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Men in Higher Education: A Gender Crisis in the United States?

Ou Lydia Liu, Brent Bridgeman, and Daniel Fishtein

Educational Testing Service

Abstract

Men's significant underrepresentation in U.S. colleges has attracted widespread attention. As of 2021, men made up only 40.5% of college enrollment. Given the proven economic and social benefits of a college degree, men's lack of a college degree is projected to generate detrimental effects on the U.S. economy and society, as well as bring missed opportunities for individuals. We review the gender composition at various degree levels, discuss possible impacts of men's underrepresentation, and analyze underlying reasons for men's low college enrollment. We also review strategies that institutions use to attract more male applicants. Despite women's overrepresentation in college enrollment, efforts to promote gender equality should continue, as females are still underrepresented in high-paying and high-ranking positions, in both academic and corporate settings.

Keywords

Higher education;
Enrollment;
Equity;
Diversity;
Gender

1 Introduction

A college degree, defined as the 4-year bachelor's degree, has been well documented to be associated with higher financial income, better health, and more stable marital status (Binder & Bound, 2019; Wang, 2015), and such benefits apply to men and women. However, there has been a gradual shift in the men-to-women ratio in college attendance and the cumulative effect has seriously lopsided men's makeup in college from 59% in 1970 to about 40.5% by 2021 (National Center for Education Statistics [NCES]). In fact, men's underrepresentation is observed at higher education multiple degree levels, from associate degrees to graduate degrees. Many are concerned that men's underrepresentation in college will lead to negative outcomes for them in terms of lower income, challenges in the marital market, and detachment from society. Therefore, these trends are not only a concern for men but for the future of the entire population. In this article, we review the current gender representation at various degree levels, analyze various reasons possibly underlying men's lower representation in college, and discuss strategies institutions use to incentivize men to attend college. These strategies must address the apparent reluctance of many men to apply to college because the benefits of a college

education are not apparent to them. Furthermore, steps to increase the proportion of men in college need to be sensitive to moral and legal concerns if policies that seem to favor one gender are adopted.

But merely increasing the proportion of men attending college does not fully address gender equity concerns in higher education. Many challenges continue to exist disadvantaging females from obtaining higher-paying and higher-ranking jobs in both academe and industry. Men still predominate in higher-paid fields in science, technology, engineering, and mathematics (STEM) while women predominate in many less well-paid (but equally important) fields such as education. Intentional efforts are required to help promote gender equity for optimal economic and social outcomes.

1.1 Men's Underrepresentation in Higher Education

Men's underrepresentation in higher education has recently received renewed attention in America, despite the fact that women overtook men in college attendance over four decades ago in 1979 (NCES, 2019). A recent article in the New York Times¹ drew attention to the increasing dominance of women in 4-year college

¹<https://www.nytimes.com/2021/09/09/upshot/college-admissions-men.html>

enrollment. According to enrollment data from the National Student Clearinghouse from the 2020-2021 academic year, men now make up only 40.5% of the American college population, and women constitute a sweeping 59.5% of college matriculates. The numerical advantage for women was evident in all sectors (public 4-year, private non-profit 4-year, private for-profit 4-year, and public 2-year) (National Student Clearinghouse Research Center, 2021).

Note that the total number of men who are enrolled in higher education has increased from about 5 million men in 1970 to over 8 million in 2018 (Table 1); however, men's rate of growth lagged that of women's (3.5 million in 1970 to 11 million in 2018), which leads to the decreasing proportion of men in higher education (NCES, 2019).

Table 1
Total Fall Enrollment in Degree-Granting Postsecondary Institutions

Year	Male	Female	% Female
1970	5043642	3537245	41
1980	5874374	6222521	51
1990	6283909	7534728	55
2000	6721769	8590520	56
2010	9045759	11973679	57
2018	8442662	11203256	57

Source: National Center for Education Statistics: Digest of Education Statistics (https://nces.ed.gov/programs/digest/d19/tables/dt19_303.10.asp).

Further dissecting the data reveals variation in gender composition across race and ethnicity and institutions of different selectivity (Table 2). In general, selective institutions tend to have a more balanced gender ratio than non-selective institutions. For example, men made up an average of 52.5% of the student body at the top 50 ranked national universities, but only 33.9% at the lowest ranked 92 institutions according to U.S. News and World Report². Across racial groups, White men tend to have the highest gender enrollment ratio, and Black men have the lowest. Additional historical data suggest that while both White and Black men have shown decreased college enrollment rates from 2010 to 2019 (41% to 37% for White men and 35% to 34% for Black men; NCES, 2021), Hispanic men have

²Only the top 392 National Universities are ranked by U.S. News and World Report.

increased their college enrollment rate from 28% to 33% in this time period.

The COVID-19 Pandemic has brought further challenges to men's representation in higher education. For example, men made up around 75% of the decline in college student enrollment from Spring 2019 to Spring 2021, with 530,000 fewer men attending college as compared to 154,000 fewer women attending college in the same time period. Men showed a deeper decline in enrollment than women across all education sectors (Figure 1), in particular in public two-year colleges. For example, from Spring 2020 to Spring 2021, male enrollment at public two-year colleges dropped by 14.4% compared to a 6% decline in female enrollment. Public 4-year institutions are another sector that showed a noticeable gender difference in enrollment. This sector has seen an increase in female enrollment by 1% but a decrease of 2.7% in male enrollment. Degree attainment by gender was further dissected by race and ethnicity groups in Figure 2. Across racial and ethnic groups, females outnumbered males at the associate's, bachelor's, and master's degree levels in percentages.

Similar trends in men's underrepresentation are also observed in graduate schools. According to the most recent enrollment survey by the Council of Graduate Schools (Council of Graduate Schools, 2021), first-time master's enrollment increased by 5.2% for women compared to a 0.7% decrease for men. In 2016, women overtook men by making up more than 50% of the enrollment in Juris Doctorate programs. In 2018, females comprised 52.4% of all students in ABA-approved law schools (Enjuris, 2019). Women also accounted for 52.4% of medical school matriculates in the 2019 academic year (Stewart, 2020). Women in full-time MBA programs have yet to achieve gender equity in that they make up 39% of matriculates in the top 54 MBA programs in the United States (Forte Foundation, 2019).

It's worth noting that men's underrepresentation in higher education is a widespread phenomenon and is found in many countries. OECD countries have an average of around 45% male students. For example, in the United Kingdom, men are also in general underrepresented in college, 44% compared to 56% of women (Hewitt, 2020). In China where there are 105 men for every 100 in population (United Nations, 2019), men are still underrepresented at 48%.

Table 2
Mean Gender Distribution of Select School Ranking Groups by Level

Group	Total		American Indian/Alaska Native				Asian		Black or African American		Hispanic or Latino		White	
	Men %	Women %	Men %	Women %	Men %	Women %	Men %	Women %	Men %	Women %	Men %	Women %	Men %	Women %
All Undergraduates (National Student Clearing House)	40.5	59.5	-	-	-	-	-	-	-	-	-	-	-	-
Top 50 Ranked National Universities (US News & World) - Undergraduate	47.5	52.5	44.8	55.2	46.4	53.6	41.8	58.2	45.8	54.2	48.5	51.5	48.5	51.5
Top 50 Ranked National Universities (US News & World) - Graduate	50.1	49.9	47.4	52.6	47.3	52.7	40.8	59.2	46.0	54.0	48.5	51.5	48.5	51.5
Top 100 Ranked National Universities (US News & World) - Graduate	48.7	51.3	46.4	53.6	46.3	53.7	43.8	56.2	46.2	53.8	49.0	51.0	49.0	51.0
Top 100 Ranked National Universities (US News & World) - Undergraduate	48.3	51.7	45.0	55.0	47.0	53.0	40.8	59.2	45.0	55.0	47.2	52.8	47.2	52.8
Lowest Ranked 94 National Universities (US News & World) - Undergraduate	40.0	60.0	38.1	61.9	42.0	58.0	38.8	61.2	39.4	60.6	41.3	58.7	41.3	58.7
Lowest Ranked 92 National Universities (US News & World) - Graduate	33.9	66.1	33.4	66.6	38.1	61.9	32.1	67.9	33.8	66.2	33.7	66.3	33.7	66.3

Sources: National Student Clearinghouse Research Center (2021); Integrated Post-Secondary Data System, 2020 12-Month Enrollment (https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?gotoReportId=7&fromIpedes=true); U.S. News and World Report: Best National University Rankings (https://www.usnews.com/best-colleges/rankings/national-universities).

2 Consequences of Fewer College-Educated Men

Experts are concerned about men's underrepresentation in college for a number of reasons. One reason is the increasing demands of technical jobs in the 21st century and many of the technical jobs (e.g., information technology, computer sciences) are traditionally male-concentrated areas. While more women may be moving into these fields, men's decreasing share in college might lead to further talent shortages in these growing fields. From 2005 to 2015, although the number of computer science bachelor's degrees granted to women increased from around 9,500 to about 10,000, 50,000 of such degrees went to men in 2015 (National Academies of Sciences & Medicine, 2018). The 60,000 graduates in total fell short of the 530,000 open positions requiring a computer science bachelor's degree. Both men and women are needed to fill the workforce gap. Given that men are more likely to major in computer science, their decreasing share in college enrollment certainly doesn't help with addressing the talent shortage.

Men's lack of representation in college will also have a long-term impact on their economic status. Data from the U.S. Bureau of Labor Statistics show that individuals with college degrees on average have higher weekly earnings and lower unemployment rates (Figure 3). Over a lifetime, individuals with a college degree earn over \$1 million more than high school graduates. Between 1973 and 2015, hourly earnings, after adjusting for inflation, increased substantially for men with a college degree but declined by 18.2% for men without a college degree (Binder & Bound, 2019). The labor-force participation rate also dropped sharply for men without a college degree by about 15% from 1960 to 2015, and many jobs available to high school graduates are no longer accessible for men without a college degree (Binder & Bound, 2019).

In addition, research suggests that men without a college degree are one of the reasons for the declining marriage rates in the United States (Lichter et al., 2019). The authors analyzed married and unmarried men from 2008 to 2012 and 2013 to 2017 in the American Community Survey, and found that married men are 19% more likely to have a college degree than unmarried men, and their average income is also 58% higher. The study concluded that it is the multiple socioeconomic characteristics rather than gender ratio imbalances that contributed to women's difficulties in finding men of desirable backgrounds. Because of the declining marriage

rates among less educated men, they tend to live with parents or relatives and "detach" from society.

3 Factors Associated with Men's Underrepresentation in Higher Education

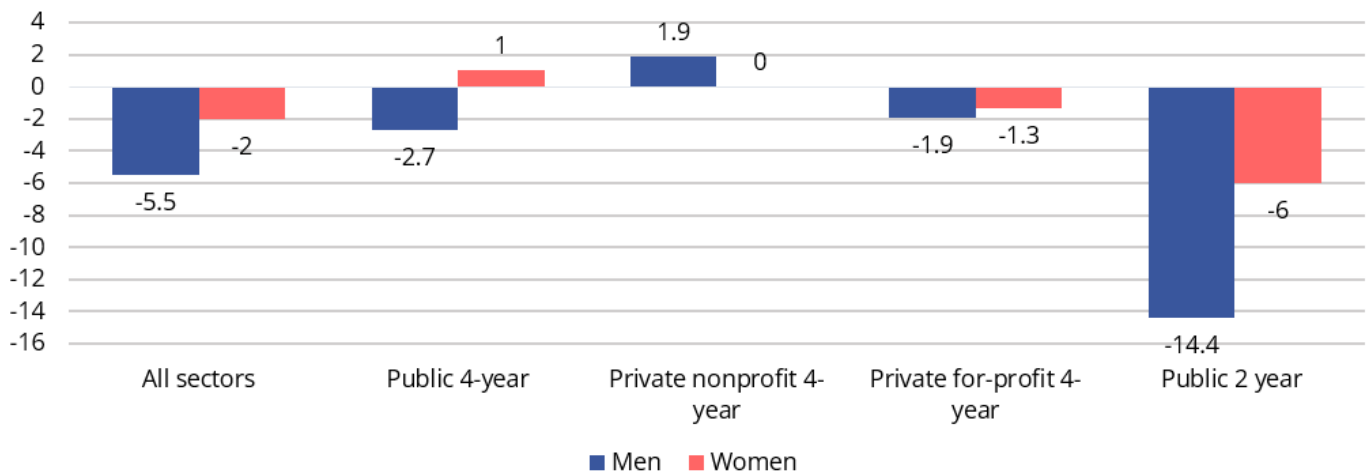
Research to date has examined multiple factors associated with men's declining makeup in college, including academic preparation, planning and attitude towards a college education, incarceration rate, mortality, and men's earning potential without a college degree. Tracing back to high school graduation, males tend to have lower graduation rates than females and the pattern was consistent across states (Reeves et al., 2021). For example, in the 2017-2018 academic year, 88% of girls graduated on time compared to 82% of boys. The gender gap also varies across racial groups. In the 2012-2013 school year, the gender gap in high school graduates was 4 points among White and Asian students, compared to 8 points among Hispanic students and 10 points among Black students (Reeves et al., 2021). Women also tend to have higher GPA than men in high school (3.24 versus 3.07) (Buddin, 2014). This does not necessarily suggest men have lower academic ability than women. On the SAT, while females performed slightly higher on evidence-based reading and writing, males performed significantly better on math (College Board, 2019). Men's lower high school GPA might be explained by their on average lower levels of motivation to focus and plan (Butler, 2014), to manage and organize, and their lower responsiveness to teachers' assignments and requirements (Martin, 2011). Data from National Association for College Admission Counseling revealed that in general males are less likely to plan to enroll in a 4-year college in the first year after high school than females (47% versus 57%). Among the ones who do plan to enroll in college, males are also less likely to have taken or plan to take the SAT or ACT (78% versus 81%).

One thing to note is that at the top of SAT performance scale (1400-1600) (College Board, 2019), men outnumbered women (84,928 versus 69,406). This may partially account for the nearly equal gender balance at the most selective schools despite the 60/40 female to male ratio on average.

Other researchers have focused on male students' reading comprehension and attitudes toward college to explain their underrepresentation in college. For example, Stoet and Geary (2020) examined reading comprehension levels of boys as indicated by their performance on the Program for International Student Assessment (PISA) (Organisation for

Figure 1

Percentage Change in Enrollment by Institutional Sector and Gender (Spring 2019 Through Spring 2021)



Source: National Student Clearinghouse Current Term Enrollment Estimates (Spring 2021).

Economic Co-operation and Development [OECD], 2019), and boys' attitude toward girls' university education. They found both students' reading levels and attitudes toward higher education significantly predicted men's enrollment in college. Across OECD countries, females on average scored 30 points higher than males on reading (OECD, 2019), and while males performed higher on math, the score difference was only five points. A similar female advantage on reading was also observed on NAEP, the nation's report card. Reilly et al. (2019) examined NAEP data of more than three million students and found that girls outperformed boys on reading in every grade, with an average effect size of $d = 0.27$.

Another potential contributing factor is the differential incarceration rates between men and women which might account for lower male representation in less-selective colleges. For example, as shown in Figure 4, the incarceration rate for men is more than 12 times as large as the rate for women in 2018 (i.e., 810 men compared to 63 women in every 100,000 residents). Examining the data by racial groups revealed significant differences across race. For example, the male-to-female incarceration ratio is about 7 for White residents of ages 20-24, and such ratio is a staggering 23 for Black (Figure 5). Between ages 18 to 29, 1 of 12 Black men are involved in the incarceration system (Figure 4). One positive sign is that the incarceration rate has dropped more significantly for

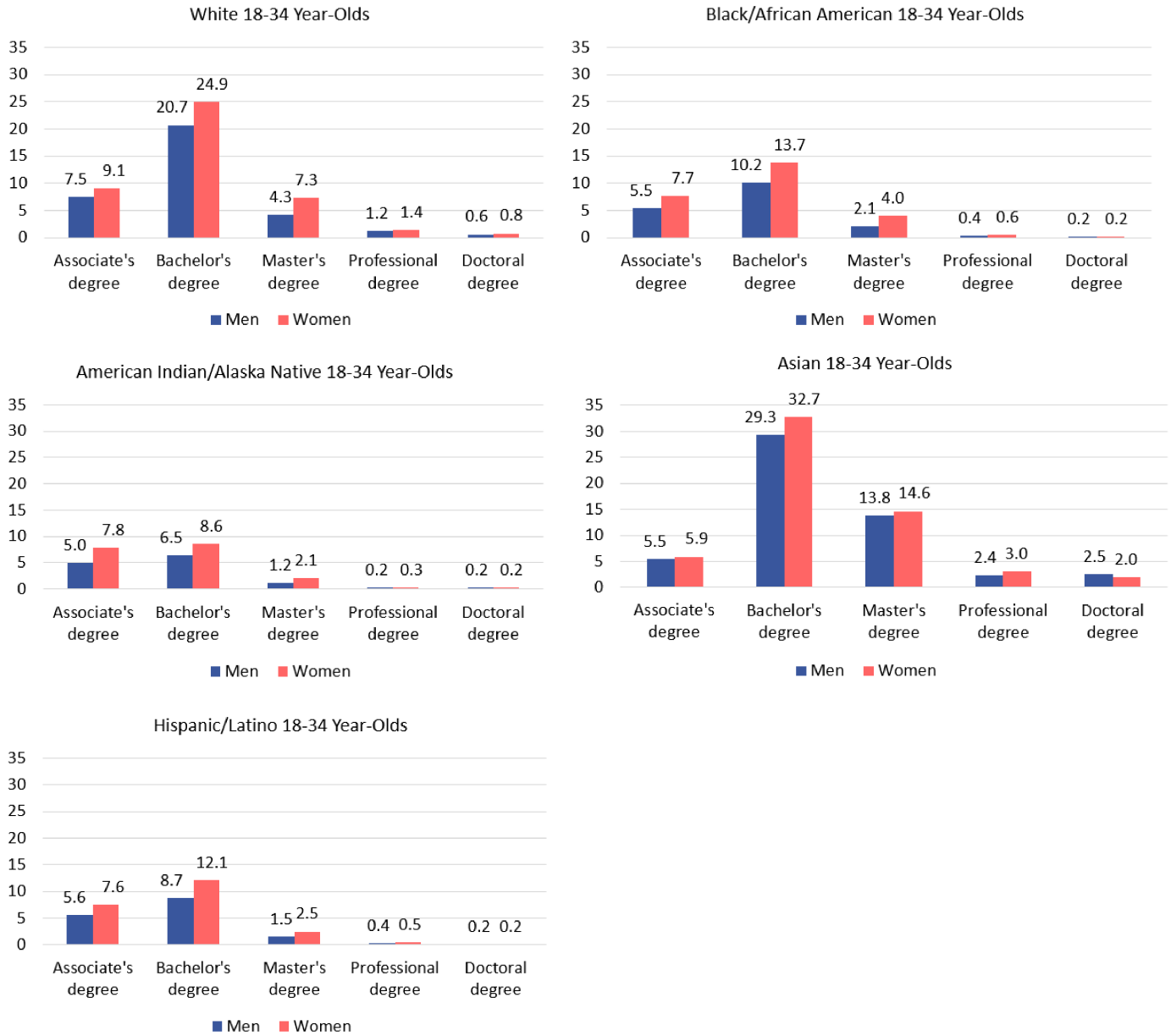
Black residents than for any of the other racial groups over the last decade. Specifically, from 2008 to 2018, Blacks have seen a decline of 28% in incarceration rate compared to 12% for Whites (Figure 4). Another possible reason was the higher mortality rate of men. Per 100,000 of population, the mortality rate was 100.1 for men and 38.8 for women between ages 15-24³. These factors may have impacted the men's lower degree attainment, particularly in less selective institutions.

Differential labor force participation was another possible factor for men's underrepresentation in college. We examined the labor participation by gender among individuals of ages 16-24 from 2000 to 2030 (with projection; Figure 6). There is little difference in labor participation between males and females from ages 16-19. In the age group 20-24, the differential participation was more obvious, with men showing a higher percentage of labor participation around the 2000s, but the difference tends to narrow from 2000 to 2020, and is projected to close by 2030 (U.S. Bureau of Labor Statistics, 2021). Based on the results, there is no evidence supporting the hypothesis that differential labor participation in the college age group contributed to men's underrepresentation in college.

It's worth noting that despite the fact that there is little difference in labor force participation by gender, there are

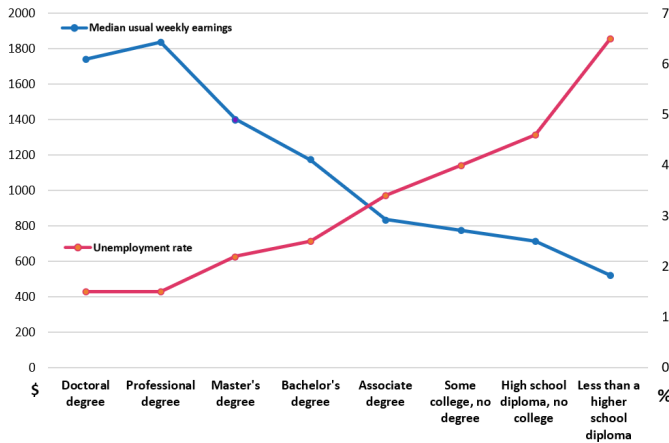
³<https://www.statista.com/statistics/241572/death-rate-by-age-and-sex-in-the-us/>

Figure 2
Degree Attainment Rate of 18-34 Year-Olds by Race/Ethnicity and Gender



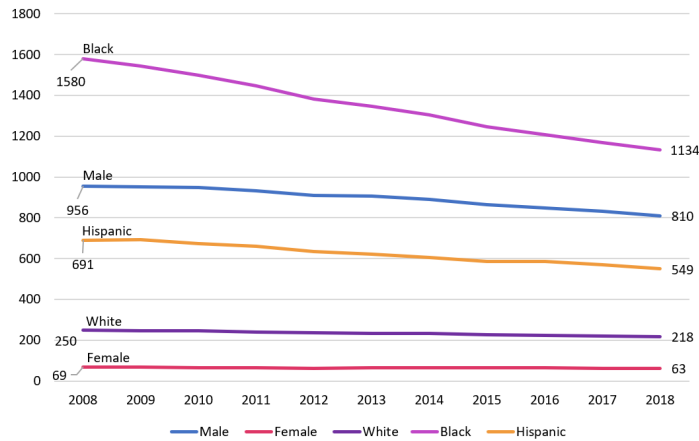
Source: 2015-2019 Five-Year American Community Survey.

Figure 3
Median Weekly Earnings and Unemployment Rate by Educational Attainment (2017)



Source: U.S. Bureau of Labor Statistics.

Figure 4
Total Imprisonment Rate per 100,000 U.S. Resident of a Given Race/Ethnicity or Gender



Source: Bureau of Justice Statistics.

some labor fields with large male concentration that don't require a college degree but qualify as high-paying jobs. Males' choice to be in these fields might contribute to their decreasing college attendance. For example, although on average college graduates earn more than those with just a high school diploma, there are many professions in which skilled workers can expect to make as much money as college graduates. Males dominate such fields as brick and stone masons (87% male), carpenters (88%), carpet and tile installers (97%), electricians (88%), plumbers (88%),

and automobile mechanics (83%) (U.S. Bureau of Labor Statistics, 2022). The average annual base salaries for carpenters and electricians are about \$56,000 per year. The average starting salary for a college graduate is \$55,000 per year. An apprenticeship for a plumber may take as long as 4-5 years, but instead of accumulating debt over this time, the apprentice is actually being paid a living wage (U.S. Bureau of Labor Statistics, 2022).

There are clear incentives for men who choose to not go to college when they can begin earning sooner, and at a comparable pay rate, compared to those men and women who take four or five years to complete a bachelor's degree and run up substantial debts in the process. But it is important to remember that while some men may forgo college believing that they can make as much money as a skilled worker, the reality is still that, on average, men who go to college will make considerably more money than those who do not.

Men's military participation might be another reason accounting for their lower college enrollment. Data from the American Community Survey show that the 18-34 year-old U.S. Military population (including those in active duty, reserve, and the veteran population) is predominately (81%) male.

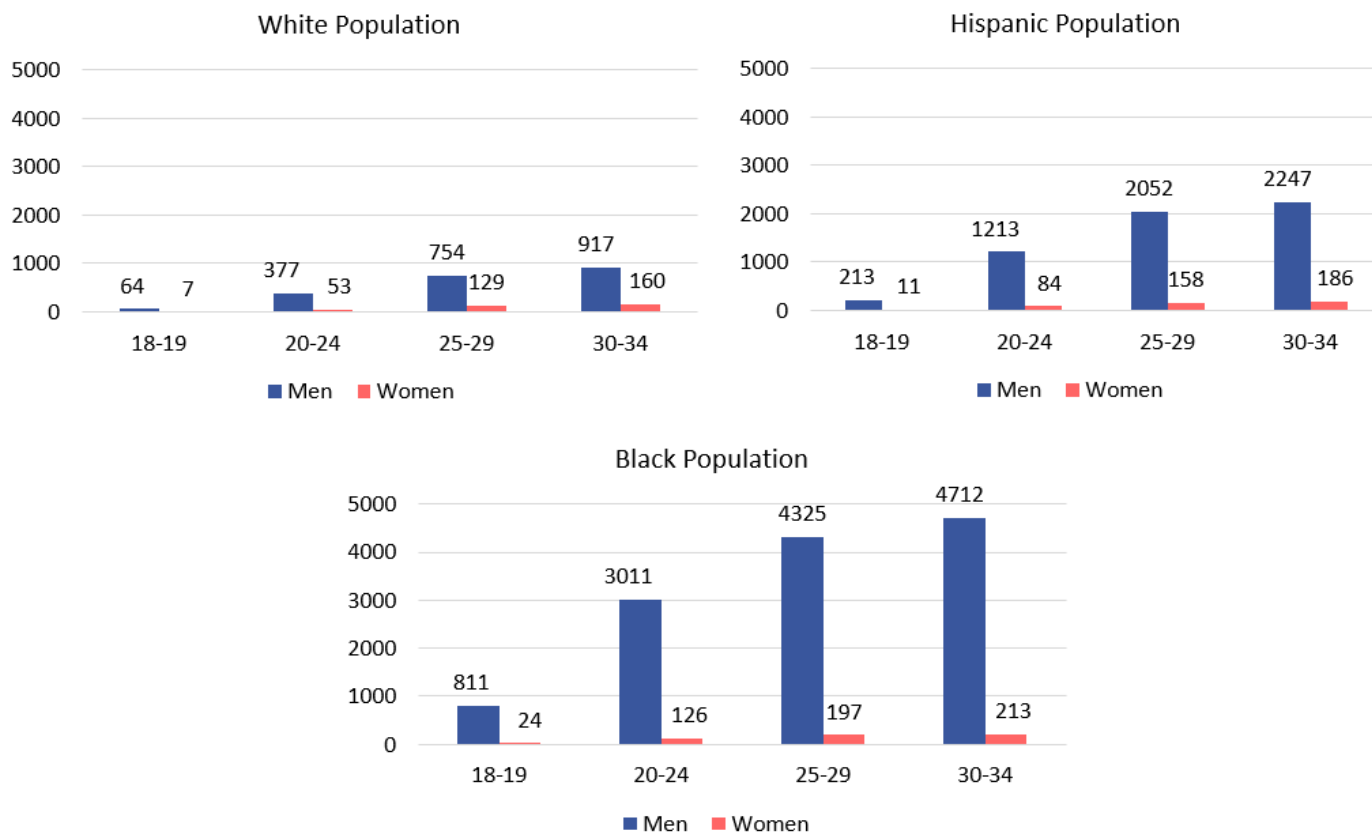
4 Strategies to Increase Male Enrollment in College

Colleges that are concerned about the gender imbalance at their institutions have used a number of strategies to increase male enrollment. Perhaps the most obvious strategy is to simply give males an advantage in admission decisions. As noted in a New York Times op-ed by a Kenyon College admissions staffer⁴, "had she been a male applicant, there would have been little, if any, hesitation to admit. The reality is that because young men are rarer, they're more valued applicants." But this "affirmative action" for males, while apparently common, has not been universally seen in a positive light and is rarely openly discussed because of the potential sex discrimination implied by any preference for male applicants.

An additional complication with direct preferences is that this strategy may violate Federal law. Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or

⁴<https://www.nytimes.com/2006/03/23/opinion/to-all-the-girls-ive-rejected.html>

Figure 5
Imprisonment Rates of U.S. Residents by Race/Ethnicity, Gender, and Age Range



Source: Bureau of Justice Statistics.

activities that receive federal financial assistance⁵. Title IX states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” And guidance from the U.S. Department of Education indicates that this includes recruitment and admissions. But this may be more of a problem for state schools than for private liberal arts colleges, as noted in this story from *The Philadelphia Inquirer*:

Heriot, who is leading the Civil Rights Commission’s investigation, said Title IX bars sexual discrimination on college campuses with one exception: in admissions by private liberal arts schools...If liberal arts colleges do

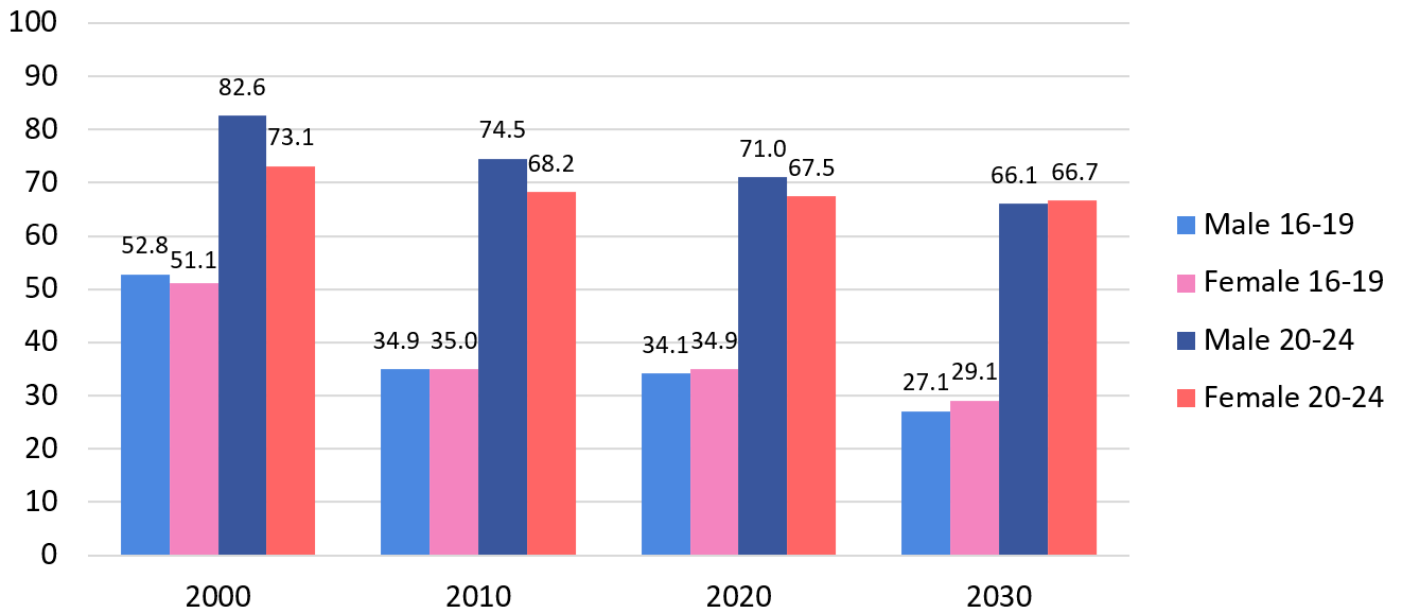
legally discriminate in admissions to achieve gender parity, that means even fewer men are available for the public institutions, where such discrimination would be illegal (Wilson, 2010).

While setting strict gender quotas appears to violate the law for many institutions, it is less clear if gender may still be considered a “plus factor” as part of a holistic admissions decision. The Supreme Court has accepted the “plus factor” as legitimate in admissions decisions for ethnic minorities (*Fisher v. Univ. of TX at Austin*⁶), but it is not clear if this also applies to considering gender as a plus factor. A comprehensive review of the legal issues involved in explicit consideration of gender in admissions decisions is beyond the scope of this paper, but we can identify other

⁵https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

⁶<https://supreme.justia.com/cases/federal/us/570/297/#tab-opinion-1970745>

Figure 6
Percentage of Labor Participation by Gender (2000-2030)



Source: U.S. Bureau of Labor Statistics (2021).

less-explicit strategies that institutions use to encourage greater male enrollment.

Adding athletic programs might be one way to attract male students. For example, Wheelock College⁷ is a college in the Boston area that is primarily a teacher-training institution and was struggling to attract more men. In order to attract male applicants, it started men's athletic teams two years ago and plans to add soccer and lacrosse later. It will offer new academic programs, including one focused on youth development based on sports. The school is redesigning its brochures to depict more men in classrooms and dorms. And it has begun training high school boys in Boston and New York City for the teaching profession, in hope of building a pipeline to a college with little name recognition, even in its hometown.

Another strategy that institutions can utilize is to make prospective students aware of programs that typically are more attractive to male applicants such as criminal justice, or even to start such programs if they do not already exist. Tuition discounts for military veterans may also help to encourage more male applicants. Increased outreach activities on Web sites that are more heavily used by males

⁷http://archive.boston.com/news/local/massachusetts/articles/2009/07/11/wheelock_college_looks_to_attract_more_men/

is another recruitment strategy. The College of Charleston⁸ uses Twitch to reach males, which is a platform for online gamers who are predominantly men.

Potential male applicants may believe that they do not need to go to college because they can get a job without a college degree, so an important strategy is to make potential applicants more aware of the financial advantages that come with a degree. According to a story in the Community College Daily (Ashford, 2019), Ben Wildavsky, senior vice president of national engagement at Strada advised colleges to show potential male applicants a clear pathway, spelling out how much more money they could earn in specific careers that require some college, the time required to earn a credential and the financial cost.

Increasing applications and admissions is only part of the answer to ensuring a more balanced male and female college population, as improving retention of enrolled male students is also necessary to obtain a gender balance over a 4- to 6-year college stay. For students who enrolled in a 4-year college in 2012, by 2018 65% of the female students had graduated compared to only 59% of the

⁸https://www.postandcourier.com/archives/to-attract-more-men-the-college-of-charleston-turns-to-twitch/article_3da6067d-d0da-5461-bef7-ae2ff9ee5a72.html

male students (NCES, n.d.). More attention to advising and mentoring may increase retention rates, especially for minority males. The Minority Male Mentoring Program in the North Carolina Community College System is one example of such an effort. It is apparent that increasing the portion of males in both 4-year and community colleges will require multiple strategies from recruitment to enrollment to retention.

5 Gender Equality: More Work to Do

As institutions strive to increase the proportion of men to attend college, efforts should continue to support women for true gender equality. Women still lag behind in many STEM fields and high-paying professions. Despite the overall majority status of women in graduate studies, their representation varies significantly across major fields of study. For example, women make up only 29.3% of the first-time enrollment in Engineering graduate programs, 33.6% in Mathematics and Computer Sciences, and 44.3% in Physical and Earth Sciences (Council of Graduate Schools, 2021). In terms of academic positions, at the associate and full professor levels, females are overall underrepresented. Females comprise only 33% of full professor ranks and 45% of associate professors. Salary wise, women earn only 81% of the income of men, with women's average salary \$79,368 and men's \$97,738. Furthermore, females are particularly underrepresented in many STEM fields (American Association of University Professors [AAUP], 2020). For example, the percentage of female assistant professors in engineering was 25% in 2018, 20% for associate professors, and 12% for full professors despite the fact that there had been small increases on a yearly basis. In addition, findings from the Association of American Medical Colleges (AAMC)'s Enrollment Survey showed that women held only 25.6% of full professorship and 15.9% of clinical sciences tenured department chairs in medical schools, and that male subspecialty physicians are compensated higher than their female counterparts by 33% (Stewart, 2020).

At the academic administrative level, women make up only 30% of the college presidents and 30% of the college board of directors (American Association of University Women [AAUM], 2018). Data from 2017 suggest that women were only 30% of law school deans despite female students' overrepresentation in law schools (Thomas, 2017).

In the corporate world, analysis showed women and minority workers receive less compensation than white

men with equal performance evaluation (Castilla, 2008). Women of color are particularly underrepresented as the job levels progress. Between entry level and the C-suite, the representation of women of color drops by 75%. Women of color account for only 4% of C-suite leaders (Burns et al., 2021). Despite the climbing share of women obtaining business degrees, only 6.2% of the S&P 500 CEOs are women (Ghosh, 2019).

The pandemic situation has brought additional challenges to women in the workforce. A Deloitte global report⁹, which surveyed 5,000 women across 10 countries, showed that women suffered from higher rate of unemployment, more childcare responsibilities, increased workload, and higher rate of non-inclusive work environment. For example, 51% of women became less optimistic about their career prospects than before the pandemic, and 52% had experienced harassment or microaggression in the past year. Women of color are particularly susceptible to microaggressions at work. For example, 32% and 29% Black and Asian women reported being interrupted or spoken over more than others compared to 27% of White women, and 17% of Black and 17% of Asian women reported being confused with someone else of the same race/ethnicity compared to 4% of white women (Burns et al., 2021). Despite the increased responsibilities at work, close to 80% of women also reported that they are also the main caregiver at home. The pandemic could set gender parity back by a generation or more.

6 Conclusions

Men's underrepresentation in college has drawn widespread attention in society. Given the knowledge and skill requirements of a modern economy, there could be many negative downstream consequences if we do not have a sufficiently educated workforce. Men's underrepresentation in college is also associated with their long-term earnings, the likelihood of marriage, and their connections to society. A host of factors likely contribute to men's decreasing share in college enrollment, including academic preparation, attitude towards college, incarceration rate, mortality, military service, and labor participation in trades that don't require a college degree but offer high-paying jobs. Institutions have been concerned about men's decreased proportion in college and have

⁹[https://www2.deloitte.com/global/en/pages/about-deloitte/articles/women-at-work-global-outlook.html?id=gx:2pm:3dp:4women_at_work\(womenatwork,_gender_survey\):GC1000011:6abt:20210519:forbes](https://www2.deloitte.com/global/en/pages/about-deloitte/articles/women-at-work-global-outlook.html?id=gx:2pm:3dp:4women_at_work(womenatwork,_gender_survey):GC1000011:6abt:20210519:forbes)

been taking actions to attract more male applicants, including strategies to add athletic programs. However, the effect of such measures was unclear. Despite women's overrepresentation in college, there is still a long way to gender equality. Females are underrepresented in many academic positions, particularly in STEM fields. Females also tend to be compensated less than males for the same levels of jobs. In the non-academic workforce, female representation deteriorated significantly from entry level to C-suite. The pandemic has brought unprecedented challenges to women in increased workloads, added home and childcare responsibilities, and higher rate of unemployment compared with men. Private and public partnerships will be crucial in making progress in gender equality and access in both academic and workforce settings.

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