Introduction

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Happy summer! Whether or not you will have a true “summer break,” there is a sense of closure in the summer. For those of us who teach on a college or university campus, summer gives us time to reflect on the good works of the 2016–2017 academic year and look ahead to the students who will join us in the fall. The passage from high school to college and into graduate school provides an opportunity for our students to reflect as well. The June 2017 issue of *Gender Issues* is dedicated to them, our students, and to our pursuit to better understand and serve them.

We begin with Smith’s analysis *Otherwise occupied: The complex relationships between gender and college attendance in late adolescence*. Smith explores the interactions of gender and social class on adolescent students’ plans for higher education. Does social class impact future college plans and does this differ by gender(s)? How accessible does college really feel?

We then discuss the undergraduate experience. Far too long, “gender” has been a codeword for “women.” The naming of academic departments which promote the empirical study of gender continues to be common and controversial. Women’s and Gender Studies, Women’s Studies, Gender Studies, and the like, can provoke different emphasis and departmental identity. It can also confuse our students who are just beginning to understand oppression and privilege. Schmitz’s *Checking Privilege at the Door: Men’s Reflections on Masculinity in Women’s and Gender Studies Courses* asks about men’s experiences in the Women’s and Gender Studies classroom. How do these classes shape student conceptualizations of gender and gender relations?

Just as some genders have been under-studied in diversity work, there are similar “knowledge gaps” of brown racial identities. Liang’s *A Qualitative Examination of*

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the Gendered and Racialized Lives of Latina College Students explores how Latina college students experience intersectionality, stereotypes, social identities, and the discrimination that they find on campus and elsewhere.

With the required study halls and community outreach required by many universities, student athletes are often the first to experience newly adopted diversity curriculum. Yet, what they learn has not always been what they see in the leadership of their own sports teams. Darwin's *An Examination of Homologous Reproduction in the Representation of Assistant Coaches of Women's Teams: A 10-Year Update* shows just where progress has been (and not been) made in reflecting the gender diversity of coaching staff of NCAA women's collegiate teams in the United States.

Finally, Kwon's article, "*For passion or for future family?*" *Exploring factors influencing career and family choices of female medical students and residents*, shows the significant gender role strain impacting the post-graduate plans of some of the most academic elite. Over 50% of medical school applicants are female, yet they do not occupy all medical sub-specialties at the same rate. Kwon explores how the profession has equalized field entrance while still maintaining evidence of discrimination within the field of medicine.

Welcome to summer! We at *Gender Issues* wish you sunshine and time to think about your own part in providing a more inclusive and fair educational experience for all.

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