

SHATTERING THE MYTHS

Women in Academe

JUDITH GLAZER-RAYMO



Shattering The Myths Women In Academe

**Brian Pusser, Ken Kempner, Simon
Marginson, Imanol Ordorika**



Shattering The Myths Women In Academe:

Shattering the Myths Judith Glazer-Raymo, 1999-06-22 This study uses a critical feminist perspective to examine women's progress in the field of higher education since 1970 Judith Glazer Raymo contrasts the activism of the 1970s the passivity of the 1980s and the ambivalence and antipathy demonstrated towards feminism in the 1990s These waves of change she explains were brought about by external forces by generational differences between women and by intellectual and ideological struggles within the women's movement and the larger academic culture Her work draws on the experience of women faculty and administrators as they articulate and reflect on the social economic political and ideological contexts in which they work and the multiple influences on their professional and personal lives *Women in Academic Leadership* Susan J. Bracken, Jeanie K. Allen, Diane R. Dean, 2023-07-03 Colleges and universities benefit from diversity in their leadership roles and profess to value diversity of thought of experience of person Yet why do women remain underrepresented in top academic leadership positions and in key positions along the academic career ladder Why don't they advance at a rate proportional to that of their male peers How do internal and external environmental contexts still influence who enters academic leadership and who survives and thrives in those roles *Women in Academic Leadership* complements its companion volumes in the *Women in Academe* series provoking readers to think critically about the gendered nature of academic leadership across the spectrum of institutional types It argues that leadership the academy and the nexus of academic leadership remain gendered structures steeped in male oriented norms and mores Blending research and reflection it explores the barriers and dilemmas that these structures present and the professional strategies and the personal choices women make in order to successfully surmount them The authors pose questions about how women leaders negotiate between their public and private selves They consider how women develop a vital sense of self efficacy along with the essential skills and knowledge they need in order to lead effectively how they cultivate opportunity and how they gain legitimacy and maintain authenticity in a male gendered arena For those who seek to create an institutional environment conducive to equity and opportunity this book offers insight into the pervasive barriers facing women of all colors and evidence of the need for a more complex multi dimensional view of leadership For women in academe who seek to reach their professional potential and maintain authenticity it offers encouragement and a myriad of strategies for their growth and development **The Sociology of Higher Education** Miriam David, Rajani Naidoo, 2013-09-13 *The Sociology of Higher Education* Reproduction Transformation and Change in a Global Era provides an exciting and conceptually rich approach to the sociology of higher education It offers innovative perspectives on the future of universities within the new and emerging research sub field of the sociology of global higher education The twenty first century has witnessed wide ranging structural and ideological transformations in higher education which have created both a sense of opportunity as well as crisis and loss in the urgent debates around the legitimate roles of the university in the 21st century The chapters represent a diverse and

vibrant field illustrating a sociological imagination and a dynamic engagement with the key challenges facing higher education and confirming continuing inequalities through internationalisation This book is comprised of a broad selection of articles originally published in the British Journal of Sociology of Education

Measuring Glass Ceiling Effects in Higher Education: Opportunities and Challenges Jerlando F. L. Jackson, Elizabeth M. O'Callaghan, Raul A. Leon, 2014-07-30 This volume offers readers a comprehensive means to understanding glass ceiling effects in higher education Each chapter approaches the glass ceiling from a different perspective providing compelling arguments that truly highlight the importance and usefulness of collecting data on this topic Institutional decision makers will find valuable information to confront the challenge of glass ceiling effects across different institutional environments Likewise institutional researchers will find step by step protocols to collect and analyze glass ceiling data as well as a variety of rich examples Readers will not only find this sourcebook useful for institutional planning purposes but it will also help them truly understand how the glass ceiling impacts women and people of color in higher education

Academe American Association of University Professors, 2009

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 Professing to Learn Anna Neumann,2009-06-01 Research teaching service and public outreach all are aspects of being a tenured professor But this list of responsibilities is missing a central component actual scholarly learning disciplinary knowledge that faculty teach explore in research and share with the academic community How do professors pursue such learning when they must give their attention as well to administrative and other obligations Professing to Learn explores university professors scholarly growth and learning in the years immediately following the award of tenure a crucial period that has a lasting impact on the academic career Some launch from this point to multiple accomplishments and accolades while others falter their academic pursuits stalled What contributes to these different outcomes Drawing on interviews with seventy eight professors in diverse disciplines and fields at five major American research universities Anna Neumann describes how tenured faculty shape and disseminate their own disciplinary knowledge while attending committee meetings grading exams holding office hours administering programs and departments and negotiating with colleagues By exploring the intellectual activities pursued by these faculty and their ongoing efforts to develop and define their academic interests Professing to Learn directs the attention of higher education professionals and policy makers to the core aim of higher education the creation of academic knowledge through research teaching and service **Disrupting the Culture of Silence** Kristine De Welde,Andi Stepnick,2023-07-03 CHOICE 2015 Outstanding Academic TitleWhat 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 independently 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 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 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 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 **Policy Discourses,**

Gender, and Education Elizabeth J. Allan, 2012-10-12 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 **Universities and the Public Sphere** Brian Pusser, Ken Kempner, Simon Marginson, Imanol Ordorika, 2012-05-22 Universities have been propelled into the center of the global political economy of knowledge production by a number of factors mass education academic capitalism the globalization of knowledge the democratization of communication in the era of the Internet and the emergence of the knowledge and innovation economy The latest book in the International Studies in Higher Education series Universities and the Public Sphere addresses the vital role of research universities as global public spheres sites where public interaction conversation and deliberation take place where the nature of the State and private interests can be openly debated and contested At a time of increased privatization open markets and government involvement in higher education the book also addresses the challenges facing the university in its role as a global public sphere In this volume international contributors challenge prevalent views of the global marketplace to create a deeper understanding of higher education s role in knowledge creation and nation building In nearly every national context the pressures of globalization neo liberal economic restructuring and new managerial imperatives challenge traditional norms of autonomy academic freedom access and affordability The authors in Universities and the Public Sphere argue that universities are uniquely suited to have transformative democratic potential as global public spheres **Faculty Diversity** JoAnn Moody, 2013-06-17 Why do we see so little progress in diversifying

faculty at America's colleges, universities, and professional schools. This book explores this important question and provides steps for hastening faculty diversity. Drawing on her extensive consultant practice and expertise as well as research and scholarship from several fields, Dr. Moody provides practical and feasible ways to improve faculty recruitment, retention, and mentorship, especially of underrepresented women in science-related fields and non-immigrant minorities in all fields. The second edition of *Faculty Diversity* offers new insights, strategies, and caveats to the current state of faculty diversity. This revised edition includes:

- New strategies to prevent unintended cognitive bias and errors that damage faculty recruitment and retention.
- Expanded discussion on the importance of different cultural contexts, political and historical experiences, inhabited and inherited by non-immigrant faculty and students.
- Increased testimonials and on-the-ground reflections from faculty administrators and leaders in higher education with new attention to medical and other professional schools.
- Updated Appendix with Discussion Scenarios and Practice Exercises useful to search and evaluation committees, department chairs, deans, faculty senates, and diversity councils.
- Expanded chapter on mentoring that dispels myths about informal mentoring and underlines essential components for formal programs.

Moody provides an essential, reliable, and eye-opening guide for colleges, medical, and other professional schools that are frustrated in their efforts to diversify their faculty.

Shaping Work-Life Culture in Higher Education Laura Koppes Bryan, Cheryl A. Wilson, 2014-07-11

Shaping Work Life Culture in Higher Education provides strategies to implement beneficial work-life policies in colleges and universities. As compared to the corporate sector, higher education institutions have been slow to implement policies aimed at fostering diversity and a healthy work-life balance, which can result in lower morale, job satisfaction, and productivity, and causes poor recruitment and retention. Based on extensive research, this book argues that an effective organizational culture is one in which managers and supervisors recognize that professional and personal lives are not mutually exclusive. With concrete guidelines, recommendations, techniques, and additional resources throughout, this book outlines best practices for creating a beneficial work-life culture on campus and documents cases of supportive department chairs and administrators. A necessary guide for higher education leaders, this book will inform administrators about how they can foster positive work-life cultures in their departments and institutions.

Feminism, Gender and Universities Miriam E. David, 2016-04-15

Feminism, Gender and Universities demonstrates the positive and robust impacts that feminism has had on higher education through the eyes and in the words of the participants in changing political and social processes. Drawing on the collective biography of leading feminist scholars from around the world and current evidence relating to gender equality in education, this book employs methods including biographies, life histories, and narratives to show how the feminist project to transform women's lives in the direction of gender and social equality became an educational and pedagogical one. Through careful attention to the ways in which feminism has transformed feminist academic women's lives, the author explores the importance of education in changing socio-political contexts, raising questions about further changes that are necessary. Delving into the deeper and

more hidden echelons of education the book examines the contested nature of current managerial or business approaches to university and education revealing these to be incompatible with feminist thought A plea for more careful attention to education and the ways in which the processes of knowledge making influence and are influenced by gender and sexual relations Feminism Gender and Universities will appeal to scholars across the social sciences with interests in gender pedagogy and modern academic life

Doing Diversity in Higher Education Winnifred R. Brown-Glaude, 2008-11-14 Using case studies from universities throughout the nation *Doing Diversity in Higher Education* examines the role faculty play in improving diversity on their campuses The power of professors to enhance diversity has long been underestimated their initiatives often hidden from view Winnifred Brown Glaude and her contributors uncover major themes and offer faculty and administrators a blueprint for conquering issues facing campuses across the country Topics include how to dismantle hostile microclimates sustain and enhance accomplishments deal with incomplete institutionalization and collaborate with administrators The contributors essays portray working on behalf of diversity as a genuine intellectual project rather than a faculty service The rich variety of colleges and universities included provides a wide array of models that faculty can draw upon to inspire institutional change

Reconstructing Policy in Higher Education Elizabeth J. Allan, Susan Iverson, Rebecca Ropers-Huilman, 2009-10-16 Written for Higher Education Masters and PhD programs this landmark textbook joins the theory of feminist post structuralism with research methods for the purpose of policy analysis in Higher Education It showcases the different methods that can be applied to a range of topics in Higher Education policy and policy development *Reconstructing Policy in Higher Education* highlights the work of accomplished and award winning scholars and provides an in depth examination of theoretical frameworks and concrete examples of how feminist post structuralism effectively informs research methods and can serve as a vital tool for policy makers and analysts

EBOOK: Globalization and Reform in Higher Education Heather Eggins, 2003-12-16 As the ability of each higher education system to produce the highly skilled citizens required in the twenty first century becomes crucial governments are recognizing and responding to global as well as local economic and cultural changes Moreover as the effects of globalization spread their impact upon individual governments and their higher education institutions are becoming steadily more apparent This book charts the key issues that are involved in reforming higher education to meet new global challenges It draws on a team of distinguished international researchers from North America Africa Australia and Europe who consider particular topics the reform of governance and finance the funding of higher education managerialism accreditation and quality assurance the use of performance indicators faculty roles and rewards and the cultural social and ethical dimensions of change The concluding section consists of two case studies the first is a detailed discussion of the Australian government s introduction of higher education reform the second assesses the transformation of higher education in South Africa in the face of contemporary global and local change *Globalization and Reform in Higher Education* enables readers to develop a firm grasp of the current

state of play in higher education institutions worldwide issues to be dealt with and difficulties that have to be transcended The book is essential reading for academics senior managers parliamentarians and civil servants involved in higher education policy making Contributors Rosemary Deem Heather Eggins Elaine El Khawas D Bruce Johnstone Mary Louise Kearney Adrianna Kezar Elisabeth Lillie Simon Marginson Ann I Morey Preeti Shroff Mehta Barbara Sporn George Subotzky and William Taylor

Prestige in Academia - A Glance at the Gender Distribution Christian Poulsen, 2005-11-25 Christian Poulsen examines the matter of prestige in academia He sets out to disprove the widely accepted notion that universities are based on a pure meritocratic system The study compounds extensive survey studies of Swedish professors as well as focus group interviews with male and female professors It was investigated whether female professors are discriminated against in the transferring of merit to prestige The acquiring of prestige is essential for succeeding at a career in academia The distribution of prestige between women and men may help explain the low representation of women in full professor positions The book helps to bridge the gap between various existing explanatory models The findings were compared with other studies on prestige and status in which Spain served as a reference country It was found that women were not discriminated against on the basis of the merits they had in relation to prestige Additionally it was revealed that professors feel the status of the profession has decreased but on the other hand female professors were more satisfied with the current status of professors Not surprisingly it was also found that the prestige of Swedish professors is not based alone on merit Instead relational factors play a role in the assignment of prestige Christian Poulsen introduces the term consecrating moments to explain the relational nature of assigning prestige The concept refutes the widely accepted idea that a career in academia is made up of a long and continual flow of good performance In doing so it discusses sociology of education feminist theory of women in academia and the theory developed by Robert K Merton and his followers The book is the PhD dissertation of Christian Poulsen adhered to the Sociology department at the Lund University

Reconstructing the "Uni-versity" Harvey J. Graff, 2025-09-14 Slogans myths and isolated anecdotes are inadequate substitutes for documented history and contextual understanding Literature on the history of higher education is dominated by ahistorical and contextually ignorant slogans Seldom acknowledged in discussions of the decline or failure of the modern university is 1 how long it has been going on at least since the 1960s and 2 universities own complicity in this long complicated and contradictory process Myths intertwine inseparably with slogans to echo yet another lost cause Our collective as well as individual pasts provide essential lessons if we know how to read and learn from them More complicated is imagining a plausible better future for universities In *Reconstructing the Uni-versity From the Ashes of the Mega and Multi-versity to the Futures of Higher Education* Harvey J Graff bringing experience from over 50 years as a professor provides an accurate history of higher education redefining the issues and terms to establish a new agenda

College Deans Walter H. Gmelch, Mimi Wolverton, 2002-06-30 *College Deans* is based on the National Deans Survey which was sponsored by the

Center for the Study of Academic Leadership and included 800 deans from all U S 4 year academic institutions The book consists of two main sections Deans Their Campuses and Colleges and Dimensions Duties and Challenges The first section describes the deanship in general the national study in particular and the background of current academic deans It then gives a profile of deans who they are and where they work The second section of the book discusses the position of dean itself This section looks at academic leadership in general and more specifically at what deans in this study believe were their primary roles and responsibilities where role ambiguity and conflict came into play and how they characterized stress and its relationship to job satisfaction In addition this section has a separate segment devoted to gender related issues and a final chapter that highlights the most pressing challenges deans see in the near future *Sociology of Higher Education* Patricia J. Gumpert, 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 Gumpert 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 Gumpert 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

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