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Editor's Note

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Guest Editor

In our feature article for this issue, Ortega, Marina, Darwich, Rho, Rodriguez-Soto, and Berry-James utilize narrative inquiry to call upon the diverse issues and challenges for women of diverse backgrounds, linking these issues to what takes place in larger societal contexts. Following, authors Kelly and McMann give voice to the glass ceiling issue with a study that aligns with other scholars who have considered success in the face of gendered and raced barriers in the academy. To analyze success, they employed the Newcomer Adjustment Model (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007) from the organizational socialization literature. McPherson and Fuselier-Thompson further scrutinized the glass ceiling in the academy and its impact on our global economy by employing critical race feminism and narrative analysis methods to examine minority women’s challenges while pursuing undergraduate STEM degrees. We take a step back to examine a critical conversation with a brief historical review. With this review, Muldrow takes a reflective approach to consider the future of Black women climbing the ladder to leadership positions and careers in higher education administration. Finally, Fonteneau responds to this historical reflection with a counter-narrative opinion piece that interrogates the impact of Affirmative Action policies on shattering glass ceilings by examining complex attitudes toward race, gender, and power.

As a collective voice, this issue captures the essence of practices, beliefs, and attitudes within the academic and social complexities of education and higher education. As I conclude this introduction, I find identity development to be a critical issue within and among each article. As such, it would behoove policy-makers and decision-makers to consider these research endeavors and findings from perspectives based upon common cultural dynamics and gendered experiences to diminish the global glass ceiling in the academy.