Download Gender And Higher Education In The Progressive Era

Right here, we have countless books gender and higher education in the progressive era and collections to check out. We additionally find the money for variant types and with type of the books to browse. The conventional book, fiction, history, novel, scientific research, as competently as various supplementary sorts of books are readily clear here.

As this gender and higher education in the progressive era, it ends up instinctive one of the favored ebook gender and higher education in the progressive era collections that we have. This is why you remain in the best website to look the unbelievable book to have.

Gender and Higher Education - Barbara J. Bank - 2011-03
Encyclopedic review about gender and its impact on American higher education across historical and cultural contexts. The contributors describe the ways in which gender is embedded in the educational practices, curriculum, institutional structures and governance of colleges and universities. Topics included are: institutional diversity; academic majors and programs;
fraternities and women's centers; affirmative action and other higher educational policies; and theories that have been used to analyze and explain the ways in which gender in academe is constructed.

**Gender and Higher Education** - Barbara J. Bank - 2011-03
Encyclopedic review about gender and its impact on American higher education across historical and cultural contexts. The contributors describe the ways in which gender is embedded in the educational practices, curriculum, institutional structures and governance of colleges and universities. Topics included are: institutional diversity; academic majors and programs; extracurricular organizations such as sororities, fraternities and women's centers; affirmative action and other higher educational policies; and theories that have been used to analyze and explain the ways in which gender in academe is constructed.

**Women and Gender in Higher Education** - Ann Wendle - 2021-01-14
Since the founding of the nation, higher education has helped female faculty and students assert themselves in establishing equality between men and women across the country (Morris, 1984). During the nineteenth century, women had limited access to many sectors of American society because of their inferior status to men. Such differences were visible in both political and academic arenas. This discrimination reflected general societal norms of the time, relegating women to the roles of mothers and homemakers. Theoretically, there are several models that address the development of women in higher education. Women and Gender in Higher Education provides a comprehensive review of the various concepts that illustrate how women understand the world around them, make meaning for themselves and their environment, and acknowledge the intersectionality of their identity. In addition, it
of the time, relegating women to the roles of mothers and homemakers. Theoretically, there are several models that address the development of women in higher education. Women and Gender in Higher Education provides a comprehensive review of the various concepts that illustrate how women understand the world around them, make meaning for themselves and their environment, and acknowledge the intersectionality of their identity. In addition, it breaks new ground in the conversation about the roles of women and gender in higher education. Perfect for courses such as: Theoretical Frameworks of Discrimination | Marginality in Relation to Gender | History of Women and Gender | Concepts of Gendered Behavior | Colonial Model v. Contemporary Discrimination | Absence of Identity in Privilege Model | Power and Privilege Model Redefined | Foundational Framework for Oppression Theory

**Women and Gender in Higher Education** - Ann Wendle - 2021-01-14
Since the founding of the nation, higher education has helped female faculty and students assert themselves in establishing equality between men and women across the country (Morris, 1984). During the nineteenth century, women had limited access to many sectors of American society because of their inferior status to men. Such differences were visible in both political and academic arenas. This discrimination reflected general societal norms

**Critical Approaches to Women and Gender in Higher Education** - Pamela L. Eddy -
This volume provides a critical examination of the status of women and gender in higher education today. Despite the increasing numbers of women in higher education, gendered structures continue to hinder women’s advancement in academia. This book goes beyond the numbers to examine the issues facing those members of academia with non-dominant gender identities. The authors analyze higher education structures from a range of perspectives and offer recommendations at individual and institutional levels to encourage activism and advance equality in academia.

**Critical Approaches to Women and Gender in Higher Education** - Pamela L. Eddy - 2017-01-12

This volume provides a critical examination of the status of women and gender in higher education today. Despite the increasing numbers of women in higher education, gendered structures continue to hinder women’s advancement in academia.

**Gender and Higher Education in the Progressive Era** - Lynn Dorothy Gordon - 1990

**Gender, Power and Higher Education in a Globalised World** - Pat O'Connor - 2021

This book examines persistent gender inequality in higher education, and asks what is preventing change from occurring. The editors and contributors argue that organizational resistance to gender equality is the key explanation; reflected in the endorsement of discourses such
related interventions and women's academic careers. Kate White is Adjunct Associate Professor at Federation University Australia and Director of the Women in Higher Education Management Network. Her research focuses on gender equality and leadership in higher education, women's academic careers and women in science.

**Gender, Power and Higher Education in a Globalised World** - Pat O'Connor - 2021

This book examines persistent gender inequality in higher education, and asks what is preventing change from occurring. The editors and contributors argue that organizational resistance to gender equality is the key explanation; reflected in the endorsement of discourses such as excellence, choice, distorted intersectionality, revitalized biological essentialism and gender neutrality. These discourses implicitly and explicitly depict the status quo as appropriate, reasonable and fair: ultimately impeding attempts to promote gender equality. Drawing on
education, women's academic careers, and women explore the limits and possibilities of challenging these misleading discourses, focusing on the state and universities themselves as levers for change. It stresses the importance of institutional transformation, the vital contribution of feminist activists and the importance of women's deceptively small victories in the academy. Pat O'Connor is Professor Emeritus of Sociology and Social Policy at the University of Limerick, Ireland, and Visiting Professor at the Geary Institute, University College Dublin, Ireland. She is a sociologist with a focus on gender equality in higher education institutions: particularly leadership, excellence, micropolitics, gender-based violence, equality related interventions, and women's academic careers. Kate White is Adjunct Associate Professor at Federation University Australia and Director of the Women in Higher Education Management Network. Her research focuses on gender equality and leadership in higher education.

in science.

**Gender Equity in STEM in Higher Education**

- Hyun Kyoung Ro - 2021-08-16

This timely volume brings together a range of international scholars to analyze cultural, political, and individual factors which contribute to the continued global issue of female underrepresentation in STEM study and careers. Offering a comparative approach to examining gender equity in STEM fields across countries including the UK, Germany, the United States, Hong Kong, Taiwan, South Africa, and China, the volume provides a thematic breakdown of institutional trends and national policies that have successfully improved gender equity in STEM at institutions of higher education. Offering case studies that demonstrate how policies interact with changing social and cultural norms, and impact women's choices and experiences in relation to the uptake and continuation of STEM study at the
Hong Kong, Taiwan, South Africa, and China, the directions for research and policy to promote gender equity in STEM at school, university, and career levels. Contributing to the United Nations’ (UN) 2030 Agenda for Sustainable Development, this text will benefit researchers, academics, and educators with an interest in science education, higher education, and gender equity in STEM fields. The text will also support further discussion and reflection around multicultural education, educational policy and politics, and the sociology of education more broadly.

**Gender Equity in STEM in Higher Education**
- Hyun Kyoung Ro - 2021-08-16

This timely volume brings together a range of international scholars to analyse cultural, political, and individual factors which contribute to the continued global issue of female underrepresentation in STEM study and careers. Offering a comparative approach to examining gender equity in STEM fields across countries including the UK, Germany, the United States, volume provides a thematic breakdown of institutional trends and national policies that have successfully improved gender equity in STEM at institutions of higher education. Offering case studies that demonstrate how policies interact with changing social and cultural norms, and impact women’s choices and experiences in relation to the uptake and continuation of STEM study at the undergraduate level, the volume highlights new directions for research and policy to promote gender equity in STEM at school, university, and career levels. Contributing to the United Nations’ (UN) 2030 Agenda for Sustainable Development, this text will benefit researchers, academics, and educators with an interest in science education, higher education, and gender equity in STEM fields. The text will also support further discussion and reflection around multicultural education, educational policy and politics, and the sociology of education more broadly.
Despite improved access to higher education for women, the distribution of women and men varies considerably between fields of study. The chapters in this edited collection explore the participation status of women in higher education across the varying socio-economic and sociological backgrounds observed in different countries and regions.

### Building Gender Equity in the Academy
- Sandra Laursen - 2020-11-24

Grounded in scholarship but written for busy institutional leaders, Building Gender Equity in the Academy is a handbook of actionable strategies for faculty and administrators working to improve the inclusion and visibility of women and others who are marginalized in the sciences and in academe more broadly.
Bridging a gap between higher education research and women’s and gender studies, this volume explores the conceptual underpinnings and methodological implications involved in researching different concepts commonly associated with gender, including queer, trans*, women, men, feminisms, intersectionality, alongside discussions about the term gender itself. Drawing on a range of empirical experiences and methodological frameworks, chapter authors consider the ethical, political, theoretical, and practical questions that arise when conducting gender-related research in college and university contexts. This book is a foundation for understanding the complexities of gender, as well as a site for envisioning new futures for educators and researchers in this emerging global discipline.

Starting with Gender in International Higher Education Research - Emily F. Henderson - 2018-12-14

research and women’s and gender studies, this volume explores the conceptual underpinnings and methodological implications involved in researching different concepts commonly associated with gender, including queer, trans*, women, men, feminisms, intersectionality, alongside discussions about the term gender itself. Drawing on a range of empirical experiences and methodological frameworks, chapter authors consider the ethical, political, theoretical, and practical questions that arise when conducting gender-related research in college and university contexts. This book is a foundation for understanding the complexities of gender, as well as a site for envisioning new futures for educators and researchers in this emerging global discipline.

While powerful gender inequalities remain in American society, women have made substantial
gains and now largely surpass men academically at all levels of school, and are more likely to obtain college degrees and enroll in graduate school. What accounts for this enormous reversal in the gender education gap? In The Rise of Women: The Growing Gender Gap in Education and What It Means for American Schools, Thomas DiPrete and Claudia Buchmann provide a detailed and accessible account of women’s educational advantage and suggest new strategies to improve schooling outcomes for both boys and girls. The Rise of Women opens with a masterful overview of the broader societal changes that accompanied the change in gender trends in higher education. The rise of egalitarian gender norms and a growing demand for college-educated workers allowed more women to enroll in colleges and universities nationwide. As this shift occurred, women quickly reversed the historical male advantage in education. By 2010, young women in their mid-twenties surpassed their male counterparts in earning college degrees by more than eight percentage points. The authors, however, reveal an important exception: While women have achieved parity in fields such as medicine and the law, they lag far behind men in engineering and physical science degrees. To explain these trends, The Rise of Women charts the performance of boys and girls over the course of their schooling. At each stage in the education process, they consider the gender-specific impact of factors such as families, schools, peers, race and class. Important differences emerge as early as kindergarten, where girls show higher levels of essential learning skills such as persistence and self-control. Girls also derive more intrinsic gratification from performing well on a day-to-day basis, a crucial advantage in the learning process. By contrast, boys must often navigate a conflict between their emerging masculine identity and a strong attachment to school. Families and peers play a crucial role at this
American society, women have made substantial educational attainment between children in the same families tends to be lower when the father is present and more highly educated. A strong academic climate, both among friends and at home, also tends to erode stereotypes that disconnect academic prowess and a healthy, masculine identity. Similarly, high schools with strong science curricula reduce the power of gender stereotypes concerning science and technology and encourage girls to major in scientific fields. As the value of a highly skilled workforce continues to grow, The Rise of Women argues that understanding the source and extent of the gender gap in higher education is essential to improving our schools and the economy. With its rigorous data and clear recommendations, this volume illuminates new ground for future education policies and research.

While powerful gender inequalities remain in gains and now largely surpass men in one crucial arena: education. Women now outperform men academically at all levels of school, and are more likely to obtain college degrees and enroll in graduate school. What accounts for this enormous reversal in the gender education gap? In The Rise of Women: The Growing Gender Gap in Education and What It Means for American Schools, Thomas DiPrete and Claudia Buchmann provide a detailed and accessible account of women’s educational advantage and suggest new strategies to improve schooling outcomes for both boys and girls. The Rise of Women opens with a masterful overview of the broader societal changes that accompanied the change in gender trends in higher education. The rise of egalitarian gender norms and a growing demand for college-educated workers allowed more women to enroll in colleges and universities nationwide. As this shift occurred, women quickly reversed the historical male advantage in
Families and peers play a crucial role at this juncture. The authors show the gender gap in educational attainment between children in the same families tends to be lower when the father is present and more highly educated. A strong academic climate, both among friends and at home, also tends to erode stereotypes that disconnect academic prowess and a healthy, masculine identity. Similarly, high schools with strong science curricula reduce the power of gender stereotypes concerning science and technology and encourage girls to major in scientific fields. As the value of a highly skilled workforce continues to grow, The Rise of Women argues that understanding the source and extent of the gender gap in higher education is essential to improving our schools and the economy. With its rigorous data and clear recommendations, this volume illuminates new ground for future education policies and research.

Gender and the Changing Face of Higher Education in Asia Pacific - Deane E. Neubauer
This book establishes gender issues as a major focus within developments shaping higher education in the Asia Pacific region. The discussion is framed as a response to various dedicated efforts, such as that of the United Nations, to foreground gender as a site for political discourse throughout the region. Throughout the volume, authors confront issues that continue to gain prominence in higher education as a policy arena, including the degree to which higher education operates within a framework of gender equity and how higher education appointments—even promotions—are sensitive to gender. By touching specific instances throughout Korea, Japan, China, Australia, India, Malaysia, Thailand, and Taiwan, authors offer an unprecedented big-picture view of gender-relevant policy issues.

**Gender and the Changing Face of Higher Education in Asia Pacific** - Deane E. Neubauer - 2019-01-12

A notable feature of higher education in many...
reflect and (re)construct wider social inequalities
dramatic rise in the proportion of female
students. Women now outnumber men as
undergraduate students in the majority of OECD
countries, fuelling concerns that men are
deserting degree-level study as women overtake
them both numerically and in terms of levels of
achievement. The assertion is that higher
education is becoming increasingly 'feminized'
- reflecting similar claims in relation to schooling
and the labour market. At the same time, there
are persistent concerns about degree standards,
with allegations of 'dumbing down'. This raises
questions about whether the higher education
system to which more women have gained access
is now of less value, both intrinsically and in
terms of labour market outcomes, than
previously. This ground-breaking book examines
these issues in relation to higher education in the
UK and globally. It provides a thorough analysis
of debates about 'feminization', asking: To what
extent do patterns of participation continue to
of gender, social class and ethnicity? How far has
a numerical increase in women students
challenged the cultures, curriculum and
practices of the university? What are the
implications for women, men and the future of
higher education? Drawing on international and
national data, theory and research, Gender and
the Changing Face of Higher Education provides
an accessible but nuanced discussion of the
'feminization' of higher education for
postgraduates, policy-makers and academics
working in the field.

EBOOK: Gender and the Changing Face of
Higher Education: A Feminized Future? -
Carole Leathwood - 2008-12-16
A notable feature of higher education in many
countries over the last few decades has been the
dramatic rise in the proportion of female
students. Women now outnumber men as
undergraduate students in the majority of OECD
countries, fuelling concerns that men are
implications for women, men and the future of them both numerically and in terms of levels of achievement. The assertion is that higher education is becoming increasingly 'feminized' - reflecting similar claims in relation to schooling and the labour market. At the same time, there are persistent concerns about degree standards, with allegations of 'dumbing down'. This raises questions about whether the higher education system to which more women have gained access is now of less value, both intrinsically and in terms of labour market outcomes, than previously. This ground-breaking book examines these issues in relation to higher education in the UK and globally. It provides a thorough analysis of debates about 'feminization', asking: To what extent do patterns of participation continue to reflect and (re)construct wider social inequalities of gender, social class and ethnicity? How far has a numerical increase in women students challenged the cultures, curriculum and practices of the university? What are the

higher education? Drawing on international and national data, theory and research, Gender and the Changing Face of Higher Education provides an accessible but nuanced discussion of the 'feminization' of higher education for postgraduates, policy-makers and academics working in the field.

**Gender, Space and Time** - Dorothy Moss - 2006

Drawing on the work of Henri Lefebvre and Barbara Adam, Gender, Space, and Time is a brilliant study that offers a unique and original threefold conceptualization of how space and time is developed and applied in an empirical study of women's lives. Author Dorothy Moss focuses on the everyday practice and experience of women higher education students at a community college in northern England. Women's action is considered in relation to the complex and interconnected spheres of paid work, home, leisure, community, and higher education. Through highlighting concepts of
Women's action is considered in relation to the between networks of power and personal action gains visibility. Moss conceptualizes women as centers of action and demonstrates the ways in which they construct personal pathways, connect different spheres of experience, integrate new time demands into the multiple rhythms of their everyday lives, and carve out personal space. Gender, Space, and Time is a timely and compelling work, certain to be of interest to scholars of sociology, women's studies, and anthropology.

**Gender, Space and Time** - Dorothy Moss - 2006

Drawing on the work of Henri Lefebvre and Barbara Adam, Gender, Space, and Time is a brilliant study that offers a unique and original threefold conceptualization of how space and time is developed and applied in an empirical study of women's lives. Author Dorothy Moss focuses on the everyday practice and experience of women higher education students at a community college in northern England.

complex and interconnected spheres of paid work, home, leisure, community, and higher education. Through highlighting concepts of space and time, the complex relationship between networks of power and personal action gains visibility. Moss conceptualizes women as centers of action and demonstrates the ways in which they construct personal pathways, connect different spheres of experience, integrate new time demands into the multiple rhythms of their everyday lives, and carve out personal space. Gender, Space, and Time is a timely and compelling work, certain to be of interest to scholars of sociology, women's studies, and anthropology.

**Women, Universities, and Change** - M. Sagaria - 2007-02-05

This volume analyzes how higher education responses to sociopolitical and economic influences affect gender equality at the nation-state and university levels in the European Union.
projects future paths of exploration, inquiry, and action for gender equity. Focuses specifically on gender and higher education across the globe, setting the stage for new explorations Examines gender equity in relation to the STEM fields Considers current male participation in higher education Covers gender segregation by major and the issue of women remaining in lower-paying areas The Wiley Handbook of Gender Equity in Higher Education spotlights the continuing and integral role of educational institutions in the struggle for gender equity. Policy makers, university administrators, and researchers can look to this handbook for perspective on recent research as they move forward in the pursuit of more equitable educational environments.

**The Wiley Handbook of Gender Equity in Higher Education** - Nancy S. Niemi - 2020-12-10
Research into gender equity in higher education, inspiring action With this enlightening handbook, you can review the thinking of leading researchers on the current intersection of gender and higher education. The Wiley Handbook of Gender Equity in Higher Education provides an in-depth look at education's complicated relationships with, and in some cases inadequate fostering of, gender equity. The collection offers a bold picture of research into the subject. It also

**Women, Universities, and Change** - M. Sagaria - 2007-02-05
This volume analyzes how higher education responses to sociopolitical and economic influences affect gender equality at the nation-state and university levels in the European Union and the United States.

**The Wiley Handbook of Gender Equity in Higher Education** - Nancy S. Niemi - 2020-12-10
Research into gender equity in higher education, inspiring action With this enlightening handbook, you can review the thinking of leading researchers on the current intersection of gender and higher education. The Wiley Handbook of Gender Equity in Higher Education provides an in-depth look at education's complicated relationships with, and in some cases inadequate fostering of, gender equity. The collection offers a bold picture of research into the subject. It also
perspective on recent research as they move researchers on the current intersection of gender and higher education. The Wiley Handbook of Gender Equity in Higher Education provides an in-depth look at education's complicated relationships with, and in some cases inadequate fostering of, gender equity. The collection offers a bold picture of research into the subject. It also projects future paths of exploration, inquiry, and action for gender equity. Focuses specifically on gender and higher education across the globe, setting the stage for new explorations Examines gender equity in relation to the STEM fields Considers current male participation in higher education Covers gender segregation by major and the issue of women remaining in lower-paying areas The Wiley Handbook of Gender Equity in Higher Education spotlights the continuing and integral role of educational institutions in the struggle for gender equity. Policy makers, university administrators, and researchers can look to this handbook for

forward in the pursuit of more equitable educational environments.

**Challenges and Opportunities for Women in Higher Education Leadership**

Schnackenberg, Heidi L. - 2018-12-07

Gender studies in the professional realm has long been a heavily researched field, with many feminist texts studying topics including the wage gap and family life. However, female administration in higher education remains largely understudied, particularly on the influence of personal, professional, and societal factors on women. There is a need for studies that seek to understand how gender intersects with the multiple dimensions of women leaders’ personhoods, such as family status, marital status, age, race, ethnicity, and sexual orientation, to inform women’s career path experiences and leadership aspirations. Challenges and Opportunities for Women in Higher Education Leadership is a pivotal
feminist texts studying topics including the wage gap and family life. However, female administration in higher education remains largely understudied, particularly on the influence of personal, professional, and societal factors on women. There is a need for studies that seek to understand how gender intersects with the multiple dimensions of women leaders’ personhoods, such as family status, marital status, age, race, ethnicity, and sexual orientation, to inform women’s career path experiences and leadership aspirations.

Challenges and Opportunities for Women in Higher Education Leadership is a pivotal reference source that provides vital research on the specific challenges, issues, strategies, and solutions that are associated with diverse leadership in higher education. While highlighting topics such as educational administration, leader mentorship, and professional promotion, this publication explores evidence-based professional practice for women in higher education who are currently in or are seeking positions of leadership, as well as the methods of nurturing women in administrative positions. This book is ideally designed for educators, researchers, academicians, scholars, policymakers, educational administrators, graduate-level students, and pre-service teachers seeking current research on the state of educational leadership in regard to gender.

Challenges and Opportunities for Women in Higher Education Leadership - Schnackenberg, Heidi L. - 2018-12-07

Gender studies in the professional realm has long been a heavily researched field, with many
analysis and understanding of the interface seeking positions of leadership, as well as the methods of nurturing women in administrative positions. This book is ideally designed for educators, researchers, academicians, scholars, policymakers, educational administrators, graduate-level students, and pre-service teachers seeking current research on the state of educational leadership in regard to gender.

**Women and Higher Education in Africa** - N'Dri Thérèse Assié-Lumumba - 2007-01-01

Women and Higher Education in Africa: Reconceptualizing Gender-based Human Capabilities and Upgrading Human Rights to Knowledge is a pioneering book that provides theoretical articulation of the quest for relevant development paradigms and policy conceptualization to address effectively the urgent need for Africa collectively to appropriate the process of genuine progress. Noted scholars and policy analysts address, in 16 chapters, complex issues that are central to the relevant between gender, higher education, and the production of knowledge as a means for agency, reclaiming of human rights, and a source for informed participation in social processes. They have explored the issues surrounding the basic fundamental right of women to higher education and argued the importance of women's access to higher education if African societies and countries are to break the cycle of poverty and human misery. This is a hopeful book with authoritatively articulated and compelling arguments for the full utilization of human capabilities and the fulfillment of the African women's rights to learning in all areas and at all levels of educational systems including higher education.

**Women and Higher Education in Africa** - N'Dri Thérèse Assié-Lumumba - 2007-01-01

Women and Higher Education in Africa: Reconceptualizing Gender-based Human Capabilities and Upgrading Human Rights to Knowledge is a pioneering book that provides theoretical articulation of the quest for relevant development paradigms and policy conceptualization to address effectively the urgent need for Africa collectively to appropriate the process of genuine progress. Noted scholars and policy analysts address, in 16 chapters, complex issues that are central to the relevant
women's rights to learning in all areas and at all theoretical articulation of the quest for relevant development paradigms and policy conceptualization to address effectively the urgent need for Africa collectively to appropriate the process of genuine progress. Noted scholars and policy analysts address, in 16 chapters, complex issues that are central to the relevant analysis and understanding of the interface between gender, higher education, and the production of knowledge as a means for agency, reclaiming of human rights, and a source for informed participation in social processes. They have explored the issues surrounding the basic fundamental right of women to higher education and argued the importance of women's access to higher education if African societies and countries are to break the cycle of poverty and human misery. This is a hopeful book with authoritatively articulated and compelling arguments for the full utilization of human capabilities and the fulfillment of the African

levels of educational systems including higher education.

**Degrees of Choice** - Diane Reay - 2005
An account of the overlapping effects of social class, ethnicity and gender in the process of choosing which university to attend. The shift from an elite to a mass system has been accompanied by much political rhetoric about widening access, achievement-for-all and meritocratic equalisation.

**Degrees of Inequality** - Ann L. Mullen -
an important national data set, Linda Sax has
Moving interviews with 100 students at the two
institutions highlight how American higher
education reinforces the same inequities it has
been aiming to transcend.

**Degrees of Inequality** - Ann L. Mullen -
2011-01-03
Moving interviews with 100 students at the two
institutions highlight how American higher
education reinforces the same inequities it has
been aiming to transcend.

**The Gender Gap in College: Maximizing the Developmental Potential of Women and Men**
- Linda J. Sax - 2008-09-02
Praise for The Gender Gap in College "Linda Sax
has produced an encyclopedic volume comparing
women's and men's development during the
undergraduate years. We believe it is destined to
become a classic in the higher education
literature." —From the Foreword by Alexander
W. Astin and Helen S. Astin "Using findings from
skillfully crafted a definitive work about the
gender gap in college. It is a major scholarly
achievement that will be influential for many
years to come." —Ernest Pascarella, Petersen
Professor of Higher Education, University of
Iowa "Linda Sax has produced a meticulously
researched, carefully documented analysis that
identifies many ways that college impacts men
and women differently. This book will be an
invaluable resource to researchers and
practitioners seeking to better understand and
serve traditional-age students at four-year
colleges and universities." —Jacqueline E. King,
assistant vice president, Center for Policy
Analysis, American Council on Education
This edited volume, authored by scholars, become a classic in the higher education literature." —From the Foreword by Alexander W. Astin and Helen S. Astin "Using findings from an important national data set, Linda Sax has skillfully crafted a definitive work about the gender gap in college. It is a major scholarly achievement that will be influential for many years to come." —Ernest Pascarella, Petersen Professor of Higher Education, University of Iowa "Linda Sax has produced a meticulously researched, carefully documented analysis that identifies many ways that college impacts men and women differently. This book will be an invaluable resource to researchers and practitioners seeking to better understand and serve traditional-age students at four-year colleges and universities." —Jacqueline E. King, assistant vice president, Center for Policy Analysis, American Council on Education

Gender, Sexuality and Peace Education
Laura Finley - 2018-06-01

This edited volume, authored by scholars, students, and activists, focuses on how peace educators at the collegiate level can more effectively address gender and sexuality. Chapters focus on the classroom and the campus at large, and emphasize the importance of interdisciplinary practice, thoughtful approaches that offer both challenges and safety, and solidarity and support. The volume includes entries on hot and important topics, including trigger warnings, using popular culture in the classroom, sex trafficking, campus sexual assault, and more. Contributors come from a variety of disciplinary areas, making the volume eclectic in nature. Further, most entries include student voices, providing much-needed agency for college youth. While the book does offer a critical perspective, importantly, chapters also offer hope and possibility.

Gender, Sexuality and Peace Education
Laura Finley - 2018-06-01

This edited volume, authored by scholars,
Since 2005, research on identity development, educators at the collegiate level can more effectively address gender and sexuality. Chapters focus on the classroom and the campus at large, and emphasize the importance of interdisciplinary practice, thoughtful approaches that offer both challenges and safety, and solidarity and support. The volume includes entries on hot and important topics, including trigger warnings, using popular culture in the classroom, sex trafficking, campus sexual assault, and more. Contributors come from a variety of disciplinary areas, making the volume eclectic in nature. Further, most entries include student voices, providing much-needed agency for college youth. While the book does offer a critical perspective, importantly, chapters also offer hope and possibility.

**Gender and Sexual Diversity in U.S. Higher Education: Contexts and Opportunities for LGBTQ College Students** - Dafina-Lazarus Stewart - 2015-12-14

Campus climate and policies, transgender issues, and institutional features such as type, leadership, and campus resources has broadened to encompass LGBTQ student engagement and success. This volume includes this enlarged body of research on LGBTQ students, taken in the context of widespread changes in public attitudes and public policies related to LGBTQ people, integrating scholarship and student affairs practice. Specific foci include: transgender identity development, understanding intersections of sexual orientation and gender identity with other salient identities such as faith/religion/spirituality, race, social class, and ability, and studies about LGBTQ students in special-mission institutions (for example, Historically Black Colleges and Universities, religiously affiliated institutions, or women’s colleges). This is the 152nd volume of this Jossey-Bass higher education quarterly series. An indispensable resource for vice presidents of
intersections of sexual orientation and gender counselors, and other student services professionals, New Directions for Student Services offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

**Gender and Sexual Diversity in U.S. Higher Education: Contexts and Opportunities for LGBTQ College Students** - Dafina-Lazarus Stewart - 2015-12-14
Since 2005, research on identity development, campus climate and policies, transgender issues, and institutional features such as type, leadership, and campus resources has broadened to encompass LGBTQ student engagement and success. This volume includes this enlarged body of research on LGBTQ students, taken in the context of widespread changes in public attitudes and public policies related to LGBTQ people, integrating scholarship and student affairs practice. Specific foci include: transgender identity development, understanding identity with other salient identities such as faith/religion/spirituality, race, social class, and ability, and studies about LGBTQ students in special-mission institutions (for example, Historically Black Colleges and Universities, religiously affiliated institutions, or women’s colleges). This is the 152nd volume of this Jossey-Bass higher education quarterly series. An indispensable resource for vice presidents of student affairs, deans of students, student counselors, and other student services professionals, New Directions for Student Services offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

**Disrupting the Culture of Silence** - Kristine De Welde - 2015-03-01

Outstanding Academic Title What do women
documents the challenging, sometimes hostile “hostile” work environments and experiences? How do these vary by women’s race/ethnicity, rank, sexual orientation, or other social locations? How do academic cultures and organizational structures work independently and in tandem to foster or challenge such work climates? What actions can institutions and individuals—individually and collectively—take toward equity in the academy? Despite tremendous progress toward gender equality and equity in institutions of higher education, deep patterns of discrimination against women in the academy persist. From the “chilly climate” to the “old boys’ club,” women academics must navigate structures and cultures that continue to marginalize, penalize, and undermine their success. This book is a “tool kit” for advancing greater gender equality and equity in higher education. It presents the latest research on issues of concern to them, and to anyone interested in a more equitable academy. It experiences of women academics through feminist analysis of qualitative and quantitative data, including narratives from women of different races and ethnicities across disciplines, ranks, and university types. The contributors’ research draws upon the experiences of women academics including those with under-examined identities such as lesbian, feminist, married or unmarried, and contingent faculty. And, it offers new perspectives on persistent issues such as family policies, pay and promotion inequalities, and disproportionate service burdens. The editors provide case studies of women who have encountered antagonistic workplaces, and offer action steps, best practices, and more than 100 online resources for individuals navigating similar situations. Beyond women in academe, this book is for their allies and for administrators interested in changing the climates, cultures, and policies that allow gender inequality to exist on their campuses, and to researchers/scholars
tremendous progress toward gender equality and complacency amongst those who claim that things are “better” or “good enough” and to provide readers with strategies and resources to counter barriers created by culture, climate, or institutional structures.

**Disrupting the Culture of Silence** - Kristine De Welde - 2015-03-01

What do women academics classify as challenging, inequitable, or “hostile” work environments and experiences? How do these vary by women’s race/ethnicity, rank, sexual orientation, or other social locations? How do academic cultures and organizational structures work independently and in tandem to foster or challenge such work climates? What actions can institutions and individuals—individually and collectively—take toward equity in the academy? Despite equity in institutions of higher education, deep patterns of discrimination against women in the academy persist. From the “chilly climate” to the “old boys’ club,” women academics must navigate structures and cultures that continue to marginalize, penalize, and undermine their success. This book is a “tool kit” for advancing greater gender equality and equity in higher education. It presents the latest research on issues of concern to them, and to anyone interested in a more equitable academy. It documents the challenging, sometimes hostile experiences of women academics through feminist analysis of qualitative and quantitative data, including narratives from women of different races and ethnicities across disciplines, ranks, and university types. The contributors’ research draws upon the experiences of women academics including those with under-examined identities such as lesbian, feminist, married or unmarried, and contingent faculty. And, it offers
sociological research in guiding higher education family policies, pay and promotion inequalities, and disproportionate service burdens. The editors provide case studies of women who have encountered antagonistic workplaces, and offer action steps, best practices, and more than 100 online resources for individuals navigating similar situations. Beyond women in academe, this book is for their allies and for administrators interested in changing the climates, cultures, and policies that allow gender inequality to exist on their campuses, and to researchers/scholars investigating these phenomena. It aims to disrupt complacency amongst those who claim that things are “better” or “good enough” and to provide readers with strategies and resources to counter barriers created by culture, climate, or institutional structures.

Sociology of Higher Education - Patricia J. Gumport - 2007-07-16

“Outstanding . . . it presents a comprehensive state of the field, and it explores the role of practice.” —Choice In this volume, Patricia Gumport and other leading scholars examine the sociology of higher education as it has evolved since the publication of Burton Clark’s foundational article in 1973. They trace diverse conceptual and empirical developments along several major lines of specialization and analyze the ways in which wider societal and institutional changes in higher education have influenced this vital field of study. In her own chapters, Gumport identifies the factors that constrain or facilitate the field’s development, including different intellectual legacies and professional contexts for faculty in sociology and in education. She also considers prospects for the future legitimacy and vitality of the field. Featuring extensive reviews of the literature, this volume will be invaluable for scholars and students of sociology and higher education.

Sociology of Higher Education - Patricia J. Gumport - 2007-07-16
“Outstanding . . . it presents a comprehensive state of the field, and it explores the role of sociological research in guiding higher education practice.” —Choice

In this volume, Patricia Gumport and other leading scholars examine the sociology of higher education as it has evolved since the publication of Burton Clark’s foundational article in 1973. They trace diverse conceptual and empirical developments along several major lines of specialization and analyze the ways in which wider societal and institutional changes in higher education have influenced this vital field of study. In her own chapters, Gumport identifies the factors that constrain or facilitate the field’s development, including different intellectual legacies and professional contexts for faculty in sociology and in education. She also considers prospects for the future legitimacy and vitality of the field. Featuring extensive reviews of the literature, this volume will be invaluable for scholars and students of sociology and higher education.

Gender and the Modern Research University
- Patricia M. Mazón - 2003

In the 1890s, German feminists fighting for female higher education envied American women their small colleges. Yet by 1910, German women could study at any German university, a level of educational access not reached by American women until the 1960s. This book investigates this development as well as the cultural significance of the tremendous debate generated by aspiring female students. Central to Mazón's analysis is the concept of academic citizenship, a complex discourse permeating German student life. Shaped by this ideal, the student years were a crucial stage in the formation of masculine identity in the educated middle class, and a female student was unthinkable. Only by emphasizing the need for female gynecologists and teachers did the women's movement carve out a niche for academic women. Because the nineteenth-century German university was the model for the modern research university, the
out a niche for academic women. Because the American debates surrounding multiculturalism and higher education.

Gender and the Modern Research University  
- Patricia M. Mazón - 2003

In the 1890s, German feminists fighting for female higher education envied American women their small colleges. Yet by 1910, German women could study at any German university, a level of educational access not reached by American women until the 1960s. This book investigates this development as well as the cultural significance of the tremendous debate generated by aspiring female students. Central to Mazón's analysis is the concept of academic citizenship, a complex discourse permeating German student life. Shaped by this ideal, the student years were a crucial stage in the formation of masculine identity in the educated middle class, and a female student was unthinkable. Only by emphasizing the need for female gynecologists and teachers did the women's movement carve

nineteenth-century German university was the model for the modern research university, the controversy resonates with contemporary American debates surrounding multiculturalism and higher education.

Unfinished Agendas  
- Judith Glazer-Raymo - 2008

Drawing on research, this volume explores issues faced by women as newly minted PhDs, as faculty members, as administrators, and as academic leaders. It describes women's struggles with the multiple demands of productivity, accountability, family-work responsibility, and the subconscious "dance of identities" within various cultural contexts

Unfinished Agendas - Judith Glazer-Raymo - 2008

Drawing on research, this volume explores issues faced by women as newly minted PhDs, as faculty members, as administrators, and as academic
provides evidence-based strategies for multiple demands of productivity, accountability, family-work responsibility, and the subconscious “dance of identities” within various cultural contexts.

**Contexts for Diversity and Gender Identities in Higher Education** - Jaimie Hoffman - 2018-09-17
This volume provides educators with a global understanding of the challenges associated with equity and inclusion in higher education, and it provides evidence-based strategies for addressing the challenges associated with implementing equity and inclusion at higher education institutions around the world.

**The SAGE Handbook of Gender and Education** - Christine Skelton - 2006-10-23
The Handbook of Gender and Education brings together leading scholars on gender and education to provide an up-to-date and broad-ranging guide to the field. It is a comprehensive overview of different theoretical positions on equity issues in schools. The contributions cover all sectors of education from early years to higher education; curriculum subjects; methodological and theoretical perspectives; and gender identities in education. Each chapter reviews, synthesises and provides a critical interrogation of key contemporary themes in education. This approach ensures that the book will be an indispensable source of reference for a wide range of readers: students, academics and practitioners. The first section of the Handbook,
section four, Gender, identity and educational sites, address up-to-date issues which have a various (feminist) perspectives on researching long history in terms of explorations into gender and exploring gender and education. The section educational research and considers recent critiques the notion of gender as a category in trends, evident especially in the gender and educational research and considers recent underachievement debates, to locate gender difference solely within biology. This section difference solely within biology. This section provides the broad background upon which the provides the broad background upon which the issues and debates in the other sections can be issues and debates in the other sections can be situated. Section two, Gender and Education, situated. Section two, Gender and Education, considers the differing ways in which gender has considers the differing ways in which gender has been shown to impact upon the opportunities and been shown to impact upon the opportunities and experiences of pupils/students, teachers and experiences of pupils/students, teachers and other adults in the different sectors of education. other adults in the different sectors of education. It also includes a chapter on single-sex schooling. It also includes a chapter on single-sex schooling. Section three, Gender and School Subjects, Section three, Gender and School Subjects, comprises chapters that cover gender issues comprises chapters that cover gender issues within the teaching and learning of particular within the teaching and learning of particular school subjects (for example, maths, literacy, and school subjects (for example, maths, literacy, and science). It also includes topics such as sex science). It also includes topics such as sex education and assessment. The chapters in education and assessment. The chapters in

The SAGE Handbook of Gender and Education - Christine Skelton - 2006-10-23
The Handbook of Gender and Education brings together leading scholars on gender and
provides the broad background upon which the ranging guide to the field. It is a comprehensive overview of different theoretical positions on equity issues in schools. The contributions cover all sectors of education from early years to higher education; curriculum subjects; methodological and theoretical perspectives; and gender identities in education. Each chapter reviews, synthesises and provides a critical interrogation of key contemporary themes in education. This approach ensures that the book will be an indispensable source of reference for a wide range of readers: students, academics and practitioners. The first section of the Handbook, Gender Theory and Methodology, outlines the various (feminist) perspectives on researching and exploring gender and education. The section critiques the notion of gender as a category in educational research and considers recent trends, evident especially in the gender and underachievement debates, to locate gender difference solely within biology. This section issues and debates in the other sections can be situated. Section two, Gender and Education, considers the differing ways in which gender has been shown to impact upon the opportunities and experiences of pupils/students, teachers and other adults in the different sectors of education. It also includes a chapter on single-sex schooling. Section three, Gender and School Subjects, comprises chapters that cover gender issues within the teaching and learning of particular school subjects (for example, maths, literacy, and science). It also includes topics such as sex education and assessment. The chapters in section four, Gender, identity and educational sites, address up-to-date issues which have a long history in terms of explorations into gender and educational opportunities. More recent inclusions in the debates, such as disability, sexuality, and masculinities are discussed alongside the more traditional concerns of 'race', social class and femininities. The final section,
higher education (HE) to varying degrees in most working lives of teachers and academics. The chapters cover such topics as school culture, career progression and development, and the gendered identities of professionals within educational institutions. The contributors to this book have been selected by the editors as authorities in their specific area of gender and education and are drawn from the international scholarly community.

**Gender, Power and Management** - B. Bagilhole - 2011-05-03
Women are now part of senior management in higher education (HE) to varying degrees in most countries and actively contribute to the vision and strategic direction of universities. This book attempts to analyse their impact and potential impact on both organisational growth and culture

**Intersectionality and Higher Education** - W. Carson Byrd - 2019-05-03
Though colleges and universities are arguably paying more attention to diversity and inclusion than ever before, to what extent do their efforts result in more socially just campuses? Intersectionality and Higher Education examines how race, ethnicity, class, gender, sexuality, sexual orientation, age, disability, nationality, and other identities connect to produce intersected campus experiences. Contributors look at both the individual and institutional perspectives on issues like campus climate, race, class, and gender disparities, LGBTQ student experiences, undergraduate versus graduate students, faculty and staff from varying socioeconomic backgrounds, students with
Intersectionality and Higher Education examines how race, ethnicity, class, gender, sexuality, sexual orientation, age, disability, nationality, and other identities connect to produce intersected campus experiences. Contributors look at both the individual and institutional perspectives on issues like campus climate, race, class, and gender disparities, LGBTQ student experiences, undergraduate versus graduate intersections of two or more of these topics. Taken together, this volume presents an evidence-backed vision of how the twenty-first century higher education landscape should evolve in order to meaningfully support all participants, reduce marginalization, and reach for equity and equality.

Gender Equity or Bust! - Mary Dee Wenniger - 2002-03-14
Gender battles still rage on most college and university campuses today. For eight years, Women in Higher Education has reported women's strategic advances in the academy. Its goal is to enlighten, encourage, empower, and enrage women administrators, faculty, and students in higher education. This book is a compendium of lively, hard-hitting articles from the successful newsletter. Its thematic sections...
Gender Equity or Bust! - Mary Dee Wenniger - 2002-03-14
Gender battles still rage on most college and university campuses today. For eight years, Women in Higher Education has reported women's strategic advances in the academy. Its goal is to enlighten, encourage, empower, and enrage women administrators, faculty, and students in higher education. This book is a compendium of lively, hard-hitting articles from practical advice with wry humor. Readers will find a broad view of recent progress as well as effective strategies from women who have changed the academy. Topics include women's leadership and management styles and strategies, valuing the self, sex and sexuality, playing politics, and much more. Filled with wisdom drawn from real-world experience, Gender Equity or Bust! illuminates what women can do to transform the culture of higher education into one that honors their values and contributions.

The Gender-Sensitive University - Eileen Drew - 2020-07-09
The Gender-Sensitive University explores the prevailing forces that pose obstacles to driving a gender-sensitive university, which include the emergence of far-right movements that seek to subvert advances towards gender equality and
academic and political leaders and policymakers who share an interest in what it takes to establish gender-sensitive universities. This book is available for free in PDF format as Open Access from the individual product page at www.routledge.com. It has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

The Gender-Sensitive University - Eileen Drew - 2020-07-09
The Gender-Sensitive University explores the prevailing forces that pose obstacles to driving a gender-sensitive university, which include the emergence of far-right movements that seek to subvert advances towards gender equality and managerialism that promotes creeping corporatism. This book demonstrates that awareness of gender equality and gender sensitivity are essential for pulling contemporary academia back from the brink. New forms of leadership are fundamental to reforming our
www.routledge.com. It has been made available university requires re-envisioning academia to meet these challenges, as does a different engagement of men and a shift towards fluidity in how gender is formulated and performed. Academia can only be truly gender sensitive if, learning from the past, it can avoid repeating the same mistakes and addressing existing and new biases. The book chapters analyse these challenges and advocate the possibilities to ‘fix it forward’ in all areas. Representing ten EU countries and multiple disciplines, contributors to this volume highlight the evidence of persistent gender inequalities in academia, while advocating a blueprint for addressing them. The book will be of interest to a global readership of students, academics, researchers, practitioners, academic and political leaders and policymakers who share an interest in what it takes to establish gender-sensitive universities. This book is available for free in PDF format as Open Access from the individual product page at

under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license

**Gender and Subject in Higher Education** - Kim Thomas - 1990
Focuses on the arts/science divide, taking two representative subjects, Physics and English. The book examines the way each is constructed by lecturers and students, and the relationship between these constructions and the social constructions of gender.

**Gender and Subject in Higher Education** - Kim Thomas - 1990
Focuses on the arts/science divide, taking two representative subjects, Physics and English. The book examines the way each is constructed by lecturers and students, and the relationship between these constructions and the social constructions of gender.

**University and College Women's and Gender**
expansion has helped or complicated the role of University and College Women's and Gender Equity Centers examines the new institutional contexts surrounding women's centers. It looks at the possibilities for, as well as the challenges to, advocating for gender equity in higher education, and the ways in which women's and gender equity centers contribute to and lead that work. The book first describes the landscape of women's centers in higher education and explores the structures within which the centers are situated. In doing so, the book shows the ways in which many women's centers have expanded their work to include working with athletics, Greek life, men, transgender students, international students, student parents, veterans, etc. Contributions then delve into the profession of women's center work itself, and ask how women's center work has become "professionalized?" Threats and challenges to women's and gender equity centers are also explored, as contributions look at how their centers? The collection concludes by highlighting current successes and forward-thinking approaches in women's centers and asking how gender equity centers can best prepare for the future? Through narratives, case studies, and by offering strategies and best practice, University and College Women's and Gender Equity Centers will engage emerging and existing equity centre professionals and women's and gender studies faculty and students and help them to move the work of gender equity forward in the next decade.

University and College Women's and Gender Equity Centers - Brenda Bethman - 2020-02-25

University and College Women's and Gender Equity Centers examines the new institutional contexts surrounding women's centers. It looks at the possibilities for, as well as the challenges to, advocating for gender equity in higher education, and the ways in which women's and gender equity centers contribute to and lead that
will engage emerging and existing equity centre professionals and women's and gender studies faculty and students and help them to move the work of gender equity forward in the next decade.

Gender, Teaching and Research in Higher Education - Gillian Howie - 2019-04-09

Gender, Teaching and Research in Higher Education presents new insights and research into contemporary problems, practical solutions, and the complex roles of teaching and learning in the international academy. Drawing together new research from contributors spanning a range of international and interdisciplinary perspectives, this book discusses topics of particular importance in the UK, USA, Australasia and South Africa, including: curriculum, boundary disciplines and research assessments, the Higher Education institution, educational practice, authority and authorization, teaching and counselling. Discussion of quality audits, curriculum modifications, teaching
Gender, Teaching and Research in Higher Education - Gillian Howie - 2019-04-09
Gender, Teaching and Research in Higher Education presents new insights and research into contemporary problems, practical solutions, and the complex roles of teaching and learning in the international academy. Drawing together new research from contributors spanning a range of international and interdisciplinary perspectives, this book discusses topics of particular importance in the UK, USA, Australasia and South Africa, including: curriculum, boundary disciplines and research assessments, the Higher Education institution, educational practice, authority and authorization, teaching and counselling. Discussion of quality audits, curriculum modifications, teaching certificates and other key topics, add to this book's value in informing current debate and providing valuable research aids for education into the 21st Century.

Women and Leadership in Higher Education During Global Crises - Schnackenberg, Heidi L. - 2021-05-21
Women leaders and the COVID-19 pandemic are currently trending in the news. Major news outlets are all offering their positive opinions on how world-wide women leaders have addressed the crisis and reassured their people. While this sort of press coverage is certainly uplifting, little to no research has been conducted to investigate the effectiveness of women’s leadership decisions and strategies in these difficult times. In concert with these global struggles resulting from the pandemic are the challenges faced by higher education. Many colleges and universities have all but shuttered their doors and are conducting instruction, student support, and day-to-day business almost completely online. Women academic leaders bear a great load during global
academicians, and students interested in both responsibilities and caring for families and personal households. It is shown that women leaders may feel overwhelmed but remain heroes in unprecedented times of crisis. Women and Leadership in Higher Education During Global Crises informs readers and expands their understanding about specific challenges, issues, strategies, and solutions that are associated with women leaders in higher education, the implications during the current pandemic and other natural disasters, and how these strategies can be used for future agility and success. The chapters will cover narratives, strategies, and initiatives that women leaders are using to lead their institutions, departments, sectors, and organizations. It ties together the unimaginable challenges, joys, struggles, and successes encountered by women in leadership in higher education and is ideal for higher education administrators, teachers, leaders, faculty, provosts, deans, program leaders, researchers, the challenges and successes women leaders in higher education face during global crises.

**Women and Leadership in Higher Education During Global Crises** - Schnackenberg, Heidi L. - 2021-05-21

Women leaders and the COVID-19 pandemic are currently trending in the news. Major news outlets are all offering their positive opinions on how world-wide women leaders have addressed the crisis and reassured their people. While this sort of press coverage is certainly uplifting, little to no research has been conducted to investigate the effectiveness of women’s leadership decisions and strategies in these difficult times. In concert with these global struggles resulting from the pandemic are the challenges faced by higher education. Many colleges and universities have all but shuttered their doors and are conducting instruction, student support, and day-to-day business almost completely online. Women academic leaders bear a great load during global
academicians, and students interested in both responsibilities and caring for families and personal households. It is shown that women leaders may feel overwhelmed but remain heroes in unprecedented times of crisis. Women and Leadership in Higher Education During Global Crises informs readers and expands their understanding about specific challenges, issues, strategies, and solutions that are associated with women leaders in higher education, the implications during the current pandemic and other natural disasters, and how these strategies can be used for future agility and success. The chapters will cover narratives, strategies, and initiatives that women leaders are using to lead their institutions, departments, sectors, and organizations. It ties together the unimaginable challenges, joys, struggles, and successes encountered by women in leadership in higher education and is ideal for higher education administrators, teachers, leaders, faculty, provosts, deans, program leaders, researchers, the challenges and successes women leaders in higher education face during global crises.

**Perspectives on Women’s Higher Education Leadership from around the World** - Karen Jones - 2018-10-30
This book is a printed edition of the Special Issue "Perspectives on Women’s Higher Education Leadership from around the World" that was published in Administrative Sciences

**Perspectives on Women’s Higher Education Leadership from around the World** - Karen Jones - 2018-10-30
This book is a printed edition of the Special Issue "Perspectives on Women’s Higher Education Leadership from around the World" that was published in Administrative Sciences

**Policy Discourses, Gender, and Education** - Elizabeth J. Allan - 2012-10-12
Despite over thirty years of activism and
Despite over thirty years of activism and legislation to eliminate discrimination, parity has yet to be achieved for women in academe. This book describes policy discourse analysis as a framework for considering how those involved in policy-making efforts may make use of discourses that inadvertently undermine the intended effect of the policies they set forth. Allan illustrates the methods of policy discourse analysis by describing their use in a study of twenty-one women's commission reports. In so doing, she highlights the important work of university women's commissions while uncovering policy silences and making visible the powerful discourses framing gender equity policy initiatives in higher education. Her findings reveals how dominant discourses of femininity, access, professionalism, race, and sexuality contribute to constructing women's status in complex and at times, contradictory ways. This important volume will interest researchers across a number of disciplines including policy studies, educational leadership, higher education and cultural studies of education.
look at other variables such as situational important volume will interest researchers across a number of disciplines including policy studies, educational leadership, higher education and cultural studies of education.

**Handbook of Research on Innate Leadership Characteristics and Examinations of Successful First-Time Leaders** - Matthew W. Guah - 2021
"This book focuses on what qualities distinguish between First-Time Leadership and traditional leaders, while furthering leadership theories that look at other variables such as situational factors, knowledge base, skill levels, etc"

**Handbook of Research on Innate Leadership Characteristics and Examinations of Successful First-Time Leaders** - Matthew W. Guah - 2021
"This book focuses on what qualities distinguish between First-Time Leadership and traditional leaders, while furthering leadership theories that look at other variables such as situational factors, knowledge base, skill levels, etc"

**Diversity and Inclusion in Global Higher Education** - Sanger - 2020-01-01
This open access book offers pioneering insights and practical methods for promoting diversity and inclusion in higher education classrooms and curricula. It highlights the growing importance of international education programs in Asia and the value of understanding student diversity in a changing, evermore interconnected world. The book explores diversity across physical, psychological and cogitative traits, socio-economic backgrounds, value systems, traditions and emerging identities, as well as diverse expectations around teaching, grading, and assessment. Chapters detail significant trends in active learning pedagogy, writing programs, language acquisition, and implications for teaching in the liberal arts, adult learners, girls and women, and Confucian heritage communities. A quality, relevant, 21st Century
Diversity and Inclusion in Global Higher Education - Sanger - 2020-01-01

This open access book offers pioneering insights and practical methods for promoting diversity and inclusion in higher education classrooms and curricula. It highlights the growing importance of international education programs in Asia and the value of understanding student diversity in a changing, evermore interconnected world. The book explores diversity across physical, psychological and cogitative traits, socio-economic backgrounds, value systems, traditions and emerging identities, as well as diverse expectations around teaching, grading, and assessment. Chapters detail significant trends in active learning pedagogy, writing programs, teaching in the liberal arts, adult learners, girls and women, and Confucian heritage communities. A quality, relevant, 21st Century education should address multifaceted and intersecting forms of diversity to equip students for deep life-long learning inside and outside the classroom. This timely volume provides a unique toolkit for educators, policy-makers, and professional development experts.