as to open up networks and develop leadership potential.
6. *Recognition of family values.* In organising conferences, collaborate with participants who are parents in order to facilitate appropriate arrangements for participants attending with families and

implement measures that help to achieve work-life balance. In inviting keynote speakers, if they are unavailable due to family commitments, 'hold the space' and re-offer the following year.

7. *Social Events*. Ensure that all social activities offered as part of the conference program are respectful of the gender, national origin, and ethnicity of participants and their guests, and that sexist humour or events, and/or demeaning comments are avoided.
8. *Corporate sponsorship and marketing*. Ensure that external sponsors are made aware of the organiser's commitment to gender issues, and that every effort is made to restrict imagery or products that objectify women and/or reproduce negative gender stereotypes.
9. *Encourage women to participate and apply for leadership roles*. Raise awareness of the need to achieve gender equity and balance in the tourism academy. Conference committees should actively encourage women to apply for conference committee roles.

*Wylie, A., Jakobsen, J.R., and Fosado, G. (2007). Women, Work and the Academy: Strategies for responding to 'Post-Civil rights era' gender discrimination. Barnard Center for Research on Women, New York. Available: www.barnard.edu/bcrw

A photograph of a sunset or sunrise over a body of water. The sky is a gradient of orange and yellow, with some light clouds. In the foreground, there are silhouettes of trees and a building. The text "While Waiting for the Dawn" is centered in the middle of the image.

While Waiting for the Dawn