

CALL FOR PAPERS

2027

SG&P
SEXUALITY,
GENDER & POLICY

Special Issue

Sexual and Gender Diversity in Higher Education Institutions: Progress, Tensions, and Challenges in Equality Policies

Topics of Interest

- Implementation of gender identity and self-determination recognition protocols in university and research settings.
- Inclusion of sexual and gender diversity in curricula and teacher training.
- Experiences of LGBTIQ+ students and students with multiple intersectional identities (e.g. disability) with institutional anti-discrimination protocols and mechanisms against any type of harassment such as sexual, racial, verbal, non-verbal, online/offline.
- Obstacles and resistance to legitimising research on non-normative sexualities and gender identities.
- Analysis of institutional infrastructures and resources such as but not limited to inclusive forms, gender-neutral bathrooms, non-binary administrative language).
- Critical evaluation of equality plans: opportunities, barriers, strengths, and threats for the well-being of LGBTIQ+ people or people with multiple intersectional identities in academic environments.
- Intersectional perspectives on the implementation of sexual and gender diversity policies in universities and research centres.

Experiences and critical perspectives from a range of cultural, geographical, and social contexts are welcome, with the intention of fostering a more inclusive discourse and avoiding the implicit endorsement of Western narratives as universally representative of gender and sexual diversity.

Important Dates

Call for papers

July to November 30th 2026

First decision

15 working days of the submission date

Peer review (including rounds of revisions)

March 5th 2027

Decision about acceptance/rejection

March 20th 2027

Full publication of the Special Issue April-May 2027

Guest editors

Jose Antonio Langerita

University of Girona (Spain)

josan.langerita@udg.edu

Finiki Nearchou

University College Dublin (Ireland)

foiniki.nearchou@ucd.ie

Types of contributors

- Original research articles
- Policy analyses
- Comparative case studies
- Theoretical contributions

Submission Process

All submissions must follow the journal's regular submission system.

Authors must select the Special Issue title when submitting via the portal.

All submissions undergo standard peer review; authors will be asked to provide a list of potential reviewers for their contribution that may be selected.

Submission Guidelines

All articles must follow the journal's author guidelines:

<https://onlinelibrary.wiley.com/page/journal/26395355/homepage/author-guidelines>

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For questions regarding the Special Issue, please contact the Guest Editors

Rationale

Gender equality has become a fundamental principle for the effective functioning of higher education institutions and research centres. Yet its integration into academic policies is relatively recent. A significant milestone was reached in the United States in 1972 with the enactment of Title IX of the Education Amendments, which prohibited discrimination against women in any educational program. Even so, the implementation of comprehensive equality, diversity, and inclusion strategies only began to take shape decades later. In the European Union, progress was marked by the 1999 directive banning gender discrimination in academic contexts, followed in 2014 by the requirement that institutions applying for EU competitive research funding must present a Gender Equality Plan. Similar initiatives have emerged across other regions, in Latin America and Africa, regional networks have promoted gender-balanced access to leadership and science and in Asia and Oceania, women's development programs in academia have been established, albeit with significant variation among countries and institutions. Despite these advances, persistent patterns of inequality continue to shape women's participation in scientific knowledge production (Huang et al., 2020).

Over time, gender equality plans have become critical institutional tools as well as central achievements of feminist advocacy for promoting equality between men and women in universities and research centres. They have fostered the development of mechanisms and guidelines addressing fundamental aspects of personal and professional life: from work-life balance and organizational culture to gender representation in leadership and decision-making, recruitment practices, research agendas, curricular content, and the institution of policies against gender-based violence and harassment. Nonetheless, gender inequality cannot be understood solely through the lens of women's exclusion, often centred on white, Western, middle- or upper-class women. Studies focusing on intersectionality have demonstrated that gendered experiences of oppression are intrinsically linked with other dimensions of inequality such as race, sexual orientation, gender identity, social class, or disability. Just as feminist debates have expanded to challenge the centrality of the white Western heterosexual woman as the sole subject of feminism, although not without resistances, higher education institutions are also being confronted by broader realities that had long been marginalized or rendered invisible.

The increasing consolidation of gender, sexuality, and diversity studies within universities and research centres, alongside the growing visibility of communities at the universities and research and innovation centres that do not conform to dominant sexual and gender norms, has transformed both academic and social landscapes. These developments are pushing higher education institutions to reimagine equality frameworks. Gender Equality Plans can no longer be limited to addressing "the woman" as their primary subject. Instead, they must incorporate the plurality of experiences of being women, the sexual and gender diversity and embrace an explicitly intersectional perspective. Only by adopting broader approaches can academic institutions effectively address entrenched inequalities within themselves while fostering spaces that are both inclusive and socially responsive.

This Special Issue seeks to gather research that critically examines how sexual and gender diversity is conceptualized, institutionalized, and enacted within the organizational practices of universities and research centres. Beyond mapping policy frameworks, the issue aims to explore the degree to which these initiatives intersect with other dimensions of inequality and oppression, such as class, race, disability, nationality, and religion. By doing so, it aspires to shed light on the conditions that shape the lived experiences of LGBTIQ+ individuals within academic spaces and institutional responses. We are especially interested in contributions that investigate the tensions and challenges arising along the continuum from equality policy design to their formal implementation and, ultimately, to their tangible impact on institutional life as well as in the communities.