

WOMEN IN ACADEMIC LEADERSHIP

Professional Strategies, Personal Choices

Edited by Diane R. Dean, Susan J. Bracken and Jeanie K. Allen

FOREWORD: CLAIRE VAN UMMERSEN

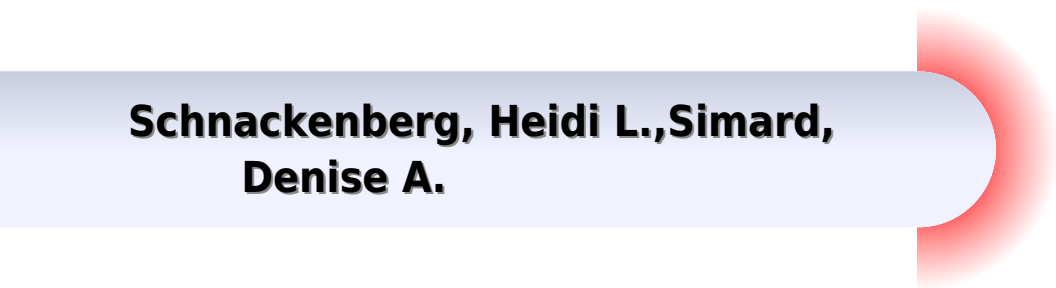
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Women In Academic Leadership Professional Strategies Personal Choices Women In Academe Series

**Schnackenberg, Heidi L., Simard,
Denise A.**



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Women in Academic Leadership, 2009 **Understanding Community Colleges** John S. Levin, Susan T.

Kater, 2018-03-21 *Understanding Community Colleges* provides a critical examination of contemporary issues and practices and policy of community colleges This contributed volume brings together highly respected scholars as well as new scholars for a comprehensive analysis of the community college landscape including management and governance finance student demographics and development teaching and learning policy faculty and workforce development At the end of each chapter the Questions for Discussion section helps to bridge the gap between research and practice Written for students enrolled in higher education and community college graduate programs as well as social sciences scholars this provocative new edition covers the latest developments in the field including trends in enrollment developmental education student services funding and shared governance *Mentoring at Minority Serving Institutions (MSIs)* Jeton McClinton, David S. B. Mitchell, Tyrell Carr, Mark A. Melton, Gerunda B. Hughes, 2018-05-25 This volume provides information for minority serving institutions MSIs on improving mentoring programs It showcases successful mentoring through case studies and empirical research examining the benefits for mentors and the various definitions of mentoring within the MSI context *Women and Leadership in Higher Education During Global Crises* Schnackenberg, Heidi L., Simard, Denise A., 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 crises with the combination of maintaining work 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 academicians and students interested in both the challenges and successes women leaders in higher education face during global crises *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 Latinas/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

Women's Status in Higher Education: Equity Matters

Elizabeth J. Allan, 2011-04-12 Women's status in higher education background and significance Guiding assumptions and questions Historical context Legislative and policy initiatives Women in the curriculum Scholarship Organization of this monograph Framing women's status through multiple lenses Why theory Why feminist theory Multiple frames Examining women's status access and representation as key equity indicators Women's access to postsecondary education Representation of women students in higher education Cocurricular representation Graduate students Faculty Women staff in higher education Women and governing boards Examining women's status campus climate and gender equity Classroom climate Climate beyond the classroom Climate for women staff faculty and administrators Salary equity Advancing women's

status analyzing predominant change strategies Organizing schemes Enhancing gender equity Implications and recommendations Recommendations for further research Implications Recommendations for practice **Academe** American Association of University Professors,2006 **Community College Leadership** Pamela L. Eddy,2023-07-03 Two year colleges are facing major change The majority will undergo a turnover in college presidencies in the next ten years at a time when they are being asked to be engines for economic growth enable more students and a greater diversity of students to gain 21st century qualifications and provide a pathway to higher degrees all with reduced state and local funding Recognizing that future community college leaders at all levels will manage increasingly complex organizations and face very different challenges than their predecessors this book provides a multidimensional model of leadership suited to these new demands and environments The model addresses issues of leader cognition race and gender the importance of culture and the need for more collaborative modes of communication and decision making to frame and implement change It recognizes that there is no longer any one way to lead and that the next generation of leaders will be more diverse possess experience and qualifications from a wider variety of careers and follow new pathways to their positions Leaders in the future will possess a cultural competency that is fostered by being lifelong learners Through over 75 individual interviews with leaders and campus members Eddy is able to provide examples of the model s components in practice and to illuminate which experiences proved the most relevant for these leaders on their route to upper administration She shows how her model intersects with the leadership competencies defined by the American Association of Community Colleges and proposes strategies for future leadership development This book is intended for anyone considering a leadership position at any level in a community college for college administrators and boards responsible for leadership development programs and for individuals in corresponding organizations who conduct training programs for aspiring leaders Likewise those employed at four year universities may find value in the model as a developmental tool *Unfinished Agendas* Judith Glazer-Raymo,2008-06-30 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 *Women in Academe* Jeanie K. Allen,2009-02-10 This set comprises the paper editions of *The Balancing Act* Most College Students are Women and *Women in Academic Leadership* **Resources in Education** ,1996 Career Strategies for Women in Academia Lynn H. Collins,Joan C. Chrisler,Kathryn Quina,1998-07-23 Making one s way through the minefields that are found in the academic professions is difficult for anyone but the issues encountered by women in academe are pervasive and require specific strategies In this new volume editors Lynn H Collins Joan C Chrisler and Kathryn Quina provide a wealth of information about institutional pitfalls in higher education professions advice on how to handle difficult situations and encouragement to those who persevere in their pursuit of an academic career The book first considers the

current state of women in higher education and then turns to an examination of women's roles in academe. Next a section on assuming leadership in higher education provides insights and advice on breaking the glass ceiling. A final section looks at how to take charge of one's self and one's career. Full of personal accounts including success stories and cautionary tales, *Career Strategies for Women Academics* is a must own for women looking for success in academia. *Research Centers Directory*, 1986. Research institutes, foundations, centers, bureaus, laboratories, experiment stations and other similar nonprofit facilities, organizations and activities in the United States and Canada. Entry gives identifying and descriptive information of staff and work. Institutional research centers and subject indexes. 5th ed. 5491 entries. 6th ed. 6268 entries. *College Student Journal*, 2008-03. *Current Index to Journals in Education*, 1991. *Challenges and Opportunities for Women in Higher Education Leadership*. Schnackenberg, Heidi L., Simard, Denise A., 2018-12-07. This title is an IGI Global Core Reference for 2019 as it is one of the best selling reference books within the Education subject area in January 2019, providing trending and emerging research around how gender intersects with specific challenges, issues and strategies within higher education. Edited by prominent IGI Global editors from the State University of New York at Plattsburgh, U.S., this publication is ideally designed for educators, researchers, academicians, scholars, policymakers, educational administrators, graduate level students and pre-service teachers. *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.

Women Called to Lead. Kimarie Engerman, Stephanie Luster-Teasley, Olga Bolden-Tiller, Christa Washington, 2017-03-08. This book is a unique collection of individual stories by women that vividly describes their challenges in achieving academic leadership positions. The book is an outflow of the Opportunities for Underrepresented Scholars OURS Program led by Dr. Orlando Taylor and funded by the National Science Foundation. Its purpose is to support the preparation of women from the STEM disciplines for leadership roles on their campuses either in STEM or elsewhere in the academic leadership structure. As such, these deeply engaging women's stories may serve as an important reference for the debate around academic leadership, particularly for women of color. The book is divided into two parts. Part I details the stories of the women in their journey to becoming a leader. Many of these stories are deeply personal and reflect the unique events and experiences that shaped their lives. The stories also show how these experiences have helped them grow into the women they are and demonstrate which strategies were successful in growing their self-efficacy. Part II of the book moves from theory to practice.

and highlights a range of tangible solutions for the leadership challenges faced by women of color in STEM disciplines This candid book is perhaps the first to directly address the challenges and leadership aspirations of women of color in STEM disciplines As such it provides a wealth of insights advice and wisdom for mid career women and particularly minority women who are on the cusp of becoming change agents at their universities *Books in Series* ,1985 Vols for 1980 issued in three parts Series Authors and Titles The Journal of the National Association for Women Deans, Administrators & Counselors National Association for Women Deans, Administrators & Counselors,1983 *Books in Series, 1876-1949* R.R. Bowker Company,1982

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