

Women Leaders in Higher Education

SHATTERING THE MYTHS

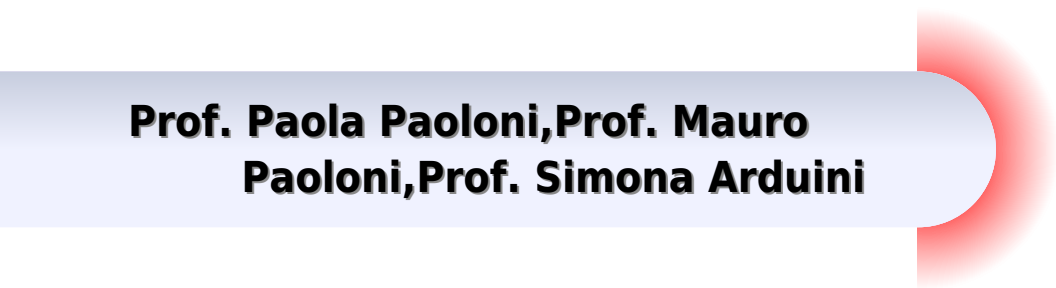
Tanya Fitzgerald



RESEARCH INTO HIGHER EDUCATION

Women Leaders In Higher Education Shattering The Myths Research Into Higher Education

**Prof. Paola Paoloni, Prof. Mauro
Paoloni, Prof. Simona Arduini**



Women Leaders In Higher Education Shattering The Myths Research Into Higher Education:

Women Leaders in Higher Education Tanya Fitzgerald, 2013-08-15 Leadership in universities is physically intellectually and emotionally demanding work It involves multiple and complex tasks and responsibilities such as staff management strategic management operational planning financial and resources management policy development quality assurance processes improving student outcomes and engaging with community and the professions industry Leadership is not simply the act of being a leader it is the act of leadership that projects success and desirable attributes Leadership has the capacity to be deeply seductive yet it is not an immediately attractive option for women particularly for those who carry the burden of family and domestic responsibilities for whom finding a space for leading is no easy task Yet despite the almost pessimistic research evidence women are in senior leadership positions in higher education however precarious their numbers There can be little doubt that universities benefit from diversity in their student and staff population This book addresses the central questions Who are the women who survive and occupy elite leadership roles in universities How might their leadership be shaped by and a consequence of institutional climate What strategies do they learn and adopt and how do they lead and manage their female colleagues What about those women who do not fit the gender script The chapters overview the changing policy landscape in higher education provide a critical commentary on the interplay between gender leadership higher education and organisational diversity and draw on education and critical management literatures in order to offer a broader understanding of gender and elite leadership This book will be essential reading for anyone involved or interested in higher education policy and management academic leadership organisational diversity and gender studies

Women in Higher Education Ana M. Martínez Alemán, Kristen A. Renn, 2002-12-13 The only comprehensive encyclopedia on the subject of women in higher education America's first wave of feminists Susan B Anthony Elizabeth Cady Stanton and others included expanded opportunities for higher education in their Declaration of Sentiments at the first Women's Rights Convention in Seneca Falls New York in 1848 By then the first American institutions to educate women had been founded among them Mt Holyoke Seminary in 1837 However not until after the Civil War did most universities admit women and not for egalitarian purposes War casualties had caused a drop in enrollment and the states needed teachers Women students paid tuition but as teachers were paid salaries half that of men By the late 20th century there were more female than male students of higher education but women remained underrepresented at the higher levels of educational leadership and training This volume covers everything from historical and cultural context and gender theory to women in the curriculum and as faculty and administrators

Women Doing Leadership in Higher Education Sarah Barnard, John Arnold, Fehmidah Munir, Sara Bosley, 2024-05-13 This book outlines in depth the findings of a five year longitudinal mixed methods study with academic and professional services women working in higher education in the UK and the Republic of Ireland Key themes in the book include women's engagement in leadership careers in higher education work and stress

women only leadership programmes intersectional perspectives that shine a light on differential experiences of women and the gendered culture of higher education The book outlines several significant implications for women working in higher education for those managing higher education institutions HEIs and for those involved in higher education policy development

Critical Approaches to Women and Gender in Higher Education Pamela L. Eddy, Kelly Ward, Tehmina Khwaja, 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 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

Researching Higher Education Jennifer M. Case, Jeroen Huisman, 2015-10-14 Research on higher education has yielded many insights that have improved our theoretical and practical understanding but there are still many themes that continue to appear on research agendas provoking renewed focus on these complex questions and problems Researching Higher Education explores these issues examining topics such as equity in access and participation the relationship between higher education and society how and what students learn and the professional development of academics In this volume contributors from Europe Australia Africa and the US critically address ongoing issues with a set of key questions to guide their analysis What do we know What are the missing links and gaps in past research What are the implications for further research Key themes include The nature of higher education Higher education and society Staff and students in higher education Teaching and learning Curriculum and assessment Critical engaging and international in scope Researching Higher Education will be a valuable guide for academics researchers postgraduate students and policy makers in the higher education community

Navigating the Volatility of Higher Education Brian L. Foster, Steven W. Graham, Joe F. Donaldson, 2018-05-01 Applied Anthropology provides a new perspective on today's higher education environment Volatile and unpredictable forces affect research and instruction across many sectors and levels and global dynamics are among the strongest drivers of change Further within American higher education daunting complexity and multiple layers of activity weave a rich tapestry of environment structure and culture This book provides three complementary anthropological perspectives as a framework for analyzing the ground shifting changes underway in higher education the higher education mindset political and policy perspectives and instruction and learning These domains intersect with many operational dimensions of higher education research health care athletics economic development fiscal management planning and faculty roles challenges another way of framing the complexity of the situation we are addressing Book chapters also provide a set of implications for higher education policy The book concludes with a vision of next steps in research and practice to further anthropology's contribution to higher education policy and practice The intended audience includes both academic and professionals e.g. faculty and students in departments of higher

education anthropology and education policy Higher education leaders administrators governing board members and many others will find the book helpful in providing insight into today's challenges The book will also be of use to professionals outside higher education who work on policy issues on meeting the needs of employers and on preparing students for careers in public service

Meanings and Motivation in Education Research Margaret M. Baguley, Yvonne S. Findlay, Martin C. Kerby, 2015-04-17 Meanings and Motivation in Education Research demonstrates the vibrant and vital connection between the researcher and their research Research is often perceived as an entity which is seemingly produced in isolation however there are many important factors which are involved and this book explores the complexities of investigating the specific areas of meaning and motivation for researchers working in the education sector With contributions from authors drawn from the field of education in various stages of their career the perspectives shared in this book are from a diverse range of countries including Australia Canada Malaysia the United Kingdom and the United States of America Key topics include personal and professional identity narrative inquiry as method teacher educators as researchers conducting education research mixed methods in educational research Foregrounding the personal experiences interests and motivations of educational researchers Meanings and Motivation in Education Research proves important insights into current discussions in educational research including researchers identities the ways they conduct research and most importantly the impact institutional and personal politics have on their work This will be a valuable text for educators education researchers policy makers and practitioners across the globe

Rethinking the Law School Carel Stolker, 2015-10-15 Written by a former dean this book offers a unique understanding of challenges facing legal education research publishing and governance

Black Colleges Across the Diaspora M. Christopher Brown II, T. Elon Dancy II, 2017-12-01 This book examines colleges and universities across the diaspora with majority African American and other Black designated student enrolments It engages the diversity of Black colleges and universities and explains their critical role in promoting academic excellence in higher education

Research Anthology on Challenges for Women in Leadership Roles Management Association, Information Resources, 2021-03-19 The role of women in the workplace has rapidly advanced and changed within the previous decade leading to a current position in which women are taking over leadership roles and being offered these positions more than ever before However a gap still exists with the representation of women in the workforce especially in power positions and roles of authority in organizations While the representation of women in leadership roles is impressive and exciting for the future women still face many challenges when taking over these positions of power and face many issues related to gender inclusivity There is also still gender bias and discrimination against women who have been given the opportunity to become authority figures It is essential to acknowledge and discuss these critical issues and challenges that women in leadership roles must handle to better understand the current climate of gender roles across various industries and types of leadership The Research Anthology on Challenges for Women in Leadership Roles discusses the role of women

in positions of authority across diverse industries and businesses By reviewing the biases struggles discrimination and overall challenges of being a woman in a powerful role women leaders can be better understood for their role in a male dominated world This includes topics of concern such as equal treatment proper implementation of women s policies social justice activism discrimination and sexual harassment in the workplace and the importance of diversity and empowerment of women in leadership positions with chapters pertaining specifically to African American Hispanic Asian and Middle Eastern women This book is ideal for professionals researchers managers executives leaders academicians sociologists policymakers and students in fields that include humanities social sciences women s studies gender studies business management management science health sciences educational studies and political sciences Exited Camille Kandiko Howson,Christina

Hughes,Malcolm Tight,2025-09-02 Exited considers the experience of those academic workers who find themselves abruptly expelled terminated or exited from their contracts and workplaces This is an increasingly common occurrence for academic workers with middle or senior management roles and one that needs both exposure and discussion **ICGR 2019 2nd**

International Conference on Gender Research Prof. Paola Paoloni,Prof. Mauro Paoloni,Prof. Simona Arduini,2019-04-11

Higher Education, Leadership and Women Vice Chancellors P. Burkinshaw,2015-05-26 Why are there so few women vice chancellors in UK higher education In this book Paula Burkinshaw explores the contemporary conversation around the missing women at the top across UK society through in depth interviews with the hitherto silent voices of women vice chancellors These women have successfully negotiated with and navigated the gendered leadership cultures of higher education throughout their careers and speak of the masculine communities of their workplaces Advocating the need to achieve a critical mass of women at the top this book suggests there is still much to be done in the higher education sphere

Teaching and Learning Like a Feminist Elizabeth Mackinlay,2016-11-25 Teaching and Learning Like a Feminist is a conversation between academics in Women s Studies and Gender Studies about the politics of pedagogy in higher education What does it mean to embody feminism in universities today Written in a creative narrative style Mackinlay explores the discursive material and affective dimensions of what it might mean to live the personal as political as performative in our work as teachers and learners in the contemporary climate of neo liberal universities This book is both theory and story and aims to bring feminist theorists such as Virginia Woolf H l ne Cixous Sara Ahmed and bell hooks together in conversation with Mackinlay s own experiences and those of women she interviewed in their diverse roles as feminist academic subjects The fluid writing style presented is a deliberate attempt to enact a post academic form of literature and is playfully punctuated by black and white drawings Teaching and Learning Like a Feminist captures the precarious position of Women and Gender Studies in universities today as well as the danger inherent in grounding teaching and learning work in feminist politics Mackinlay wraps herself in both and invites us to do the same This book is designed to stimulate reflection and lively class discussion and is appropriate for courses in curriculum studies and pedagogy education feminism and feminist theory

gender and women's studies and narrative inquiry It can also be read by individual teachers and researchers interested in feminism Mackinlay re-envisages how feminist knowledge can be articulated through her audacious and engaging mix of reflection analysis narrative poetry and line drawings This is a refreshingly personal and powerfully collective analysis of doing feminism in hostile institutions It will give heart to many Alison Bartlett The University of Western Australia Perth This highly readable book is a love story about feminism at the same time as a rigorous investigation a must read for undergraduate students and for scholars who don't identify as feminist core reading for gender courses at all levels and mandatory reading for feminist and gender academics Julie White Victoria University Elizabeth Mackinlay is an Associate Professor in the School of Education at the University of Queensland

Intellectual Leadership, Higher Education and Precarious Times Tanya Fitzgerald, Helen M. Gunter, Jon Nixon, 2024-05-02 This book draws on interdisciplinary social science and philosophical frameworks to offer new dimensions to debate about intellectual leadership and higher education The chapters are focused on provoking readers to think critically about intellectual leadership in precarious times The contributors frame critical questions about the unevenness ambivalences and disruptions that now mark everyday life and interactions Rather than thinking about freedom from precarious times and precarity they consider freedom from within and how the sovereignty and autonomy of the individual to think and speak within the public realm might be retained if not reclaimed In the precarious present and in times of precarity what has changed and why What might now be the new social reality within which we work Each of the contributors have been invited to take up their own perspective on what is precarious and to examine the impacts on intellectual leadership What does it mean to do intellectual work and be an intellectual leader What are the implications for intellectual work and leadership if the academy itself is in precarious times

Educational Leadership and Critical Realism Anthony Thorpe, Jean Pierre Elonga Mboyo, 2025-09-18 Adopting a critical realist approach to educational leadership this book shows how applied theory can contribute to the development of mechanisms allowing for the effective leadership of organisations Through an examination of pertinent theories and debates in educational leadership and critical realist thought it moves to offer demonstrations of practical uses of critical realism that include the transformation of reflective practice the development and practice of leadership and the formulation as well as the enactment of policy Considering the role that realist thought can play in the resolution of educational crises in sub-Saharan Africa and bridging the gap between research and practice the authors argue that change is possible and that it can be initiated from within the field of educational leadership Centred on a vision of social justice for human flourishing instead of operating within narrow and mechanistic pre-occupations Educational Leadership and Critical Realism will appeal to scholars across the social sciences as well as to practitioners and policymakers in the field of education

Learning to Seek James A. Dator, 2017-07-12 The accelerating technological transformation in learning has necessitated an ability to search and differentiate among the one billion web pages libraries databases books newspapers

magazines radio and television stations and opinion columns available online This volume focuses on the normative challenges that the current technological transformation presents to all professionals engaged in higher education Part I concentrates on the current social and technological trends David Snyder presents an outline of technologies that have made open knowledge systems possible Majid Tehranian argues that the new technological environment has made learning to seek out information more possible than ever before Robert Fuller calls for an egalitarian rather than hierarchical approach to communication systems Harlan Cleveland proposes integrative learning broad thinking and globally aware citizenship through education for wisdom Part II focuses on problems of governance and finance in the new technological environment John Hinchcliff takes up the problem of values and argues for the maintenance of traditional altruistic rather than Promethean goals Karou Yamaguchi comes to the problem of the futures with the tools of system dynamics William Bergquist calls for a reorganization of higher education to meet the needs for creation transfer and inculcation of knowledge and skills Hamid Shirvani calls for the core values of transparency integrity open communication and dignitarian approach as the guideposts in educational leadership Walter Truett Anderson concludes by attempting to bring the complex technological social economic and political variables into a holistic approach for the management of higher education In 2005 at the Universities of the Future Conference participants were asked to envision the future of higher education Part III presents their visions

Stepping up to the Second Year at University Clare Milsom, Martyn Stewart, Mantz Yorke, Elena Zaitseva, 2014-11-20 Programmes in higher education tend to focus attention on the student's first year because of concerns about student transition and retention and on their final year because of student exiting for their future careers The middle year's of programmes receive relatively little attention which can often lead to a slump in student development at a crucial point in their studies Stepping up to the Second Year at University provides practical advice that can be implemented by staff throughout higher education institutions Rather than providing a set of prescriptions to be slavishly implemented it prompts practitioners to think constructively about curriculum design and delivery and about maximising student potential within the context of their particular institution Amongst the questions asked in this book are In what way do students' perceptions of their experience shift as they progress through the first two years of study How do psychological factors bear on student engagement and performance in the second year What in the second year curriculum might need greater attention How can the analysis of institutional data help This book builds on critiques existing international research on the mid years experience and also features evidence from a significant new research project from Liverpool John Moores University provides a number of starting points for institutions' enhancement activities as they seek to make the experience of their students as rewarding as possible It is a must read for institutional managers of higher academic programmes higher education practitioners and anyone interested in the development of teaching at higher education level Race, Women of Color, and the State University System Vivian Yenika-Agbaw, Hidalgo-de-Jesús, Amarilis, 2012-07-10 Race Women of Color and

the State University System focuses on challenges women of color experience or have experienced while teaching or pursuing administrative duties within the Pennsylvania State System of Higher Education The book systematically examines how women of color administrators faculty and staff cope with the demands of the profession their disciplines the expectations from the system and the isolation that comes with working in institutions and or environments that are predominately all white The book identifies challenges that are unique to the state system although they may be applicable to the academy in general Contributors through their testimonies and shared experiences provide academic tools and strategies to navigate the academy successfully

Women in Higher Education and the Journey to Mid-Career: Challenges and Opportunities Schnackenberg, Heidi L., 2022-06-24 Individuals in mid career positions in higher education typically feel that they are faced with fewer engagement endeavors and new initiatives with which they can participate in as institutions tend to find them not as new and their ideas no longer as cutting edge even though they very well may be For women in academia this phenomenon is even more complex Typically by mid career women have survived the sprint to tenure while juggling family caregiver responsibilities Post tenure they may find themselves in a space where they have more control over their work and can engage at a more comfortable pace However without institutional support and personal determination to remain engaged women may find themselves facing stagnation in their career development Thus it is essential that mentorship opportunities are established and career trajectories put in place for mid career women Women in Higher Education and the Journey to Mid Career Challenges and Opportunities considers specific challenges issues strategies and solutions that are associated with female academics during mid career phases The book includes a variety of emerging evidence based professional practice and narrative personal accounts as written by administrators faculty staff and students The book considers strategies for remaining vibrant and productive and suggestions from successful mid career women academics and reflections from women who have passed the mid career phase Covering topics such as tenure self care and academic leadership this reference work is ideal for administrators faculty policymakers academicians scholars researchers practitioners instructors and students

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