

From Data Access to Academic Employability: Rethinking Gender Inequality in Finance Academia

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Abstract. Academic finance increasingly depends on access to proprietary databases, analytical terminals, statistical software, artificial intelligence tools, and digital learning environments. These resources are usually treated as technical instruments, yet they also operate as conditions of academic competitiveness because they shape research productivity, publication opportunities, teaching quality, international employability, and professional visibility. The objective of this article is to rethink gender inequality in finance academia through the relationship between data access and academic employability. The article develops a theoretical framework for analysing unequal access to financial data platforms and digital research infrastructure as a hidden structural barrier in academic finance careers. The article applies a theoretical and integrative literature review based on literature synthesis, document analysis, and conceptual modelling. The source selection prioritized academic relevance, methodological clarity, recency, citation value, and direct connection with the research topic. The analysis integrates four research streams: gender inequality in academia and STEM, women's representation in academic finance, digital research infrastructure, and academic recruitment analysis. The article argues that access to financial data platforms should be conceptualized as a form of digital research capital. This capital is unevenly distributed across countries, universities, disciplines, academic ranks, and gender groups. The proposed framework shows how unequal access to data infrastructures may become unequal digital research capital and then transform into platform-dependent academic employability. This mechanism affects research productivity, publication quality, teaching innovation, professional visibility, recruitment, promotion, and career progression. Unequal access to financial data platforms can operate as a hidden mechanism of exclusion in academic finance careers. This barrier is especially important when job advertisements, promotion criteria, and publication expectations increasingly presuppose prior access to platform-dependent competencies. Gender inequality in finance academia should therefore be analysed not only as a matter of representation, recruitment, and productivity, but also as part of a broader infrastructure-based structure of academic opportunity. Future empirical research should examine academic finance job advertisements, compare access to financial data platforms across countries and universities, and investigate how women and men experience the role of digital financial infrastructure in academic career development. Particular attention should be paid to the transition from data access to digital research capital and from digital research capital to academic employability.

Keywords: academic finance; gender inequality; digital research infrastructure; financial data platforms; women in STEM; academic recruitment; digital research capital; higher education; platform-dependent academic employability.

JEL Classification: A20; G00; I23; J16; J24; O33.

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Introduction. Academic finance has undergone a profound transformation over the last several decades. The field is no longer shaped only by theoretical knowledge, teaching experience, and traditional publication activity. It is increasingly dependent on access to large-scale financial databases, analytical platforms, professional terminals, statistical software, artificial intelligence tools, and digital learning environments. Empirical asset pricing, corporate finance, investments, financial analytics, banking research, corporate governance, and FinTech-related studies often require access to specialized data infrastructures. Similarly, modern finance education frequently involves trading rooms, Bloomberg terminals, financial simulations, real-time market data, and experiential learning environments.

This transformation has changed the competency profile of academic finance careers. Contemporary academic positions in finance increasingly require evidence of research excellence, data-driven methodological skills, experience with financial databases, ability to teach in different formats, familiarity with FinTech, ability to integrate digital tools into finance courses, and engagement with students through applied learning environments. These requirements are formally gender-neutral. However, they may produce unequal effects because access to the necessary platforms and infrastructures is not equally distributed across countries, universities, institutions, academic ranks, or individual researchers.

The central problem addressed in this article is that access to financial data platforms is rarely conceptualized as a structural condition of academic opportunity. It is often treated as a technical or institutional resource, but not as a mechanism through which inequalities in academic careers may be reproduced. This is particularly important for academic finance, where access to Bloomberg Terminal, FactSet, S&P Capital IQ, Morningstar Direct, WRDS, CRSP, Compustat, IBES, Refinitiv, Datastream, OptionMetrics, and similar infrastructures can influence the quality of research, the feasibility of empirical studies, publication outcomes, teaching innovation, student supervision, and international competitiveness.

The gender dimension of this problem is especially important. Existing studies have documented women's underrepresentation in academic finance, including disparities in institutional placement, seniority, compensation, publication outcomes, and professional visibility. Sherman and Tookes (2022) found that women represented only 16.0% of finance faculty in their sample of top-100 U.S. business schools during 2009–2017 and documented disadvantages in seniority, institutional placement, pay, and publications. Bajo, Barbi, and Hillier (2024) further showed that women remain underrepresented in finance departments internationally, especially in senior academic roles. Brooks, Schopohl, Tao, Walker, and Zhu (2025) identified a “female finance penalty,” showing that work produced by female finance academics tends to be published in lower-rated journals and receive fewer citations compared with related fields.

However, the literature has not sufficiently examined whether unequal access to financial data platforms and digital research infrastructure contributes to these patterns. The article therefore proposes that unequal access to financial data platforms should be understood as a hidden structural barrier in academic finance careers. In this sense, the article moves from the issue of data access to the broader question of academic employability, asking how access to digital research infrastructure becomes a condition of career competitiveness in finance academia.

The theoretical contribution of this study lies in reframing gender inequality in academic finance as part of a broader infrastructure-based structure of academic opportunity. The article introduces two connected concepts: digital research capital and platform-dependent academic employability. Digital research capital refers to the combination of platform access, data availability, technical skills, methodological training, mentoring, software, institutional support, and research networks that allow academics to produce data-intensive research and platform-supported teaching. Platform-dependent academic employability describes the growing dependence of academic career competitiveness on prior access to digital platforms, research databases, and data-intensive institutional environments. Together, these concepts make it possible to explain why formally neutral expectations in finance academia may produce unequal career effects.

Literature Review. The literature relevant to this study can be organized into four interconnected research streams: gender inequality in academia and STEM; women's representation in academic finance; digital research infrastructure and platform-dependent academic work; and academic recruitment analysis.

The first stream concerns gender inequality in academia and STEM. Earlier explanations often focused on individual factors, such as preferences, family responsibilities, productivity differences, or career interruptions. More recent studies emphasize structural and institutional factors, including recruitment bias, mentoring, social capital, workload distribution, access to resources, academic climate, and evaluation practices. Moss-Racusin, Dovidio, Brescoll, Graham, and Handelsman (2012) provided influential experimental evidence that science faculty rated identical application materials differently depending on whether the applicant had a male or female name. The male applicant was rated as more competent and hireable and was offered a higher salary and more mentoring. This demonstrates that academic evaluation can be affected by subtle gender bias even when formal criteria appear neutral.

Milkman, Akinola, and Chugh (2015) showed that bias may occur even before formal entry into academic organizations. Their field experiment demonstrated that faculty responses to prospective doctoral students differed depending on identity signals. This is important for the present study because access to complex research tools is often mediated through informal

encouragement, mentoring, inclusion in research groups, and professional networks. Casad et al. (2021) also emphasized the importance of social capital, academic climate, mentoring, stereotypes, and institutional support in explaining women's underrepresentation and departure from STEM academic careers.

Large-scale bibliometric studies confirm that gendered inequalities accumulate over academic careers. Huang, Gates, Sinatra, and Barabási (2020) showed historical gender inequality in scientific careers across countries and disciplines. Boekhout, van der Weijden, and Waltman (2021) also demonstrated gender differences in scientific careers through bibliometric analysis. These studies are relevant because they show that academic inequality is not produced by a single barrier. Instead, it emerges through cumulative differences in resources, recognition, networks, productivity, and institutional support.

Duch et al. (2012) provide a particularly important bridge to the present article. Their study suggested that gender differences in publication rate and impact vary across disciplines and may be linked to the amount of research resources required in a field. This argument is highly relevant for academic finance because contemporary empirical finance is strongly dependent on costly and institutionally mediated financial data infrastructures. If resource-intensive fields create greater inequalities, then academic finance deserves special attention as a field where databases, terminals, software, and digital platforms are central to research productivity.

The second stream concerns women in academic finance. Sherman and Tookes (2022) documented female representation in the academic finance profession and showed that women are underrepresented in faculty positions at top business schools. They also reported gender differences in seniority, institutional placement, salary, and publications. Bajo et al. (2024) extended the discussion through international evidence from finance departments, showing that gender imbalance remains persistent, especially at senior academic levels. Brooks et al. (2025) provided further evidence that female finance academics face a publication and citation disadvantage compared with related fields such as accounting, economics, and management.

Earlier studies by Keys and Turner (2006) and Keys, Owens, and Turner (2009) also recognized gender gaps in academic finance by analysing women as finance academics, role models, and researchers. These studies are important because they show that gender inequality in finance academia existed before the current phase of digital transformation. However, the expansion of platform-based finance research and teaching has created new structural conditions that earlier literature did not fully address.

The COVID-19 pandemic further revealed that finance research productivity is sensitive to institutional and personal conditions. Barber et al. (2021) found that research productivity during the pandemic declined more for women and faculty with young children, and that additional teaching time

negatively affected research productivity. This finding supports the broader argument that productivity should not be treated only as an individual attribute. It is shaped by time, institutional support, teaching load, family responsibilities, collaboration, and access to resources.

The third stream concerns digital research infrastructure and platform-dependent academic work. Academic finance is increasingly dependent on proprietary databases, financial terminals, analytics platforms, statistical software, computing resources, and AI-supported tools. These infrastructures are not merely technical instruments. They shape what research questions can be asked, what methods can be applied, what empirical evidence can be produced, and what journals can realistically be targeted. Researchers with access to WRDS, CRSP, Compustat, IBES, Refinitiv, Bloomberg, FactSet, S&P Capital IQ, Morningstar Direct, and similar tools may be better positioned to conduct internationally competitive empirical research. Researchers without such access may be constrained in topic selection, methodology, publication strategy, and collaboration.

The fourth stream concerns academic recruitment and hidden selection criteria. Job advertisements are important analytical objects because they reveal how universities define the ideal candidate. Gaucher, Friesen, and Kay (2011) showed that gendered wording in job advertisements can sustain inequality by affecting how potential applicants perceive belonging and suitability. The same logic can be extended to infrastructure-coded expectations. Academic finance job advertisements may include requirements such as experience with Bloomberg Terminal, FactSet, Capital IQ, financial databases, FinTech, data analytics, AI tools, experiential learning, online teaching, and top-tier publication records. These requirements appear neutral, but they may favour candidates who have already worked in resource-rich institutions.

Academic recruitment research also demonstrates that hiring is shaped by institutional prestige and networks. Abramo, D'Angelo, and Rosati (2018) examined gender bias in academic recruitment and showed that recruitment outcomes may be influenced by institutional proximity and committee-related factors. This is relevant because access to financial data platforms may be one of the mechanisms through which institutional prestige is transformed into research productivity, publication outcomes, and hiring competitiveness.

Despite the relevance of these research streams, several gaps remain. First, existing studies document gender inequality in academic finance but rarely examine digital research infrastructure as a possible mechanism of inequality. Second, research on financial databases and digital platforms often treats them as technical resources rather than as structural conditions of academic opportunity. Third, studies on academic recruitment usually focus on gendered wording, prestige, or bias, but pay less attention to platform-dependent competency requirements. Fourth, gender equality

reports such as She Figures provide valuable cross-country evidence on women in research and innovation, but they do not usually capture discipline-specific access to proprietary research infrastructures such as financial data platforms. Fifth, little is known about how access to financial platforms differs across countries, universities, academic ranks, and gender groups.

This article addresses these gaps by developing a theoretical framework that conceptualizes financial data platform access as digital research capital and analyses its role in platform-dependent academic employability.

Aims. The aim of this article is to develop a theoretical framework for analysing unequal access to financial data platforms as a hidden barrier in academic finance careers from a gender-sensitive perspective.

The objectives of the article are: to explain how the digital transformation of finance education and research has changed the competency profile of academic finance careers; to conceptualize access to financial data platforms as a form of digital research capital; to analyse how unequal access to financial data platforms may reproduce structural inequalities in academic finance careers; to examine why gender inequality in academic finance should be analysed in relation to digital research infrastructure; to explain how academic recruitment texts may reveal hidden infrastructure-based expectations; to develop a conceptual framework linking financial platform access, digital research capital, gender inequality, academic recruitment, and career competitiveness; and to identify directions for future empirical research.

Methodology. This article is based on a theoretical and integrative literature review. The purpose of the review is not to conduct a systematic bibliometric mapping of all publications on gender inequality, academic finance, or digital infrastructure, but to develop a conceptual synthesis relevant to the proposed research problem.

The literature was analysed across four thematic areas. The first area includes studies on gender inequality in academia and STEM, with particular attention to recruitment bias, publication productivity, mentoring, social capital, institutional support, and structural barriers. The second area includes studies on women in academic finance, including representation, promotion, productivity, compensation, publication outcomes, and visibility. The third area concerns digital research infrastructure, financial data platforms, finance labs, statistical software, AI tools, and the role of data-intensive resources in finance education and research. The fourth area includes studies on academic recruitment, job advertisements, gendered wording, institutional prestige, and hidden selection criteria.

The theoretical synthesis followed three analytical steps. First, the article examined whether a direct body of literature exists on unequal access to financial data platforms as a gendered barrier in academic finance careers. Second, it reviewed adjacent literature that helps explain the problem

indirectly. Third, it developed a conceptual framework that integrates infrastructure access, gender inequality, academic recruitment, and career competitiveness in academic finance.

The article uses an interpretive theoretical approach. It treats financial data platforms not only as technical tools, but also as institutionalized resources that shape academic possibilities. This approach allows the analysis to move beyond individual-level explanations of gender inequality and toward structural conditions that affect academic careers.

The study does not present original empirical data. Instead, it develops a conceptual model that can guide future empirical research on academic job advertisements, university-level infrastructure access, and gendered experiences of platform-dependent academic careers.

Results. Digital infrastructure has become central to both finance education and finance research. In teaching, universities increasingly use finance labs, trading rooms, Bloomberg terminals, financial simulations, and professional databases to connect theoretical knowledge with applied market analysis. In research, empirical finance depends on access to large datasets, company-level data, market data, analyst forecasts, ownership structures, credit information, trading data, risk indicators, and macro-financial variables. This transformation has changed the structure of academic opportunity. Researchers with access to advanced financial databases can conduct more sophisticated empirical studies, collaborate with international co-authors, participate in data-intensive research networks, and publish in journals that prioritize rigorous empirical evidence. Researchers without such access may have fewer opportunities to produce comparable research outputs. As a result, access to financial platforms becomes part of the opportunity structure of academic finance.

Table 1. Financial data platforms as academic opportunity resources

Platform or infrastructure type	Main academic use	Possible career effect
Bloomberg Terminal and Refinitiv	Market data, financial analytics, investment analysis, trading-room teaching	Applied teaching quality, professional visibility, student engagement
WRDS, CRSP, Compustat, IBES	Empirical finance research, asset pricing, corporate finance, analyst forecasts	Publication opportunities, empirical research capacity, collaboration
FactSet, S&P Capital IQ, Morningstar Direct	Company analysis, valuation, investment research, portfolio analytics	Teaching innovation, case-based learning, applied research
Statistical software and computing tools	Econometric analysis, data management, modelling, replication	Methodological quality, publication readiness
AI tools and FinTech environments	Data analysis, automation, forecasting, financial innovation teaching	Digital competence, course modernization, employability
Finance labs and trading rooms	Experiential learning, simulations, applied finance education	Institutional attractiveness, student learning outcomes, teaching reputation

Source: developed by the author based on Sherman and Tookes (2022), Bajo et al. (2024), Brooks et al. (2025), and European Commission (2025).

Table 1 shows that financial data platforms function not only as research tools but also as career resources. They influence research productivity, teaching quality, methodological sophistication, and professional visibility.

Financial data platforms as digital research capital. The article proposes to conceptualize access to financial data platforms as a form of digital research capital. Digital research capital includes the resources and competencies that allow academics to produce data-intensive research and platform-supported teaching.

Table 2. Components of digital research capital in academic finance

Component	Description	Possible inequality mechanism
Platform access	Institutional access to financial databases and analytical terminals	Concentration in wealthy universities and elite business schools
Technical skills	Ability to use platforms effectively	Unequal training, mentoring, and prior exposure
Methodological capacity	Ability to transform raw data into publishable research	Unequal access to senior collaborators and research groups
Software and computing resources	Access to statistical tools, programming environments, and computing power	Cost barriers and institutional resource differences
Platform-based teaching capacity	Ability to integrate databases and terminals into finance courses	Unequal teaching infrastructure and finance lab availability
Mentoring and research networks	Guidance from experienced scholars and co-authors	Gendered exclusion from informal networks
Time and workload conditions	Time required for data-intensive work	Unequal teaching, service, and family responsibilities
Institutional recognition	Recognition of platform-based research and teaching in promotion criteria	Unequal evaluation standards and hidden expectations

Source: developed by the author based on Duch et al. (2012), Casad et al. (2021), Barber et al. (2021), Sherman and Tookes (2022), and Brooks et al. (2025).

Digital research capital is unevenly distributed. Researchers in elite institutions may accumulate it more easily because their universities provide subscriptions, training, technical support, research seminars, finance labs, and co-author networks. Researchers in less resourced institutions may have weaker access even if they possess strong intellectual capacity. Women may face additional barriers if they are less included in informal research networks, receive less mentoring, or carry heavier teaching and service workloads.

Platform-dependent academic employability. The article introduces the concept of platform-dependent academic employability to show how access to data infrastructures becomes translated into career competitiveness. The concept describes the growing dependence of academic finance careers on prior access to digital platforms, financial databases, data-intensive teaching environments, and platform-based research networks. It therefore directly connects the new title of the article with the proposed theoretical

model: data access is not only a technical condition of research, but also a pathway to employability, recognition, and academic progression.

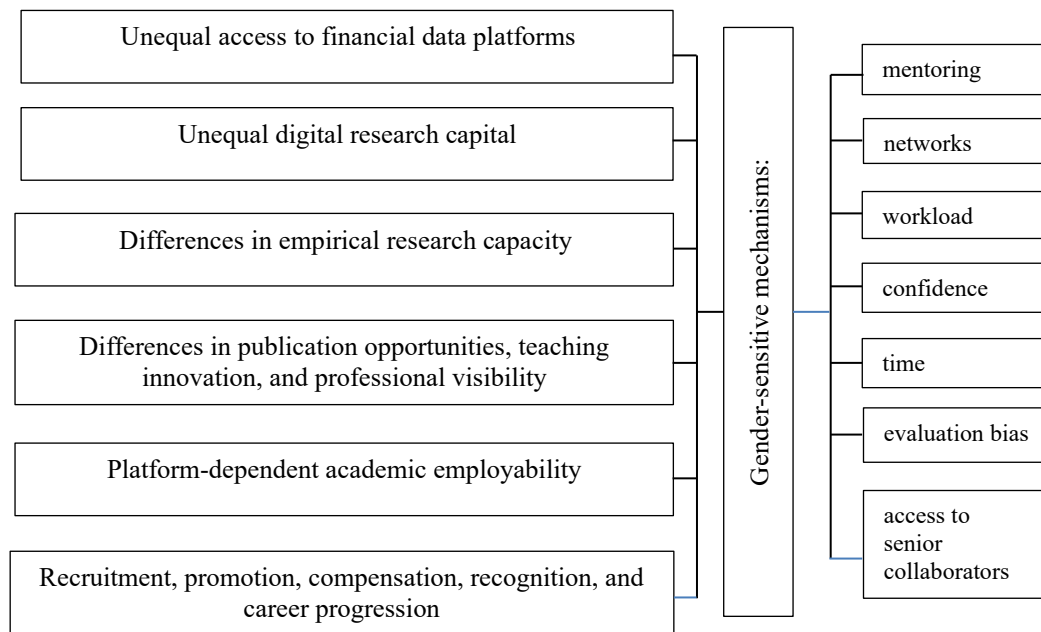


Figure 1. Conceptual model of platform-dependent academic employability in academic finance

Source: developed by the author based on Gaucher et al. (2011), Duch et al. (2012), Milkman et al. (2015), Casad et al. (2021), Sherman and Tookes (2022), and Bajo et al. (2024).

The model shows that unequal access to platforms may influence career outcomes indirectly. Platform access affects digital research capital, which affects research productivity, publication opportunities, teaching innovation, professional visibility, and employability. Gender inequality may enter this chain at several points, including mentoring, workload, informal networks, confidence in using platforms, access to senior collaborators, and evaluation bias.

Academic recruitment and hidden infrastructure-based expectations.

Academic job advertisements reveal how universities define the ideal candidate. In academic finance, advertisements increasingly emphasize data-driven research, FinTech, empirical methods, digital teaching, online learning, experiential education, finance labs, and familiarity with professional platforms. These requirements may appear neutral, but they can favour candidates who already had access to platform-rich environments.

Table 3 demonstrates that academic recruitment criteria may reproduce inequality not only through explicit bias but also through hidden infrastructure expectations. Candidates from universities without access to advanced finance platforms may be disadvantaged before the formal selection process begins.

Table 3. Hidden infrastructure-based expectations in academic finance recruitment

Recruitment expectation	Explicit meaning	Hidden infrastructure-based assumption
Ability to publish in leading finance journals	Research excellence and methodological rigour	Prior access to high-quality financial datasets and empirical research networks
Experience with Bloomberg, FactSet, Capital IQ, or similar platforms	Applied finance teaching and data skills	Previous employment or training in a resource-rich institution
Ability to teach FinTech or financial analytics	Curriculum modernization	Access to AI tools, coding environments, databases, and finance labs
Evidence of data-driven research	Empirical methodological competence	Access to WRDS, CRSP, Compustat, IBES, Refinitiv, or similar infrastructures
Capacity to supervise empirical theses	Student research guidance	Institutional experience with data-intensive supervision
International research collaboration	Professional networks and visibility	Access to global research communities and platform-based projects
Experience with experiential learning	Applied teaching quality	Availability of trading rooms, simulations, terminals, and case-based platforms

Source: systematized by the author based on Gaucher et al. (2011), Abramo et al. (2018), Sherman and Tookes (2022), Bajo et al. (2024), and Brooks et al. (2025).

Multilevel inequality in access to financial data platforms. Access to financial data platforms is shaped by country-level, institutional-level, and individual-level factors. Countries with stronger research funding systems and wealthier universities are more likely to provide access to expensive financial databases. Elite business schools are more likely to have trading rooms, Bloomberg terminals, WRDS subscriptions, and specialized research support. Less resourced universities may lack such infrastructure.

This means that gender inequality in academic finance cannot be analysed only within institutions. It must also be analysed across institutions and countries. A woman researcher in a well-funded U.S. or Western European business school may have more access to digital research infrastructure than a male researcher in a less resourced university in Eastern Europe or the Global South. At the same time, within the same institution, women may have less access to senior co-authors, mentoring, informal training, research groups, or time for data-intensive projects.

The multilevel perspective allows the analysis to avoid a simplified interpretation of gender inequality. It recognizes that gender interacts with institutional privilege, country context, academic rank, workload, and digital infrastructure.

Table 4. Levels of infrastructure-based inequality in academic finance

Level of inequality	Main mechanism	Gender-sensitive implication
Country level	Differences in national research funding, digital infrastructure, and higher education resources	Women in less resourced countries may face compounded barriers
University level	Unequal access to finance labs, databases, terminals, software, and research support	Women in teaching-oriented or private universities may have fewer platform-based opportunities
Department level	Unequal distribution of research support, workload, mentoring, and collaboration	Women may receive less access to informal research networks
Career-stage level	Junior scholars may have limited authority to request subscriptions or join platform-based projects	Early-career women may face cumulative disadvantages
Individual level	Differences in training, confidence, time, family responsibilities, and platform literacy	Platform skills may be misinterpreted as individual merit rather than access-dependent competence

Source: developed by the author based on Duch et al. (2012), Huang et al. (2020), Casad et al. (2021), European Commission (2025), and Sherman and Tookes (2022).

Discussion. The proposed theoretical framework has several implications for academic finance, higher education policy, and gender equality research.

First, it shifts attention from individual deficits to structural resources. Women's underrepresentation in academic finance should not be explained only by differences in preferences, confidence, productivity, or career choices. It should also be analysed in relation to access to the infrastructures that make academic productivity possible. This argument is consistent with Duch et al. (2012), who linked gendered publication differences to the resource intensity of academic fields.

Second, the framework highlights the hidden nature of infrastructure-based inequality. Unlike explicit discrimination, unequal access to financial platforms may appear neutral or technical. Universities may simply state that candidates should be familiar with Bloomberg, FactSet, Capital IQ, WRDS, CRSP, Compustat, FinTech tools, or AI-supported financial analytics. However, these expectations presuppose prior institutional access. Candidates from universities without such resources may be disadvantaged before formal evaluation begins.

Third, the framework suggests that academic recruitment texts should be treated as important data sources. Job advertisements reveal the competencies that academic markets value. If these advertisements increasingly emphasize platform-dependent skills, then researchers need to examine who has had the opportunity to acquire those skills. This extends the logic of Gaucher et al. (2011), who showed that job advertisements can reproduce inequality through language, to the domain of infrastructure-coded expectations.

Fourth, the framework expands the discussion of gender equality in STEM and academic finance. Finance is not always classified as a traditional

STEM field, but contemporary academic finance is highly quantitative, data-driven, computational, and technology-dependent. For this reason, academic finance should be treated as a STEM-oriented field in which digital infrastructure plays a central role.

Fifth, the framework has policy relevance. If access to financial data platforms affects academic career opportunities, then universities, research funders, and professional associations should consider infrastructure access as part of gender equality and academic inclusion policies. Supporting women in academic finance may require not only mentoring and leadership programs, but also access to financial databases, methodological training, data laboratories, AI tools, research time, and international collaborative environments.

The article also has implications for private universities and universities in less resourced countries. These institutions may face particular difficulties because proprietary finance platforms are expensive and often concentrated in elite universities. As a result, their faculty and students may be disadvantaged in research productivity, applied teaching, international accreditation, student employability, and academic recruitment. This issue should be understood as a matter of institutional inequality as well as gender-sensitive academic opportunity.

Conclusions. This article developed a theoretical perspective on unequal access to financial data platforms as a hidden barrier in academic finance careers. It argued that modern academic finance is increasingly dependent on digital research infrastructure, including financial databases, analytical terminals, AI tools, statistical software, and platform-based teaching environments. These resources shape research productivity, teaching innovation, publication capacity, professional visibility, and academic employability.

The literature review showed that the exact topic remains underdeveloped. Existing research documents gender inequality in academia, STEM, and academic finance, but does not sufficiently analyse financial data platforms as structural resources that may reproduce career inequality. Similarly, studies on digital infrastructure rarely examine gendered implications in the specific context of academic finance.

The article proposed the concept of digital research capital to explain how platform access, technical skills, methodological training, mentoring, software, institutional support, and research networks jointly shape academic opportunities. It also introduced the concept of platform-dependent academic employability to describe how academic competitiveness increasingly depends on prior access to data-intensive research and teaching environments.

The main conclusion is that unequal access to financial data platforms should be treated as a structural and gender-sensitive issue. It affects not only individual researchers, but also universities, countries, disciplines, and

academic labour markets. Future empirical research should examine academic finance job advertisements, compare platform access across countries and universities, and investigate how women and men experience the role of digital financial infrastructure in their academic careers.

A future research agenda may include four directions. First, researchers should conduct content analysis of academic finance job advertisements to identify platform-dependent competency expectations. Second, comparative studies should measure access to financial databases across universities and countries. Third, survey-based research should examine how platform access affects research productivity, teaching innovation, and career confidence among finance academics. Fourth, gender-sensitive qualitative studies should explore how women academics experience access to digital research infrastructure, mentoring, and data-intensive collaboration.

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