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### Changing Landscape Of Academic Womens

Women ' s healthcare is particularly vulnerable, because the obstetrician-gynecologist workforce is aging and is among the least satisfied medical specialists. Furthermore, fellowship training in women ' s healthcare in internal medicine and in maternal child health in family and community medicine involves only a small portion of general internists and family physicians.

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women faring equally, whereas other analyses have suggested numerous areas in ...

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This anticipated shortage and a worsening of physician distribution are compounded by a projected increased demand for women ' s healthcare services. Women ' s healthcare is Changing Landscape of Academic Women's Health Care in the United States | William F. Rayburn | Springer

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A new study finds that female PhDs in most math-related sciences do not experience gender discrimination, but that women academics in life sciences and psychology are less likely to get tenure or promotions than their male counterparts. iStock via Boston University Women looking for equal pay, recognition for hard work, and career advancement might be wise to study engineering, mathematics, or computer science.

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A Changing Landscape for Women in Academic Science | Lab ...

Research has shown that although there is greater gender parity in fields such as the life sciences, psychological science, and social science (abbreviated by the authors as LPS), women still lag behind in more heavily math-based science fields such as geoscience, engineering, economics, mathematics/computer science, and the physical sciences — including chemistry and physics (abbreviated by the authors as GEEMP).

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Women in Academic Science: A Changing Landscape ...

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The significance of this study is that it uniquely focuses on Chinese women's academic leadership as journal editors and academic association leaders, not just administrative leaders in higher ...

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British Science Week: The Changing Landscape for Women in Engineering. March 23, 2020. The growth of the engineering industry has seen the UK workplace become more diverse. As Britain celebrates National Science Week – Friday, 6 th March to Sunday, 15 th March – it is clear to see that attitudes are changing in the industry as more and more women opt for a career in the engineering sector.

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ForewordPrefaceChapter 1: Medical Education 100 years after the Flexner ReportChapter 2: Preparing for Medical School and Residency Training ExpansionChapter 3: Changing Demographics of Women's Healthcare FacultyChapter 4: Clinician Educators and Their Expanding RolesChapter 5: Physician Investigators and Their FutureChapter 6: Part-time Faculty and Their Hidden ValueChapter 7: Trends in ...

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Book Description. 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

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How One Creative Is Changing the Entrepreneurial and ...

100 Women in Finance, the 20,000-member global industry association for hedge fund, alternatives and investment management professionals, will host the largest ever dedicated global gathering of female investment managers and asset allocators next month, aimed at facilitating capital introductions during its flagship Global FundWomen Week.

Since 2005 a dozen states and more than 15 specialties have reported a physician shortage or anticipate one in the next few years. This anticipated shortage and a worsening of physician distribution are compounded by a projected increased demand for women ' s healthcare services. Women ' s healthcare is particularly vulnerable, because the obstetrician-gynecologist workforce is aging and is among the least satisfied medical specialists. Furthermore, fellowship training in women ' s healthcare in internal medicine and in maternal child health in family and community medicine involves only a small portion of general internists and family physicians. In response to this challenge, the Association of American Medical Colleges called for an expansion of medical schools and graduate medical education enrollments. As we cope with significant and rapid changes in organizations and reimbursement, academic departments of obstetrics and gynecology, family and community medicine, and internal medicine have opportunities to create a unified women ' s health curriculum for undergraduate students, share preventive health and well-woman expertise in training programs, provide improved continuity of care, instill concepts of lifelong learning to our graduates, and better develop our research programs. This volume ' s chapters focus on strategic planning on behalf of academic faculty who will train the anticipated additional load of students, residents, and fellows in women ' s healthcare. -changing demographics of faculty -expanding roles of clinician educators -physician investigators and their future -the hidden value of part-time faculty -faculty salaries -required skillsets of academic leaders -the meaning of tenure and faculty satisfaction and retention. Recommendations presented here from authors with distinguished leadership skills indicate a consensus, but not unanimity. In furthering these goals, we summarize in the final chapter our collective expertise and offer ways to implement recommendations to better prepare for tomorrow ' s needs in academic women ' s healthcare.

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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 expansion has helped or complicated the role of 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.

Since 2005 a dozen states and more than 15 specialties have reported a physician shortage or anticipate one in the next few years. This anticipated shortage and a worsening of physician distribution are compounded by a projected increased demand for women ' s healthcare services. Women ' s healthcare is particularly vulnerable, because the obstetrician-gynecologist workforce is aging and is among the least satisfied medical specialists. Furthermore, fellowship training in women ' s healthcare in internal medicine and in maternal child health in family and community medicine involves only a small portion of general internists and family physicians. In response to this challenge, the Association of American Medical Colleges called for an expansion of medical schools and graduate medical education enrollments. As we cope with significant and rapid changes in organizations and reimbursement, academic departments of obstetrics and gynecology, family and community medicine, and internal medicine have opportunities to create a unified women ' s health curriculum for undergraduate students, share preventive health and well-woman expertise in training programs, provide improved continuity of care, instill concepts of lifelong learning to our graduates, and better develop our research programs. This volume ' s chapters focus on strategic planning on behalf of academic faculty who will train the anticipated additional load of students, residents, and fellows in women ' s healthcare. -changing demographics of faculty -expanding roles of clinician educators -physician investigators and their future -the hidden value of part-time faculty -faculty salaries -required skillsets of academic leaders -the meaning of tenure and faculty satisfaction and retention. Recommendations presented here from authors with distinguished leadership skills indicate a consensus, but not unanimity. In furthering these goals, we summarize in the final chapter our collective expertise and offer ways to implement recommendations to better prepare for tomorrow ' s needs in academic women ' s healthcare.

The rapid success of for-profit colleges and universities (FPCUs) only recently has caught the attention of scholars in academe. The continuing expansion of the proprietary higher education sector has lead to fundamental questions regarding the purpose and function of FPCUs. As new technologies continue to emerge, education is becoming of increasing import to employees seeking to upgrade their skills and employers in search of individuals who

possess the necessary expertise and training to help their organizations succeed. For-profit institutions challenge traditional notions of the academy--such as shared governance, tenure, and academic freedom--by utilizing administrative practices that more aptly apply to the corporate arena. Moreover, they exclusively employ non-tenure-track faculty members. This study provides a framework for understanding faculty roles and responsibilities at for profit colleges and universities. The author employs a series of in-depth interviews with 53 faculty members, from four for-profit institutions. Utilizing a cultural framework, the study explores the attitudes, beliefs, and perceptions of faculty work with particular consideration given to faculty member's non-tenure-track status, participation in decision-making activities, and academic freedom. The study examines the culture of the faculty work by asking how the profit-seeking nature of the institution affects their efforts inside and outside of the classroom. The author introduces a new component to the cultural framework that illustrates how the close ties between FPCUs and business and industry affect the nature of faculty work.

Grandmothers, mothers and daughters speak to us of their personal lives, their triumphs and achievements. Encompassing three generations, their histories give us a sampling of the rich diversity of women's life experiences in British Columbia, Alberta, Manitoba and Nunavut, Ontario, Quebec and Nova Scotia. Introductions contextualize the stories and provide comprehensive overviews of the social, economic, political and feminist developments in the province or territory during the last century.

The case for a flexible work schedule for faculty has been repeatedly made, with one policy recommendation being part-time positions for tenure-track/tenured faculty (PTTT). Despite some of the benefits of this approach for both faculty and institutions, the PTTT concept is the least implemented policy for faculty flexibility and is poorly understood. This report offers the first comprehensive treatment of PTTT, suggesting that this mode of flexibility enhances recruitment, retention, and engagement of faculty, while offering value-added productivity, planning potential, and faculty loyalty for the institution. Herbers provides data that explore how a PTTT policy can lead to faculty success and satisfaction across the lifespan of a career, and likewise offers analogies and examples of well-established practices that administrators across institution types can adapt to create their own policies. Administrators and faculty will find the author's policy recommendations, best practices, and solutions to common challenges to be a roadmap for stimulating change in their institutions. This is the 5th issue of the 40th volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph is the definitive analysis of a tough higher education issue, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

Drawing on data from Australia, England and New Zealand, this book addresses how neo liberal policies of successive governments have decreased autonomy of academics and increased regimes of surveillance, radically altering how academics think about and engage in their intellectual work.

Clinicians and scientists are increasingly recognising the importance of an evolutionary perspective in studying the aetiology, prevention, and treatment of human disease; the growing prominence of genetics in medicine is further adding to the interest in evolutionary medicine. In spite of this, too few medical students or residents study evolution. This book builds a compelling case for integrating evolutionary biology into undergraduate and

postgraduate medical education, as well as its intrinsic value to medicine. Chapter by chapter, the authors - experts in anthropology, biology, ecology, physiology, public health, and various disciplines of medicine - present the rationale for clinically-relevant evolutionary thinking. They achieve this within the broader context of medicine but through the focused lens of maternal and child health, with an emphasis on female reproduction and the early-life biochemical, immunological, and microbial responses influenced by evolution. The tightly woven and accessible narrative illustrates how a medical education that considers evolved traits can deepen our understanding of the complexities of the human body, variability in health, susceptibility to disease, and ultimately help guide treatment, prevention, and public health policy. However, integrating evolutionary biology into medical education continues to face several roadblocks. The medical curriculum is already replete with complex subjects and a long period of training. The addition of an evolutionary perspective to this curriculum would certainly seem daunting, and many medical educators express concern over potential controversy if evolution is introduced into the curriculum of their schools. Medical education urgently needs strategies and teaching aids to lower the barriers to incorporating evolution into medical training. In summary, this call to arms makes a strong case for incorporating evolutionary thinking early in medical training to help guide the types of critical questions physicians ask, or should be asking. It will be of relevance and use to evolutionary biologists, physicians, medical students, and biomedical research scientists.

Every day thousands of individuals need to make critical decisions about their health based on numerical information, yet recent surveys have found that over half the population of the United States is unable to complete basic math problems. How does this lack of numerical ability (also referred to as low numeracy, quantitative illiteracy or statistical illiteracy) impact healthcare? What can be done to help people with low numeracy skills? Numerical Reasoning in Judgments and Decision Making about Health addresses these questions by examining and explaining the impact of quantitative illiteracy on healthcare and in specific healthcare contexts, and discussing what can be done to reduce these healthcare disparities. This book will be a useful resource for professionals in many health fields including academics, policy makers, physicians and other healthcare providers.

Drawing on data from Australia, England and New Zealand, this book addresses how neo liberal policies of successive governments have decreased autonomy of academics and increased regimes of surveillance, radically altering how academics think about and engage in their intellectual work.

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