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Realizing Gender Equality in Higher Education: The Need to Integrate Work-Family Issues (Ashe-Eric Higher Education Reports)

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Realizing Gender Equality In Higher Education The Need To Integratefamily Ibues

David R. Buckholdt,Gale E. Miller



Realizing Gender Equality In Higher Education The Need To Integratefamily Ibues:

Realizing Gender Equality in Higher Education Nancy H. Hensel,1991-01-01 Handbook for Achieving Gender Equity Through Education Susan S. Klein,Barbara Richardson,Dolores A. Grayson,Lynn H. Fox,Cheris Kramarae,Diane S. Pollard,Carol Anne Dwyer,2014-05-22 First published in 1985 the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U S national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans Latina os Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making education activities and outcomes more gender equitable A final chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three chapters women s and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this Handbook will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women s and gender study faculty students and parents *Equal Rites, Unequal Outcomes* Lilli S. Hornig,2012-12-06 Thirteen years ago in June 1988 the Radcliffe Class of 1953 celebrated its 35th Reunion Amidst the festivities we who participated repeatedly asked ourselves the same two questions Is Harvard as sexist as it was when we were undergraduates If not what is the status of women at Harvard today To find the answers we formed an ad hoc committee and charged the members to report back to the class in five years The committee interviewed selected senior and junior Harvard faculty Harvard and Radcliffe administrators students and alumni

ae We identified and studied Harvard and Radcliffe reports on their institu tions and on their student organizations We contributed to and participated in a 1990 Radcliffe Focus Group ASurveyofAlumnae and Undergraduate Perceptions We found that the University was not as sexist in 1988 as it had been in 1953 Yet the status ofwomen though improved remained quite unequal to thatofmen Radcliffe College was organizationally separate from Harvard University until 1977 when a non merger merger was implemented However Radcliffe had no fac ulty of its own and employed Harvard faculty to teach its students in strictly separate classes until World War II The merger effort was com pleted in 1999 with the complete integration ofthe two institutions and the formation ofthe Radcliffe Institute for Advanced Study a tub on its own bottom like other Harvard graduate and professional schools In 1993 the Class of 53 voted unanimously to form the Commit tee for the EqualityofWomen at Harvard CEWH

Lifting a Ton of Feathers Paula J. Caplan, 1993-12-15 Lifting a Ton of Feathers is not only a survival guide it is also a destroyer of academic myths about women s career chances in the university and a revelation of the catch 22 positions in which women find themselves Caplan demonstrates that while many women believe that when they fail it is their fault their fate is more likely to be sealed by their encounter with the male environment and by the manner in which they are tossed about by it She aims to help women avoid self blame and understand the real sources of their problems Readers will find the information about the mine field of academia for women infuriating but the means of telling it highly entertaining Women account for more than half of all undergraduate students in the US and Canada yet they make up only 10 per cent of faculty members at the level of full professor What happens to women between freshman level the tenure track and the ensuing following professional years that keeps them out of the highest levels of academia Paula Caplan is herself a veteran of the academic career struggle and she sets out to explore this question with not only her own observations but also those of many women whom she has interviewed and with a strong backing of established research With these tools she provides a clear eyed assessment of what women who have embarked on an academic career and those who are considering it may expect Forewarned is forearmed and Caplan presents a list of the forms that the maleness of the environment take two of these are the conflict between professional and family responsibilities and sexual harassment In addition her book offers advice on practical techniques of how to prepare a curriculum vitae how to handle job interviews and how to apply for promotions and tenure A final chapter is a unique checklist which serves two purposes to provide guidance in a search for a woman positive institution and to give suggestions for ways individual women and women in groups can work to improve the situation at their own institutions

Resources in Education ,1993 The Good Supervisor Gina Wisker, 2012-07-16 This engaging book outlines effective strategies for supervising students on a wide variety of research projects whether at undergraduate or postgraduate level It covers each stage of the research journey and provides guidance on working with students to define research topics select appropriate methodologies write up theses and prepare for the viva It also supports supervisors in establishing and maintaining good supervisory practices and shows how

supervisors can help students to help themselves This will be essential reading for supervisors of undergraduate or postgraduate research projects dissertations and theses It is also an ideal resource for student researchers looking to get the most out of their relationship with their supervisor New to this Edition New content on cross cultural supervision online distance supervision and sustaining research communities and networks *Faculty Stress* David R. Buckholdt, Gale E. Miller, 2013-09-13 Contrary to popular opinion college and university faculty often experience a greater amount of stress than professionals in many other occupations *Faculty Stress* takes a comprehensive look at faculty stress its causes and its consequences This unique book explores the wide range of factors associated with work related stress the sources and perceptions of stress in differing academic environments and the importance of gender factors in understanding and dealing with work stress in academia Respected authorities discuss quantitative and qualitative research case studies and provide helpful policy recommendations As higher education rapidly changes the importance of understanding and effectively dealing with the stress that faculty endures increases *Faculty Stress* explores in detail how change affects work and personal lives of faculty This revealing book is crucial for current faculty and administrators who want to understand and effectively deal with stress as well as future faculty who need to know how to better prepare for the rigors of their college and university academic profession *Faculty Stress* is a valuable resource for faculty higher education administrators graduate students who intend to become faculty librarians higher education scholars and scholars who study work and occupations This book was published as a special issue of the *Journal of Human Behavior in the Social Environment* **Catalog of ERIC Clearinghouse Publications**, 1995 *Black Women in the Academy* Sheila T. Gregory, 1999 This revised and updated edition of *Black Women in the Academy* adds updated data on the status of Black faculty women a forty four page bibliography and a new chapter on the status of international faculty women from twenty different countries to the only study of the decisions of African American women to remain in return to or voluntarily leave the academy Sheila Gregory creates a conceptual framework from economic psychosocial and job satisfaction theories to construct a model to explain the factors that affect the decision patterns influencing career mobility She uses a survey of the members of the Association of Black Women in Higher Education to illustrate to what degree the designated variables predict decision patterns Gregory s analysis focuses on the women who remained in the academy noting that those who did remain were usually successful high achievers who managed to overcome numerous obstacles involving career and family The author also provides an outline detailing how to attract and retain talented Black women scholars along with possible interventions that might help interinstitutional mobility **Gendered Futures in Higher Education** Becky Ropers-Huilman, 2003-02-27 Identifies gender issues affecting students faculty and leaders in higher education applying critical perspectives to suggest needed change

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