



INTERNATIONAL ASSOCIATION OF UNIVERSITIES
Tel.:+33 1 45 68 48 00 Fax.:+33 1 47 34 76 05 www.unesco.org
iau@unesco.org UNESCO - 1, rue Miollis F-75732 Paris 15. France

WOMEN IN HIGHER EDUCATION

A Selected Bibliography

Women And Leadership In Higher Education - How Thick Is The Glass Ceiling?
12-14 June 2003, Monterrey, Mexico

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Academe's glass ceiling: societal, professional-organizational, and institutional barriers to the career advancement of academic women

Bain, Olga; Cummings, William.-- In: *Comparative Education Review*, v44 n4 p493-514, 2000.

DESCRIPTORS: Academic Rank [Professional]; Promotion [Occupational]; Sex Bias; Women Faculty. - College Environment; Academic Staff; Equal Opportunities [Jobs]; Faculty College Relationship; Family Work Relationship; Higher Education; Professors; Universities; Work Environment.

CONTENTS: A survey of 10 national systems of higher education found that less than 10 percent of professors were women, and the proportion of female professors was negatively related to institutional prestige. This academic "glass ceiling" was related to women's shorter careers, tenure issues during hard times, and women's lower level of academic productivity.

Academic aspirations and constraints of women in continuing part-time higher education: the University of Benin experience

Kazeem, Kola / UNESCO Regional Office for Education in Africa [Senegal] In: *Retrospect and renewal: the state of adult education research in Africa*, p. 275-281.-- Dakar, 1998

MEETING: African Regional Seminar on Adult Education Research for Development. Ibadan, 1995.

DESCRIPTORS: womens education; lifelong education; Benin.

Academic careers in Poland: does gender make a difference? (Les carrières universitaires en Pologne: est-ce le sexe une source de discrimination?)

Siemienska, Renata.-- In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 17, no. 2, p. 60-84, 1992.

MEETING: International Conference on "Career Patterns of Men and Women in Research and Development: Conditions and Perspectives". Vienna, 1992.

DESCRIPTORS: women academic staff; womens education; womens status; careers; degrees; sex discrimination; womens participation; socio-economic factors; Poland

CONTENTS: The article analyses some of the problems of academic women in Poland beginning with an historical survey of the status of educated and professional women in Poland. Women, the author recognizes, are underrepresented in academic and scientific careers in comparison with men; however, the problem stems as much from the perceived role of women in society at large as from blatant sexual discrimination. The situation is slowly improving, but women need to form organizations to further their collective interests.

Academic Pathfinders: Knowledge creation and feminist scholarship

Gumport, Patricia J.-- Greenwood Press, 2002. 195pp. (Greenwood Studies in Higher Education) ISBN: 0-313-32096-9

DESCRIPTORS: creativity; women academic staff; women scientists; historical analysis.

ABSTRACT: From the 1960s to the 1980s, a range of academic possibilities for women developed, as their career histories and intellectual biographies reveal. Some women sought to generate a new knowledge specialty in their disciplines, often explicitly defying admonishments that the subject matter was an oxymoron. Others pursued academic paths that disregarded these new opportunities and developments. Together their accounts portray how feminist scholarship emerged and was facilitated by historically specific conditions: a critical mass of like-minded women, a national political movement, an abundance of financial support for doctoral candidates, a tolerance from established faculty for students to pursue the margins of disciplinary scholarship, and an organizational capacity to add new academic categories for courses, programs, academic positions, and extra-departmental groups. That historical era has since been supplanted by feminist infighting and backlash, as well as more cost-conscious academic management practices, which have altered the academic landscape for knowledge

creation. Analyzing the accounts of academic women during this era yields a conceptual framework for understanding how new knowledge is created on multiple levels--through personal reflection on life experiences, disciplinary legacies, local organizational contexts, and wider societal expectations. Contents: Introduction; The Dynamic Nature of Academic Knowledge; Academic Feminism: Actecedents, Initiatives, and Unresolved issues; Investigating Knowledge Creation; The Pathfinders' Breakthroughs; Knowledge Creation in the Disciplines: History, Sociology, and Philosophy; Alternative Academic Pursuits: The Pathtakers and Forerunners; Changing Conditions for Knowledge Creation.

Academic Women

Brooks, Ann / Society for Research into Higher Education [UK].-- Buckingham, Open University Press, 1997. 174 p. ISBN: 0335-19600-4

DESCRIPTORS: women academic staff; womens studies; UK; New Zealand

CONTENTS: Jobs for the boys: academic women in the UK, 1900-1990; Women's experience of the UK Academy; Academic women in Aotearoa/New Zealand; Academic women's experience of the Academy in Aotearoa/New Zealand; Gender, power and the academy: patterns of discrimination and disadvantage for academic women in the UK and Aotearoa/New Zealand

Academic Women in Australian Universities

Allen, Felicity / Affirmative Action Agency [Australia].-- 1991. 41 p. ISBN: 0-644-12601-9

DESCRIPTORS: academic staff; employment opportunities; sex discrimination; women academic staff; Australia - affirmative action; colleges; comparative analysis; employment level; universities.

CONTENTS: This monograph explores some of the explanations commonly proffered to justify the existing pattern of academic women's employment in Australian universities. The research, data, and explanations in this monograph address the university area of the higher education sector only. It examines the adequacy of some of the explanations given for women's concentration in the lower ranks of academic employment. The validity of various explanations is tested by examining them against available relevant data. This examination strongly suggests that academic women experience sex discrimination, particularly systemic or indirect discrimination, in employment in universities. Among the topics discussed concerning women's participation patterns in academic employment are the following: (1) selection and promotion procedures; (2) turnover in academic employment; (3) academic employment and domestic responsibilities; and (4) gender-based differences in academic merit, such as qualifications, publications, teaching ability, and participation in administration. Appendices provide a comparative listing of the proportion of senior academics who are women in various Australian universities between 1980 and 1987, and a list of the Australian universities whose staff statistics are included in the Universities Annual Statistical Collection, 1987.

Access to gender-sensitive higher education in Eastern and Central Europe: reflections from the CEPES Project on "Good Practice in Promoting Gender Equality in Higher Education" (L' accès à un eignement supérieur sensible à la différence des sexes dans l'Europe Centrale et Orientale: rélexions en marge du projet du CEPES sur la "Bonne pratique dans la promotion de l'égalitédes sexes dans l'enseignement supérieur")

Grumberg, Laura / UNESCO European Centre for Higher Education.-- . In: *Higher Education in Europe; Enseignement Supérieur en Europe*, v. 24, no. 3, p. 395-404, 1999.

PROGRAMMES/PROJECTS: UNESCO CEPES: Good Practice in Promoting Gender Equality in Higher Education.

DESCRIPTORS: equal education; women students; access to education; women teachers; gender roles; Eastern Europe.

ABSTRACT: Summarizing the incomplete results of the UNESCO Programme on 'Good

Practice in Promoting Gender Equality in Higher Education', the author asks that any assessment of the progress made in the area of gender-sensitive education take regional specificities into account. The regional environment is at best neutral and usually hostile to feminism in subtle ways. In spite of the lack of tradition and experience in gender-sensitive social institutions, valuable things have been happening in the region. Placed within their socio-economic and political contexts (and not necessarily judged according to western standards) individuals, programmes, and institutions are pioneering in the field. Access to the benefits of an education incorporating a coherent gender dimension is, for the time being, limited. Some reasons for this situation are outlined in this article.

Acts of Alignment of Women in Math and Science and All of Us who Search for Balance

Pasztor, Ana; Slater, Judith J.-- Peter Lang, 2000. 397pp.

DESCRIPTORS: women academic staff; sciences; mathematics.

ABSTRACT: Acts of Alignment talks of the aspirations and desires of women in higher education in the fields of mathematics and science; of their journey to wholeness and excellence that comes from having the choice and flexibility to create and change their roadmaps at will and thus succeed in a world in which the accepted way of knowing has been different from theirs. This book analyzes women's alignment of their environment, visions, and missions in life. Using the voices of women, this book explores the motivations, competence, and self-perceptions of women and the equality of opportunity afforded them to fully participate in their life and work environments.

African Universities and the Challenge of Knowledge Creation and Application in the New Century

Association of African Universities.-- Accra, 2001. 152p.

MEETING: AAU General Conference. 10th. Nairobi, Kenya, 2001.

DESCRIPTORS: educational trends; educational management; leadership; educational quality; knowledge; information technology; womens participation; Africa.

Alumnas y profesoras en campos científico-tecnológicos en universidades europeas: algunos datos para el análisis

García de Cortázar Nebreda, Marisa / Spain. Ministerio de Educación y Ciencia. Instituto Nacional de Calidad y Evaluación [INCE].-- In: *Revista de Educación*, no. 316, p. 283-296, 1998.

DESCRIPTORS: women academic staff; women scientists; womens status; statistical data; Europe.

Are women changing the nature of the academic profession? / Turner Lomperis, Ana Maria

American Association for Higher Education.-- In: *Journal of Higher Education*, v.61, no.6, p. 643-677, 1990

DESCRIPTORS: women academic staff; teaching profession; teacher characteristics; educational statistics; USA

CONTENTS: Analyzing supply and demand side evidence since the 1970s, this study concludes that the increased presence of women in the academic profession has been most marked in the fields abandoned and off-track positions historically avoided by academic men, which has profoundly affected the nature of the academy itself.

Athena Unbound: The Advancement of Women in Science and Technology

Etzkowitz, Henry; Kemelgor, Carol; Uzzi, Brian.-- Cambridge, Cambridge University Press, 2000. 282pp. ISBN: 0-521-56380-1

DESCRIPTORS: women scientists; women academic staff; USA.

ABSTRACT: Why are there so few women scientists? Persisting differences between women's and men's experiences in science make this question as relevant today as it ever was. This book sets out to answer this question, and to propose solutions for the future. Based on extensive research, it emphasizes that science is an intensely social activity. Despite the scientific ethos of universalism and inclusion, scientists and their institutions are not immune to the prejudices of society as a whole. By presenting women's experiences at all key career stages - from childhood to retirement - the authors reveal the hidden barriers, subtle exclusions and unwritten rules of the scientific workplace, and the effects, both professional and personal, that these have on the female scientist. This important book should be read by all scientists - both male and female - and sociologists, as well as women thinking of embarking on a scientific career.

Balancing the Equation: Where are women and girls in science, engineering and technology?

Thom, Mary / National Council for Research on Women [USA].-- New York, NY, 2001. 174pp.

DESCRIPTORS: women; employment opportunities; sciences; engineering; technology; womens studies; equal education; USA.

Breaking Boundaries: Women in higher education

Morley, Louise; Ed.; Walsh, Val; Ed.-- London, Taylor & Francis, 1996. 234 p. (Gender and Higher Education Series) ISBN: 0-7484-0520-8

DESCRIPTORS: womens education; womens studies; academic staff; management education; researchers; sex discrimination; age; career development; womens participation; administrators; mothers; deaf; Blacks; UK

The Brick Wall: why so few women become senior academics.

Bacchi, Carol.-- In: *Australian Universities' Review*, v36 n1, p36-41, 1993.

DESCRIPTORS: career ladders; academic staff evaluation; academic staff promotion; peer relationship; women academic staff - academic rank [professional]; affirmative action; academic staff; evaluation criteria; legislation; sex differences; sex discrimination; standards, Australia.

CONTENTS: It is proposed that, to address the lack of women in senior academic ranks, higher education should reexamine appointment procedures, scrutinize the standards by which men have been assessed traditionally, ask men to justify their own merit, and examine the way in which male academics interact with their female counterparts.

Career Strategies for Women in Academia: Arming Athena

Collins, Lynn H.; Ed.; Chrisler, Joan C.; Ed.; Quina, Kathryn; Ed.-- Thousand Oaks, CA, Sage Publications, 1998.

DESCRIPTORS: science careers; women academic staff.

The Challenge for women academics: reaching a critical mass in research, teaching and service

Donaldson, E. Lisbeth; Emes, Claudia G.-- In: *Canadian Journal of Higher Education*, v30 n3 p33-56 2000.

DESCRIPTORS: Academic Staff; Females; Gender Issues; Sex Discrimination; Canada
CONTENTS: Used data from various sources, including profiles of 10 Canadian universities, to study the participation of Canadian women in the academy to see if it has reached the "critical mass" necessary to achieve gender sensitivity. Findings show that in some cases, the minimum level of participation (35) was attained, but generally critical mass has not been

reached.

Concrete action for women in higher education [International Women's University "Technology and Culture" [ifu]]

Seddoh, Komlavi / Goethe-Institut Inter Nationes [Germany].-- In: *Bildung und Wissenschaft//Education and Science*, no. 2, pp. 15-16, 2001.

DESCRIPTORS: womens education; women students.

ABSTRACT: As stated in Platform of Action and Beijing Declaration, UNESCO considers education to be a human right – an essential tool for achieving the goals of equality, development and peace.

Creating an enabling and empowering environment for women in tertiary education: a handbook for african universities

Forum for African Women Educationalists [Kenya].-- Nairobi, 1998. 25p.

ISBN: 9966-908-29-3

DESCRIPTORS: womens education; womens status; Africa.

Creating space for women: gender-linked factors in managing staff in higher education institutions

Smulders, Anna E.M. / UNESCO International Institute for Educational Planning.-- Paris, 1998. 64 p. (Improving the Managerial Effectiveness of Higher Education Institutions)

DESCRIPTORS: women academic staff; university administration; womens status; womens studies; Africa; Latin America; developing countries.

ABSTRACT : This study analyses the working conditions of women in relation to the working conditions of men in a University using gender, one's socially determined role and responsibilities, as the key tool of analysis. The focus on gender relations makes it possible to gain insight into how the interaction between gender-based roles and gender-linked aspects of organizational structure and management practices produces differences in career advancement between men and women. Contents: 1. Background to the study 2. The University 3. Gender and gender roles 4. Organizational culture 5. Management practices 6. Interaction between gender roles, organization, and management practices 7. Strategic gender interests 8. Finding and policy issues.

Culture and feminine leadership

Bond, Sheryl / In: *Women, Power and the Academy: From rhetoric to reality*. Edited by Mary-Louise Kearney.-- pp. 79-85. UNESCO Publishing, 2000. ISBN: 1-57181-247-4

DESCRIPTORS: women; administrators; leadership; cultural values.

ABSTRACT : The fundamental changes that are occurring worldwide in the areas of democratization, globalization, regionalization, polarization, marginalization and technology are transforming societies. It is vital that society effectively utilize the talent, experience and expertise of women in all levels of decision-making. The principle and practice of full and equal partnership of women and men is in itself a significant reform in gender roles, and is yet to be achieved. To the extent that this partnership is underdeveloped, so too, is the ability of society to address the other critical areas of reform. Education in general, and universities in particular, have a special formative and exemplary role to play in fully engaging talented women in all aspects of academic life.

Droits des Femmes: Recueil de Textes Normatifs Internationaux

Symonides, Janusz; Volodine, Vladimir / UNESCO.-- Paris, 1998. 346 p. Cinquantième anniversaire de la Déclaration universelle des droits de l'homme 1948-1998.

DESCRIPTORS: womens rights; womens status; womens studies.

Economics of education. Part 5. Equity, earnings and education of women in Japan

Morgan, Keith J. / Hiroshima University. Research Institute for Higher Education [RIHE].-- In: *Research in Higher Education // Daigaku Ronshu*, no.30, p. 157-181, 2000.

DESCRIPTORS: economics of education; womens education; equal education; Japan.

EEO Case Studies: Good practice guidelines: a synthesis

Gleeson, June / UNESCO. Division of Higher Education.-- Paris, 1998. 39 p. (New Papers on Higher Education: Studies and Research. no.20)

DESCRIPTORS: university administration; employment opportunities; equal education; women academic staff; case studies; India; South Africa; New Zealand

CONTENTS: The present study was undertaken as part of the co-operation between the Association of Commonwealth Universities and UNESCO to promote gender equality. To this end, it contributes to the research produced by the Special Project on Women, Higher Education and Development which comprises inter-university networks which focus on priority disciplines where the gender issue is critical: women in decision-making, women's rights, social inclusion, economic autonomy, science and technology, culture and poverty alleviation. The Special Project was elaborated in response to the call for concrete action to implement the Beijing Platform of Action adopted by the 4th World Conference on Women in 1994. The purpose is to identify examples of good practice which help the access of women to social development and their full participation in this process. The report which presents case studies from India, New Zealand and South Africa provides data on the history of Equal Employment Opportunity Offices, on their mandates and on practical management. It is hoped that these guidelines will assist other institutions in setting up similar initiatives best suited to the promotion of gender equality in their particular contexts.

Enhancing mentoring and networking of junior academic women: what, why, and how?

Quinlan, Kathleen M.-- In: *Journal of Higher Education Policy and Management*, v21 n1 p31-42, 1999.

DESCRIPTORS: College Environment; Teacher Orientation; Social Support Groups; Women Academic Staff; Work Environment; USA. - Academic Staff; Peer Relationship

CONTENTS: Discusses advantages and disadvantages of various types of career-supportive relationships that make up academic women's webs of intellectual, social, personal, and political ties, including formal mentoring, networking, and peer-support programs. Several strategies rooted in each of these models are presented, based on a review of current practice.

Femmes de Culture et de Pouvoir [Theme issue]

Université libre de Bruxelles [Belgium]. Groupe interdisciplinaire d'Etudes sur les Femmes.-- In: *Sextant*, no. 13/14, 2000.

DESCRIPTORS: women academic staff; womens status; Belgium

The Experiences of women academics at a South African university

Petersen, N.; Gravett, S.-- In: *South African Journal of Higher Education*, v14 n3 p169-76 2000.

DESCRIPTORS: College Environment; Sex Bias; Women Faculty; South Africa. - Foreign Countries; Gender Issues.

CONTENTS: Used in-depth, semi-structured interviews to explore the experiences of women academics at a South African university. Found positive and negative experiences: positives included the lessening of overt discrimination and flexible work hours. Negatives included the

"double workload" of traditional female duties combined with work life and ambivalent feelings about academia and the stress it causes.

Facteur entraînant des écarts entre filles et garçons dans l'accès aux institutions d'enseignement et de formation post-secondaires en Ouganda

Hope Kasente, Deborah / L'Académie Africaine des Sciences ; Femmes à l'Éducation en Afrique ; Groupe de travail sur la participation des femmes à l'éducation en Afrique; DAE.-- Nairobi, Academy Science Publishers, 1996. 25 p. ISBN: 9966-831-56-8

DESCRIPTORS: postsecondary education; womens education; Uganda

The Fortunes of Highly Educated Women

Sutherland, Margaret; Ed. / Council of Europe; UNESCO European Centre for Higher Education -- Strasbourg, 1990. 295 p. (Education and Research)

MEETING: Symposium on "The Role of Women in Higher Education, in Research and in the Planning and Administration of Education". Bucharest, 1988.

DESCRIPTORS: womens status; womens participation; women academic staff; administrators; women scientists; womens studies

Forum for African Women Educationalists [Kenya]; Association of African Universities AAU General Assembly: Conference papers. 10th. Safari Park Hotel, Nairobi, 2001

2001. 6 vol.

DESCRIPTORS: universities; womens participation; womens education; gender equality; statistical analysis; Africa

CONTENTS: 1. Female Participation in African Universities: Issues of Concern and Possible Action 2. Structural Changes and Equal Opportunity for All: A case Study of the University of Dar es Salaam 3. Popularising Gender: A Case Study of Makerere University 4. Sexual Harassment: A Case Study of the University of Natal, South Africa 5. Statistical Overview on Girls' Education at the University Level 6. Gender Sensitive Qualitative Data: Sample Collection Instrument for African Universities.

From Scarcity to Visibility: Gender differences in the careers of doctoral scientists and engineers

Long, J. Scott; Ed. / National Research Council [USA].-- Washinton,DC, National Academy Press, 2001. 311pp. ISBN: 0-30905580-6

DESCRIPTORS: science careers; sciences; engineering; doctoral degrees; gender equality; womens status; USA.

ABSTRACT: Although women have made important inroads in science and engineering since the early 1970s, their progress in these fields has stalled over the past several years. This study looks at women in science and engineering careers in the 1970s and 1980s, documenting differences in career outcomes between men and women and between women of different races and ethnic backgrounds. The panel presents what is known about the following questions and explores their policy implications: In what sectors are female Ph.D.s employed? What salary disparities exist between men and women in these fields? How is marital status associated with career attainment? Does it help a career to have a postdoctoral appointment? How well are female scientists and engineers represented in management? Within the broader context of education and the labor market, the book provides detailed comparisons between men and women Ph.D.s in a number of measures: financial support for education, academic rank achieved, salary, and others. The study covers engineering; the mathematical, physical, life, and social and behavioral sciences; medical school faculty; and recipients of National Institutes of Health grants.

From where we sit: women's perspectives on the presidency. Advancing women's leadership

Brown, Gladys; Van Ummersen, Claire; Sturnick, Judith. / American Council on Edu – Washington, DC, 2001, 27p

DESCRIPTORS: College Presidents; Educational Administration; Females; Gender Issues; Instructional Leadership; USA

ABSTRACT: This publication, the first in the Advancing Women's Leadership series, discusses women's perspectives on the presidency. In 1998 and 1999 the Office of Women in Higher Education of the American Council on Education (ACE) held a series of 13 roundtables around the United States to explore the status of women as college presidents. More than 110 women presidents from all types of institutions took part in the formal discussions and 22 participated in informal discussions. This report draws on those conversations to provide an inside look at leadership challenges in the college presidency and gender issues. It includes reflections and recommendations by the roundtable participants and materials culled from subsequent telephone interviews with some participants. The participating presidents spent the most time focusing on five critical areas: (1) working with boards; (2) special challenges and opportunities posed by the gender factor; (3) staying power; (4) identifying and mentoring talented women for presidencies; and (5) creating a climate for success. Some themes consistently emerged from the discussions. The first is that all presidencies are not alike, and that there is indeed a gender factor, especially in the complications posed by the personal lives of women presidents. Keeping the confidence and support of the board and mentoring and being mentored have special implications for female presidents. When to stay, when to go, and serving as college president a second time are all issues that have a special relevance for women in the college presidency. Among the keys to success, participants indicated, is achieving balance in professional and personal lives. Three appendixes list participants in the roundtables, members of the ACE Commission on Women in Higher Education, and financial contributors.

Full-time women faculty off the tenure track: profile and practice

Harper, Elizabeth P.; Baldwin, Roger G.; Gansneder, Bruce G.; Chronister, Jay L.—

In: *Review of Higher Education*, v24 n3 p237-57 Spr 2001.

DESCRIPTORS: Nontenured Faculty; Occupational Segregation; Women Faculty. - Employed Women; Faculty Promotion; Sex Bias.

CONTENTS: Data from the 1993 National Study of Postsecondary Faculty, institutional surveys, and interviews revealed that women are overrepresented as full-time, non-tenure-track faculty, are clustered in the lowest faculty ranks and in traditionally female disciplines, carry heavier teaching loads than male colleagues, are paid less, and have fewer opportunities for advancement. Those with doctorates are least satisfied of all faculty.

Gender and higher education, a sea change: report on the debate entitled “Women and Higher Education; Issues and Perspectives” held at the World Conference on Higher Education, Paris, Oct. 1998

UNESCO.-- 1999. 24 p.

DESCRIPTORS: women and development; womens participation; women academic staff.

ABSTRACT : UNESCO aims to foster a gender-inclusive culture through education, including higher education, to promote the global objectives of sustainable human development and peace. With the world nearing the Third Millennium, the key dimensions of human development can be identified as: empowerment; co-operation; equity; sustainability; security. In all areas of activity, including the promotion of gender equity, effective partnerships are needed to construct a better society where the potential of human capital can be realized. To be successful, this approach to development depends on the full participation of the relevant actors involved - that is to say, from both men and women. Underpinning this

strategy are the principal legal instruments which ensure women's rights: *the Universal Declaration on Human Rights, 1948; the Convention against Discrimination in Education, 1960; the Convention on the Elimination of All Forms of Discrimination against Women, 1979*. These then link to major UN conferences and initiatives which stress the gender dimension of development - for example and to cite just three, *the World Conference on Education for All, Jomtien 1990, the World Summit for Social Development, Copenhagen 1995, the 5th International Conference on Adult Education, Hamburg 1997*. In endorsing the conclusions and action plans of these meetings, countries make a clear commitment to resolving problems in their own contexts, as well as on a global scale. The World Conference on Higher Education continues this commitment and seeks to enhance the gender dimension of the sector. Given the importance of higher education for sociocultural and economic progress and for the development of all other levels of the education system, this becomes a crucial challenge.

Gender and the Restructured University: Changing management and culture in higher education

Brooks, Ann; Ed.; Mackinnon, Alison; Ed.-- Buckingham, Open University Press, 2001. 89pp. ISBN: 0-335-20671-9

DESCRIPTORS: organizational change; globalization; women academic staff; womens participation; equal education; leadership; Australia; UK; New Zealand.

ABSTRACT: This book focuses on the effects of globalization's structural change on the gender politics of the university. While gender inequality in academia is fairly well documented, few authors have examined how these changes affect the way we actually work in the universities. The authors of this collection explore the new gender regime and organizational culture of universities in Australia, the United Kingdom and New Zealand. They provide readers an opportunity to examine gender inequality, not only in the structures and procedures of university management, but also in the everyday practices of teaching and research and within management itself. The authors examine ways to resist from within and explore the problems faced in managing equity and diversity.

Gender discrimination in the promised land of gender equality (Discrimination sexuelle sur la terre promise de l'égalité entre homme et femme)

Husu, Liisa / UNESCO European Centre for Higher Education.-- In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 25, no. 2, p. 221-228, 2000.

DESCRIPTORS: women academic staff; sex discrimination; gender equality; equal education; Finland

ABSTRACT: For many years, Finland has been known as a country that promotes gender equality in all walks of life, particularly in the domain of higher education. Yet here, too, women academics encounter the glass ceiling and subtle forms of gender discrimination. In particular, the author cites the practice of filling professorships by invitation rather than by open competition as one that discriminates against women. It seems that the Finnish gender equality law of 1987, although certainly well intentioned, fails to provide for appropriate sanctions for poor compliance.

Gender equality in science: a philosophical perspective (L'égalité sexuelle en science: une perspective philosophique)

Rolin, Kristina / UNESCO European Centre for Higher Education -- . In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 25, no. 2, p. 201-205, 2000.

DESCRIPTORS: scientific research; women scientists; gender equality.

ABSTRACT : Arguments used to justify gender equality in higher education often appeal to values which belong to the social context of science (human rights, efficient use of human resources, economic growth), and hence, may appear to practicing scientists as policy

interventions from the outside. The author suggests that arguments which appeal to the values internal to scientific communities (objectivity, rationality, and truth) can be used to bring the goal of gender equality in higher education closer to practicing scientists and academics. Two such arguments in support of gender equality in higher education are presented

Gender equality programmes in German institutions of higher education - the North Rhine-Westphalia case (Programmes en faveur de l'égalité hommes/femmes dans les établissements allemands d'enseignement supérieur - le cas de la Rhénanie-du-Nord-Westphalie)

Müller, Ursula / UNESCO European Centre for Higher Education.-- In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 25, no. 2, p. 155-161, 2000

DESCRIPTORS: academic staff; women academic staff; gender equality; equal education; Germany.

ABSTRACT: This article describes the theoretical basis and presents some results of an empirical investigation into all the institutions of higher education in North Rhine-Westphalia, the largest of the German Lander that has the largest number of universities (twenty-seven universities and universities of applied sciences, (fachhochschulen), in all). For these institutions, a gender equality policy was elaborated in 1993 by the Ministry of Science and Research of the Land. It is titled "Basic Principles for the Promotion of Women at the Institutions of Higher Education in North Rhine-Westphalia" (referred to as "Basic Principles" in the text to follow). It became compulsory for all the universities in 1993 and for all the fachhochschulen, as well, in 1995. In 1998, the author was commissioned to assess the impact of these "basic principles" three years later.

Gender Equity or Bust!: On the road to campus leadership with "Women in Higher Education"

Wenniger, Mary Dee; Conroy, Mary Helen.-- San Francisco, Jossey-Bass, 2001. 303pp.

ISBN: 0-78795284-2

DESCRIPTORS: women academic staff; administrators.

ABSTRACT: Gender battles still rage on most college and university campuses today. For eight years, *Women in Higher Education* has reported women's strategic advances in the academy. Its goal is to enlighten, encourage, empower, and enrage women administrators, faculty, and students in higher education. This book is a compendium of lively, hard-hitting articles from the successful newsletter. Its thematic sections blend serious commentary, research results, and practical advice with wry humor. Readers will find a broad view of recent progress as well as effective strategies from women who have changed the academy. Topics include women's leadership and management styles and strategies, valuing the self, sex and sexuality, playing politics, and much more. Filled with wisdom drawn from real-world experience, *Gender Equity or Bust!* illuminates what women can do to transform the culture of higher education into one that honors their values and contributions.

The Gender Gap in Higher Education

Lie, Suzanne Stiver; Ed.; Malik, Lynda; Ed.; Harris, Duncan; Ed.-- London, Kogan Page, 1994. 250 p. (World Yearbook of Education) ISBN: 0-7494-1079-5

DESCRIPTORS: women academic staff; gender equality; womens education; womens studies; comparative analysis; Australia; Botswana; Bulgaria; China; France; Germany; Greece; Iran [Islamic Republic]; Netherlands; Norway; Pakistan; Poland; Russian Federation; Turkey; UK; USA; Uzbekistan - cultural factors.

CONTENTS: This book presents 19 essays that examine the relative position of men and women in higher education in 17 countries. The focus is on women, particularly their changing position in higher education as students, faculty, and administrators. The book also provides a comparison of countries in an attempt to arrive at a low-level theoretical proposition which can be tested in the future. Essays and their authors are as follows: "The Gender Gap in Higher Education: A Conceptual Framework" (Lynda Malik and Suzanne

Stiver Lie); "Academic Women in Australia: Progress Real or Imagined?" (Felicity Allen); "Botswana Women in Higher Education: From Systematic Exclusion to Selective Engagement" (P.T.M. Marope); "The Nation's Showcase: Bulgarian Academic Women, Between the Scylla of Totalitarianism and the Charybois of Change" (Nicolina Sretenova); "Higher Education in the People's Republic of China" (Grace C. L. Mak); "'Les Femmes Savantes' in France: Under the Glass Ceiling" (Jacqueline Feldman and Annie Morelle); "On the Disparity of the Sexes in German Universities" (Susanne Grimm and Uta Meier); "2,500 Years After Plato: Greek Women in Higher Education" (Julia Balaska); "Women in Higher Education in Iran: Tradition Versus Modernization" (Tahereh Alavi Hojjat); "Women Academics in The Netherlands: Between Exclusion and Positive Action" (Greta Noordenbos); "Higher Education in Norway: A Nirvana of Equality for Women? (Suzanne Stiver Lie and Mari Teigen); "Women in Higher Education in Pakistan: Separate But Equal?" (Lynda Malik and Neelam Hussain); "Women in Polish Academe" (Malgorzata Fuszara and Beata Grudzinska); "Gender Stratification in Russian Higher Education: The 'Matrioshka' Image" (Marina Yu Morozova); "Higher Education in Turkey: A Gold Bracelet for Women" (Feride Acar); "Two Steps Forward and One Step Back: Women in Higher Education in the United Kingdom" (Margaret B. Sutherland); "Academic Women in the United States: Problems and Prospects" (Helen S. Astin and Lynda Malik); "Gender Stratification in Uzbek Higher Education: Old Traditions and New Reality" (Railiya Mukhsinovna Muqemjanova and Gulnara Tukhilibaerna (Quzibaeva); and "Trends in the Gender Gap in Higher Education" (Suzanne Stiver Lie and Lynda Malik).

Gender patterns in faculty participation: a decade of experience at a mid-sized University

Ahmed, Maroussia et al. / Canadian Society for the Study of Higher Education .—
In: *Canadian Journal of Higher Education // La revue canadienne d'enseignement supérieur*,
v. 29, no. 2-3, p. 1-32, 1999.

DESCRIPTORS: academic staff; women academic staff; teacher participation; Canada.

Gender, Attainment and Benefits [Theme issue]

European Institute of Education and Social Policy [France].-- In: *European Journal of Education*, v.37, no.4, pp. 333-416, 2002.

DESCRIPTORS: gender equality; graduate employment; science careers; researchers; womens status; UK; France; Europe.

CONTENTS: European graduates: cross-country diversity and gender disparity; Education, motivation and pay of UK graduates: are they different for women?; Women in research in France; Academic experience at the beginning and the end of university studies; Tests, tiers and achievement: gender and performance at 16 and 14 in England.

Globalization and Women in Academia

Luke, Carmen.-- Mahwah,NJ, Erlbaum, 2001. 267pp.

DESCRIPTORS: women academic staff; USA

Good Practice in Promoting Gender Equality in Higher Education in Central and Eastern Europe

Grünberg, Laura / UNESCO European Centre for Higher Education.-- Bucharest, 2001. 158pp. (Studies on Higher Education) ISBN: 92-9069-165-9

DESCRIPTORS: womens participation; equal education; gender equality; Central Europe; Eastern Europe

CONTENTS: Justified Hopes for Gender Sensitive Higher Education in Central and Eastern Europe and the Former Soviet Countries (L.Grünberg); Gender Studies in Russia: The Feminology Programme at Ivanovo State University and the Gender Studies Programme at the

European University at St. Petersburg (E.Zdravomyslova and O.Shnyrova); Improved but Still Open to Improvement: The Position of Women in Higher Education and Science - The Case of Estonia (A.Laas); Academe as a Space for Women and a Place for the Study and Promotion of Gender Equality in Poland (R.Siemieńska); Postgraduate Programmes in Gender Studies: An Example of Good Practice in Poland (M.Fuszara); Gender Gap and Gender Trap: What Is at Stake in Women's Studies in Bulgarian Universities? (K.Slavova); "And-And" Strategy: A Romanian Experience (M.Miroiu); Gender Studies as the Academic Arm of Feminism in Ukraine (N.Kutova); The ENVILA Women's Institute of Belarus (G.Shaton).

Growing the women-friendly campus: the president's role

Holmgren, Janet L.-- In: *Presidency*, v3 n3 p22-27 Fall 2000.

DESCRIPTORS: Presidents; Females; Leadership. - Administrators; Change Agents; College Administration; Educational Trends; Higher Education; Trend Analysis; Women Faculty.

CONTENTS: Reviews the current outlook for women in higher education with both guarded optimism and concern. Cites statistics showing gains for women in advanced degrees earned, tenured faculty positions, administrative positions, and college presidencies, but notes remaining inequities, especially in the presidency role. Presidents are urged to work towards true gender equity within their institutions.

A Half-time tenure track proposal

Drago, Robert; Williams, Joan.-- In: *Change*, v32 n6 p46-51 Nov-Dec 2000

DESCRIPTORS: Academic Staff; Equal Opportunities [Jobs]; Part Time Faculty; Tenure; Women Faculty. - Child Rearing; Higher Education; Nontenured Faculty.

CONTENTS: Women faculty will continue to lag behind males in achieving tenure as long as the ideal academic is defined as someone who takes no time off for childbearing. Suggests that the solution is to redefine the ideal worker in academia by offering proportional pay, benefits, and advancement for part-time work. Presents a model half-time tenure track policy.

Higher Education Leadership: Analysing the gender gap

Chliwniak, Luba / ERIC Clearinghouse on Higher Education. Graduate School of Education and Human Development. The George Washington University [USA]; Association for the Study of Higher Education [ASHE][USA].-- Washington, DC, 1997. (ASHE-ERIC Higher Education Report)

DESCRIPTORS: leadership; womens employment; educational management; educational evaluation; USA

CONTENTS: In this report the gender gap is carefully analyzed. After reviewing the current status of women in leadership positions, the author identifies and discusses the persistent factors related to the gender gap issues. She then heightens our awareness by turning from the conventional wisdom that underlies the persisting factors to examine research of gender theory as it relates to emerging theories of leadership. The author concludes her report with an analysis of the factors influencing evaluations of leaders and leadership modes and then presents conclusions and a series of recommendations for considerations for future hiring and promotion strategies.

The Horizontal distribution of female managers within organizations

Stover, Dana L.-- In: *Work and Occupations: An International Sociological Journal*, v21 n4, p385-402, Nov 1994.

DESCRIPTORS: administrative organization; departments; women academic staff; administrators; USA - universities.

CONTENTS: A study of 99 departments at 2 universities led to conclusions about the

placement of female managers: (1) women were less likely to manage powerful departments; (2) they were more likely to manage those that were not growing, previously had women managers, or had high proportions of female workers; and (3) older departments were not less likely to have women managers.

In their own words (La Parole aux intéressées; Ellas tienen la palabra)

Khoury-Dagher, Nadia.-- In: *UNESCO Sources*, v. 103, p. 11-12, 1998.

DESCRIPTORS: women scientists; womens education; science education; student attitudes.

Is the hierarchy in universities (un)fair?

Noordenbos, Greta / European Commission. Directorate - General for Research. In: *Gender & Research*. -- Luxembourg, Office for Official Publications, 2002. pp. 275-282.

DESCRIPTORS: university research; scientific research; gender equality; Netherlands

ABSTRACT: In order to achieve a better integration of women into the university hierarchy, what has to be changed? Recently, most research has been about the question of why there are so few women in the highest positions in science, but much less research has been carried out on women in the lower positions of the hierarchy. Most research about women and science takes the existing hierarchical structure for granted. The existing hierarchy is quite stable and restricts the number of higher or senior positions. Little attention is paid to analysis and criticism of this hierarchical structure. Many female and male scientists have the feeling that the existing hierarchical system is not fair, because it is not a reflection of the scientific qualities and achievements as a scientist. The question is, however, how can we make a hierarchical system which is fairer and which better reflects the qualities of scientists?

Mentor programmes - a shortcut for women's academic careers? (Les programmes de tutorat representent-ils un raccourci dans les carrières universitaires des femmes?)

Eliason, Mona; Berggren, Helena; Bondestam, Fredrik / UNESCO European Centre for Higher Education.--In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 25, no. 2, p. 173-179, 2000.

DESCRIPTORS: tutorial programmes; women academic staff; gender equality; Sweden.

ABSTRACT: This article reports on a formal mentoring project that ran for eighteen months at the University of Uppsala, in Sweden. It investigates the experiences of fourteen women academics at junior and mid-level who were paired with senior academics. Mentoring occurs informally in academic as well as in other types of organizations, yet little in terms of hard evidence is known about its effects. In this case, the investigators wished to learn if mentoring in an academic context could contribute to a narrowing of the gender gap in Swedish higher education. The conclusion was that mentoring makes enough of a difference to the junior faculty concerned that it should be undertaken openly and made available to all junior faculty members wishing to be mentored.

The micropolitics of gender in the learning society (La micropolitique des sexes dans la société et dans le milieu académique: un regard sur "le principe de réversibilité" et son application)

Morley, Louise / UNESCO European Centre for Higher Education.-- In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 25, no. 2, p. 229-235, 2000.

DESCRIPTORS: academic staff; women academic staff; gender equality.

ABSTRACT: Why, the author asks, despite the women's movement, policy initiatives, the enhanced participation of women in higher education, particularly as students, are women so under-represented in the higher strata of higher education and in the élite professions in general. She seeks the answer to her question in an analysis of micropolitics, particularly the micropolitics of gender in organizations in general and in higher education and the

learning society, in particular. Through the manipulation of gendered power relationships at micropolitical level the traditional, and flawed, power structures of higher education persist and graft themselves onto the new concept of the learning society. Notions of leadership, superiority, and academic excellence continue to be characterized as masculine.

Mothers, bosses, and superwomen: the construction of identities of Russian woman administrators in higher education (Mères, chefs et superwomen: la construction des identités chez les administrateurs-femmes dans l'enseignement supérieur russe)

Suspitsina, Tatiana / UNESCO European Centre for Higher Education.-- . In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 25, no. 2, p. 207-212, 2000.
DESCRIPTORS: women; administrators; women academic staff; gender equality; Russian Federation.

ABSTRACT: This article, which examines the conflicting role perceptions of ranking women administrators in Russian higher education and research organizations, is constructed around in-depth interviews of nine administrators. In a male-dominated academic culture in a country in which transition is leading to a patriarchal agenda for returning women to their "proper" place in the home, high-level women academic administrators are confronted with a number of conflicting demands forcing them to adopt a "phantasmic superwoman identity".

New scholarship on academic women: beyond "Women's Ways."

Twombly, Susan B.-- In: *Review of Higher Education*, v22 n4 p441-54 Sum 1999.
DESCRIPTORS: Administrative Policies; Feminism; Institutional Environment; Power Structure; Administrators; Women Academic Staff. - Educational Trends; International Education; Politics; Education; Research; Sex Role.

CONTENTS: Reviews four recent books on academic women. Collectively, they suggest that new scholarship on academic women is more international, reflects a postmodern attention to difference and power, rejects "women's ways" feminism as a sufficient response, and seeks to reclaim issues of power, authority, and politics through attention to policy.

Organising Feminisms: The Micropolitics of the academy

Morley, Louise.-- London, Macmillan, 1999. 14 p., ISBN: 0-333073935-3
DESCRIPTORS: women academic staff; employment opportunities; womens rights.
ABSTRACT: This study of feminism, equity and change in the academy is based on interviews with 40 feminist academics and students in Britain, Sweden and Greece. The research attempts to decode and disentangle gendered message systems and the matrix of power relations in the academy. It consists of feminist readings of the micro-processes of everyday practices. Change is interrogated in relation to feminist pedagogy, equity, organizational culture, policies and discourses of New Right reform, mass expansion and new managerialism. Contents: Introduction: The Micropolitics of Academic Feminism; The Challenges of Feminist Research; Equity and Change in Higher Education; Feminism and Equity: Political Partners or Discordant Discourses?; Between the Lines: Gender and Organization; Power, Pedagogy and Empowerment; Feminist Students: Radicalism, Rights and Resistance; Feminist Academics: Disruption, Development and Disciplines; Concluding Comments: the Dangers of Certainty.

Pioneering deans of women: more than wise and pious matrons

Nidiffer, Jana.-- New York, Teachers College Press, 2000. 184p.
DESCRIPTORS: biographies; deans; university governing bodies; women academic staff; USA.

ABSTRACT: The book is not merely an account of the efforts, successes, and setbacks of women deans. It is an analysis of how they developed a profession out of their dedication to making universities in the twentieth century better places for women than they were in the nineteenth century. The time has come for their story to be told within the larger history of higher education.

Policy strategies for the career development of women at European universities (Stratégies politiques pour le développement de la carrière des femmes enseignant dans les universités européennes)

Hicks, Esther K. / UNESCO European Centre for Higher Education.-- In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 18, no. 4, p. 3-16, 1993.

DESCRIPTORS: women academic staff; careers; womens status; Europe

CONTENTS: The author offers several explanations of the fact that women, who are not currently confronted with legal or overt discrimination with regard to entering and even thriving in academic careers, are still underrepresented in the academic world in Europe, particularly in the upper echelons of academic governance and power. She concludes that only remedies specific to the individual conditions of each country will be really helpful in aiding women to be more numerous in higher education, particularly in positions of power. However, in all the countries in question, women must be socialized so as to be willing to adopt behaviours conducive to academic success, and they must bring to bear the full resources of the social protection and welfare systems, all of which in the different countries of the Europe Region favour not only the progress of women, but the rational use of human resources.

Power: an example of its changing nature

Rees, Ruth.-- In: *Canadian Journal of Higher Education*, v29 n1 p27-46 1999.

DESCRIPTORS: Administrative Organization; Administrator Role; Deans; Institutional Environment; Power Structure; Women Academic Staff; Administrators. - Classification; College Administration; Personal Narratives.

CONTENTS: Describes some experiences of a female associate dean in a university faculty within the framework of a typology of power to reveal its changing nature. The typology contains five components of power: power over others; structural factors; power through others (facilitative power); power with others (empowerment); and personal power.

Reconceptualizing the leadership roles of women in higher education: a brief history on the importance of deans of women

Schwartz, Robert A.-- In: *Journal of Higher Education*, v68 n5 p502-22 Sep-Oct 1997.

DESCRIPTORS: Administrator Role; university administration; Deans; Leadership Qualities; Women academic staff; Administrators - Educational History.

CONTENTS: In studies of leadership in college and university administration, the role of women administrators, particularly deans of women, has been largely overlooked. By retracing the roles of women deans and their work, including research, a new appreciation for women in higher education in the first half of the twentieth century can be gained

Resistance amongst faculty women in academe (La résistance des enseignants dans le monde universitaire)

O'Connor, Pat / UNESCO European Centre for Higher Education.-- . In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 25, no. 2, p. 213-219, 2000.

DESCRIPTORS: academic staff; women academic staff; gender equality; equal education; Ireland.

ABSTRACT: The subject of this article is gender prejudice and the various ways in which women faculty members in various higher education and research organizations in Ireland

resist it. Different types of resistance are presented as mini case studies set in a continuum ranging from the least organizationally transformative to the most transformative. It is hard to gauge the results of such resistance; at least it generates an ongoing awareness of the situation.

Rethinking boundaries: the history of women, philanthropy, and higher education

Walton, Andrea.-- In: *History of Higher Education Annual*, v. 20, pp. 29-58, 2000.

DESCRIPTORS: educational history; educational foundations; womens status; womens studies.

The right to higher education and equal opportunity particularly for women: the challenge of our time (Le droit à l'enseignement supérieur et à une chance égale notamment pour les femmes: le défi de notre temps)

Makhubu, Lydia P. / UNESCO Regional Office - Dakar [Senegal] In: *Higher education in Africa: achievements, challenges and prospects*, p. 487-516.-- Dakar, 1998. 626 p. ISBN: 92-9091-072-0

DESCRIPTORS: access to higher education; womens education; educational opportunities; right to education; Africa.

Service and self-respect: women leaders in Latin American universities

Bond, Sheryl L. / UNESCO. Division of Higher Education.-- Paris, 1997. 45 p. (New Papers on Higher Education: Studies and Research. no.19)

DESCRIPTORS: leadership; women academic staff; womens status; universities; administrators; questionnaires; Latin America

Sex, schemas, and success: what's keeping women back?

Valian, Virginia.-- In: *Academe*, v84 n5 p50-55 Sep-Oct 1998.

DESCRIPTORS: administrative policies; Females; Sex Discrimination. - Affirmative Action; academic staff; Educational Environment; Employment Practices; employment opportunities; academic staff university relation; Legal Responsibility; Personnel Policy; Politics; Education; Salary Wage Differentials; Tenure.

CONTENTS: Examines cognitive processes that distort judgments about men and women thus perpetuating discriminatory practices in the professions and in academe. Cites studies of salary, rank, and tenure discrepancies and notes various unarticulated beliefs about gender that present obstacles to women's advancement. Affirmative action and institutional reforms are seen as ways to eliminate gender inequities.

Shattering the Myths: Women in academe

Glazer-Raymo, Judith.-- John Hopkins University Press, 1999. 237p.

ISBN-0-8018-6120-9

DESCRIPTORS: College Administration; Academic Staff; Employment Opportunities; Feminism; Administrators; Women Academic Staff. - Career Development; Change Strategies; Civil Rights; Educational Reform; Leadership; advancement; Resistance to Change; Salaries; Sex Discrimination; Tenure; Trend Analysis.

CONTENTS: Although significant advances have been made since 1970 to increase women's participation in higher education, women's equality is a myth, especially among academic leaders such as senior faculty, department chairs, deans, and administrators. Data show that academic women suffer disparities with respect to men by almost every indicator of professional status, including rank, salary, tenure, job satisfaction, and working conditions. Factors contributing to this continuing inequality include challenges to affirmative action, the

corporatization of the university, and the increase in the number of non-tenure track positions. In addition, cultural, attitudinal, and structural constraints continue to inhibit women's progress. Change is needed in policy, attitude, and organizational culture and that women must take a political role in the struggle for their own success. Individual chapters have the following titles: "The Personal and the Professional: Becoming a Feminist"; "The Academic Pipeline and the Academic Labor Market"; "Leveling the Playing Field: Tenure and Salaries"; "Women in the Professions"; "Women Who Lead: The Glass Ceiling Phenomenon"; and "Implementing Change: Campus Commissions and Feminist Pedagogy".

A Single Sex Profession? Female staff numbers in Commonwealth universities

Lund, Helen / Commonwealth Higher Education Management Service [UK].-- London, 1998. 104p. ISBN: ISBN-0-85143-166-6

DESCRIPTORS: academic staff; women academic staff; Women Administrators; Commonwealth. - College Administration; Sex Differences; Statistical Data; Universities
CONTENTS: This study of numbers of female academic and administrative staff at universities in British Commonwealth nations was based on staff data collected during 1997-98 for the "Commonwealth Universities' Yearbook." The survey covers 30 nations. Survey results are presented separately for academic staff and administrative staff. For academic staff, results are given for overall gender proportions, gender representation by status, gender division among heads of academic departments, and gender representation within selected academic subjects. Results confirm that women are still severely under-represented among full-time staff in both academic and administrative hierarchies of Commonwealth universities. Only at the level of lecturer do academic staff numbers begin to be equal. This trend is more marked in the developed nations, although there is no evidence that the developed countries are more progressive in appointing women to higher levels than their less-developed counterparts.

Sisters of the Academy: Emergent black women scholars in higher education

Mabokela, Reitumetse Obakeng; Ed.; Green, Anna L.; Ed.-- Sterling, VA, Stylus, 2001. 211pp. ISBN: 1-57922038-x

DESCRIPTORS: women academic staff; blacks; leadership.

ABSTRACT: There are disturbing trends in the continued under-representation of African American women in higher education, especially their attainment of post-baccalaureate and graduate degrees. This is an issue of major concern nationally, for the Black community, and for leaders in higher education. The 15 scholars who contribute to this volume trace the trajectory of Black women in education, with a particular focus on higher education. These scholars combine research and personal narratives to explore educational issues ranging from historical accounts of Black female teachers in the 19th century, to the challenges and triumphs of being an activist researcher at the turn of the 21st century. The essays in this volume address specific historical, social, cultural, political, and academic issues that affect Black women in the academy, and provide readers with tangible examples of how these scholars have transcended some of the challenges in their pursuit of academic excellence. While these essays do not claim to provide the "magic solution" or a "how-to-guide" to success in higher education, they do raise thought-provoking issues that are critical to the success of Black women in higher education. This book uncovers issues, and proposes remedies, which will be of vital interest for anyone concerned with diversity and equity in higher education. It celebrates emergent scholars of African descent, who have used the challenges they have encountered in their journeys through the academy to create opportunities for success.

Storming the Tower: Women in the academic world

Stiver Lie, Suzanne; Ed.; O'Leary, Virginia E.Ed.-- London, Kogan Page. New York,

Nichols/G P Publishing, 1990. 250 p. ISBN: 1-85091-872-4

DESCRIPTORS: sex differences; productivity; women academic staff; womens studies - sex discrimination; womens status.

Strategies for achieving gender equality in higher education and research in Norway (Stratégies visant l'égalité dans l'enseignement supérieur et la recherche de Norvège)

Soyland, Ann; Skarsbo, Anne-Marit; Amble, Nina / UNESCO European Centre for Higher Education.-- In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 25, no. 2, p. 147-153, 2000.

DESCRIPTORS: women academic staff; researchers; gender equality; Norway.

ABSTRACT : The vision behind the work of the gender equality advisors in Norwegian universities and the Research Council of Norway is that of full equality, between women and men in all areas and at all levels of the sector of higher education. The Network of Gender Equality Advisors in Higher Education and Research was formed in 1994. Both good and less good news can be reported on the work accomplished so far. A double strategy is applied to tackle gender inequality: mainstreaming and special commitment.

Strategies to increase the representation of women on the academic staff of the Faculty of Medicine at Monash University

McCall, Louise; Liddell, Merilyn; O'Neil, Jo; Coman, Greg.-- In: *Higher Education*, v39 n2 p131-49 Mar 2000.

DESCRIPTORS: Affirmative Action; Academic Staff; Diversity [Faculty]; Focus Groups; Medical Schools; Women Academic Staff; Australia. - Change Agents; Change Strategies; Foreign Countries; Higher Education.

CONTENTS: Describes use of faculty focus groups to develop strategies to increase the representation of women in senior levels of the medical faculty at Monash University (Australia). The approach resulted in "faculty ownership" of affirmative action and an implementation plan that has high priority and incorporates various stakeholder groups.

Struggling for a balanced life as a president.

Basinger, Julianne.-- In: *Chronicle of Higher Education*, v47 n33 pA37-A39 Apr 2001.

DESCRIPTORS: Presidents; Social Support Groups; Women Administrators. - Collegiality; Quality of Working Life.

CONTENTS: Describes how women who lead colleges are forming networks to find moral support and develop their own strategies for solving professional problems and addressing the issues of juggling work and private demands.

Surviving the Academy: Feminist perspectives

Malina, Danusia; Ed.; Maslin-Prothero, Sian; Ed.-- London, Falmer Press, 1998.

ISBN: 0-7507-0924-3

DESCRIPTORS: women academic staff; womens status.

Taking Women Seriously: Lessons and legacies for educating the majority

Tidball, M.Elizabeth; Smith, Daryl G.; Tidball, Charles S.; Wolf-Wendel, Lisa E. / American Council on Education.-- Phoenix, Arizona, Oryx Press, 1999. 222 p. (Series on Higher Education) ISBN: 1-57356-092-8

DESCRIPTORS: womens education; colleges; educational history; womens status; USA.

CONTENTS: Women's colleges within the context of American higher education; Three major ways of knowing provide lessons from women's colleges; Legacies from women's colleges serve as institutional models; Women's colleges and meaning of taking women

seriously.

Too little too late: an assessment of nationale initiatives for women academics in the British university system (Trop peu trop tard: une évaluation des initiatives nationales en faveur des femmes universitaires dans le système universitaire britannique)

Bagilhole, Barbara / UNESCO European Centre for Higher Education.-- In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 25, no. 2, p. 139-145, 2000

DESCRIPTORS: women academic staff; gender equality; UK.

ABSTRACT: As is the case in most countries, women academics in the United Kingdom continue to be a minority concentrated in the lower academic ranks. Although this position of women academics has been publicly acknowledged as a problem for at least fifteen years, only recently have any initiatives to bring about national change been launched. Research evidence indicates that a major reason for the position of women in universities is the discrimination that exists in the academic profession. This article will argue that the national initiatives undertaken to redress the situation, based largely on the principle of persuasion, are not only very late, but also too few to achieve any significant successes.

Towards gender equality in higher education: a global appraisal of policy and process

Kearney, Mary-Louise / In: *Education in Transition: International perspectives on the politics and processes of change*. Edited by Rosarii Griffin.-- Oxford, Symposium Books, 2002.

ISBN: 1-873927-09-6

DESCRIPTORS: equal education; womens status; gender equality.

Transforming the university: feminist musings on pragmatic liberal education

Crumpacker, Laurie; McMillin, Linda; Navakas, Francine.-- In: *Liberal Education*, v84 n4 p32-39 Fall 1998.

DESCRIPTORS: University Administration; College Curriculum; Feminism; General Education; Relevance [Education]. - Change Strategies; CooperationEducational Reform; Leadership; Postsecondary Education as a Field of Study.

CONTENTS: Feminist theory is reexamined in the context of recent theory concerning pragmatic liberal education, and many similar principles are found. Topics discussed include feminist theory and the structure of college administration; the future of reform; and collaborative leadership for change. It is argued that both hierarchy and homogeneity must be challenged within the academy.

University and College Women's Centers: A Journey towards equity

Davie, Sharon L.-- Greenwood Press, 2002. 568pp. ISBN: 0-313-29129-2

DESCRIPTORS: womens status; womens participation; gender equality; women students; USA

CONTENTS: Women's centers in universities and colleges in the United States are flourishing as they transform individuals and institutions, providing education that combines the academic and activist, and develop leadership that is rooted in collaboration. This handbook provides insights from women's center directors at institutions across the country on how best to build a women's center that can improve the quality of women's experiences in college. The best centers aid universities and colleges in responding to particularly difficult challenges in higher education related to gender. Practical information is included on specific programs, providing an overview of successful centers. The institutional environments examined are diverse, ranging from research universities to community colleges, from large state-supported land grant institutions to small private liberal arts colleges. Chapters focusing on the structural issues of creating and transforming a center explore how to create crucial components of women's centers, such as leadership development programs, distinguished artists and scholars

series, information and referral services for "non-traditional" students, women-centered counseling services, resource libraries, publications, and internship programs that involve both academic and experiential learning. Other chapters focus on social issues and the intransigent and wide-ranging challenges facing centers, including for example, sexual harassment, racial divisions among students, the climate for women in the sciences, and the need to build a stronger sense of intellectual community outside the classroom. The directors of women's centers around the country respond to these and other problems, and provide an overview of some of the best practices related to responding to a number of very difficult challenges in higher education.

University leadership (Le Leadership universitaire; A liderança universitária) [Issue theme]

Arguin, Gérard / Organización Universitaria Interamericana [Canada]. Instituto de Gestión y Liderazgo Universitario.-- In: *IGLU: Revue inter-américaine de gestion universitaire / Inter-American Journal of University Management / Revista Interamericana de Gestión Universitaria*, no. 7, 1994.

DESCRIPTORS: educational management; organizational change; leadership; universities; private education; educational quality; womens participation; Canada; Brazil; USA; Puerto Rico; Mexico; Colombia

Warming the Climate for Women in Academic Science

Ginorio, Angela B. / Association of American Colleges and Universities.-- 1995. 44 p.
ISBN: 0-911696-63-6

DESCRIPTORS: college environment; minority groups; teachers; science education; sex discrimination; women academic staff; USA; wom. - career choice; career development; change strategies; disabilities; primary education; secondary education; ethnic groups; female; mathematics education; science careers; sciences; teaching conditions; womens education
CONTENTS: This paper contends that the climate or culture of academic science has been chilly to women, ethnic minorities, and people with disabilities. The paper reviews research findings in three areas: (1) numbers of women participating in science education and careers; (2) evidence of precollege patterns for girls and women in science and math; and (3) studies on how women are faring in college as undergraduate and graduate students and as faculty members. The paper outlines the following concerns, among others: small but consistent messages and behaviors reinforce sexist expectations and decrease undergraduate women's overall sense of self-competence (although not their academic performance) in math; Latina faculty members in California reported that both racism and sexism affected them significantly; and many women scientists feel isolated or alienated from the ethos of competition that admits no other commitment beyond their scientific work. The paper reviews some of the major institutional responses to these concerns; provides recommendations for action that can be taken by undergraduate and graduate students, faculty members, administrators, and professional organizations; and provides a resource section with a 24-item bibliography and a list of 8 organizations and 8 electronic resources.

When women ask the questions: creating women's studies in America

Jacoby Boxer, Marilyn.-- Baltimore, Johns Hopkins University Press, 1998. 360 p.
ISBN: 0-8018-5834-8

DESCRIPTORS: womens studies; USA.

ABSTRACT: The Author traces the successes and failures of women's studies, examines the field's enduring impact on the world of higher education, and concludes that the rise of women's studies has challenged the university in the same way that feminism has challenged society at large. Drawing on her experiences as a historian, feminist, academic administrator, and former chair of a women's studies program, the author observes that by working for justice -- and for changes necessary to make the attainment of

justice a practical possibility – women's studies ensures that women are heard in the processes and places where knowledge is created, taught, and preserved. The intellectual transformation behind the emergence of women's studies is one of historic proportions. Contents: Introduction Speaking of Women's Studies one Feminist Advocacy, Scholarly Inquiry, and the Experience of Women two Constituting a New Field of Knowledge three Challenging the Traditional Curriculum four Changing the Classroom five Embracing Diversity six The Quest for Theory seven "Knowledge for What?" eight Critics Inside and Outside the Academy nine The "Feminist Enlightenment" and the University.

Winds of Change: Women and the culture of universities

Cohen, Dinah; Ed.; Lee, Alison; Ed.; Newman, Jennifer; Ed.; Maree Payne, Anne; Ed.; Scheeres, Hermine; Ed.; Shoemark, Lyn; Ed.; Tiffin, Susan; Ed. / University of Technology [Australia].-- Sydney, 1999. 376p. ISBN: 1-86365-685-5

MEETING: International Conference. Sydney, 1998.

DESCRIPTORS: universities; engineering; sciences; leadership; womens participaton; womens studies; womens employment; women academic staff; women students; postgraduate study; Australia; Chile; Africa; Spain; Hong Kong; South Africa; USA; Nigeria; Samoa; Papua New Guinea; New Zealand

CONTENTS: The conference provided a forum to consider and compare the issues confronting women in higher education internally; to explore the ways women are participating in higher education, the diversity of conceptual models used to analyse their participation, and the strategies from around the world that have produced real outcomes for women. Contents: 1. International perspectives; 2. Forging coalitions?: access, equity and participation in employment; 3. Changing organisational culture; 4. Management and leadership; 5. Students' issues; 6. Academic work, academic culture; 7. Feminist issues in pedagogy and learning; 8. Feminist debates and womens' studies; 9. Research and postgraduate study; 10. Science, engineering and technology.

Women academic leaders in a Latin American university: reconciling the paradoxes of professional lives

Twombly, Susan B.-- In: *Higher Education*, v35 n4 p367-97 Jun 1998.

DESCRIPTORS: Careers; university administration; Decision Making; Latin American; Culture; Success; Women Academic Staff; Administrators. - Career Choice; Career Ladders; Latin Americans; Leadership; institutional environment; Sex Discrimination

CONTENTS: A study of 18 female academic leaders at the University of Costa Rica investigated factors in the women's professional success, career paths and obstacles, and the role of Latin American and institutional culture in their professional choices and lives. Results suggest an alternative to traditional Western theory of women's careers, focusing on the meaning careers hold for women's lives.

Women Administrators in Higher Education: Historical and contemporary perspectives

Nidiffer, Jana; Ed.; Terry, Carolyn; Ed.-- Albany, SUNY Press, 2001. 299p.

ISBN: 0-7914-4818-5

DESCRIPTORS: women academic staff; administrators; leadership.

CONTENTS: The chapters in this collection provide the history of women administrators in higher education and explore a number of current topics, including the controversies surrounding women's education, the contributions of female college presidents, the growth and development of deans of women, and the dilemmas faced by many women administrators. Following an introductory essay, "Quiet Inspiration and Hard Work: The Impact of Women Administrators by Jana Nidiffer and Carolyn Terry Bashaw, part 1, Historical Background,

provides "Crumbs from the Boy's Table: The First Century of Coeducation" (Jana Nidiffer). Part 2, Academic and Institutional Leadership, contains: (2) "Patterns of Leadership: The Impact of Female Authority in Four Women's Colleges, 1880-1910" (Cynthia Farr Brown); (3) "Determination in Leadership: Pioneering Roman Catholic Women Presidents" (Candace Introcaso); (4) "At the Top of the Faculty: Women as Chief Academic Officers" (Karen Doyle Walton and Sharon A. McDade); and (5) "New Leadership for a New Century: Womens Contribution to Leadership in Higher Education" (Jana Nidiffer). Part 3, Changing Lives: Women as Managers, Mentors, Guardians, and Healers, contains: (6) "Advocates on Campus: Deans of Women Create a New Profession" (Jana Nidiffer); (7) "'Reassessment and Redefinition': The NAWDC and Higher Education for Women" (Carolyn Terry Bashaw); (8) "Agents of Social Control: The Role of Physical Educators as Guardians of Womens Health, 1860-1960" (Joan Paul); (9) "'Let Her Swim, Climb Mountain Peaks': Self-Sacrifice and Success in Expanding Athletic Programs for Women" (Linda Jean Carpenter and R. Vivian Acosta); (10) "Contemporary Issues of Women as Senior Student Affairs Officers" (Susan R. Jones and Susan R. Komives); and (11) "'To Serve the Needs of Women': The AAUW, NAWDC, and Persistence of Academic Women's Support Networks" (Carolyn Terry Bashaw). Carolyn Terry Bashaw and Jana Nidiffer conclude with "Women Administrators in Higher Education Today and in the Future." Each chapter contains references.

Women and higher education: issues and perspectives. Thematic debate. (Femmes et enseignement supérieur, questions et perspectives: débat thématique; Mujeres y educación superior, cuestiones y perspectivas: debate temático)

UNESCO.-- 1998. 17p.

MEETING: UNESCO World Conference on Higher Education in the Twenty-first Century [WCHE]: Vision and Action. Paris, 1998.

DESCRIPTORS: Comparative Education; Womens Education. - Decision Making; Educational Trends; Empowerment; Females; Leadership; Long Range Planning; Needs Assessment; Trend Analysis.

CONTENTS: This paper examines issues related to women in higher education on a worldwide basis. Following an introduction, individual sections address the following topics: guiding principles for fostering a gender-inclusive culture through education; follow-up to the 1995 Beijing World Conference on Women; five challenges in higher education today, including the shift from elite to mass higher education and the growing reality of the internationalization of higher education; key aspects related to women and higher education (societal attitudes, women's lower enrollments in higher education, and the absence of a gender dimension in the curriculum); and trends in women as leaders in higher education. The paper concludes that the clear trends to strengthen the empowerment of highly qualified women in the fields of research, training, advocacy, and networking should constitute the foundations of UNESCO's Global Strategy for Women, Higher Education, and Development, with the aim of the participation of women in the decision-making process. Fourteen specific strategies are proposed to address advocacy, increased decision making, and action research and training; five additional goals are proposed for 2010.

Women and Leadership in Higher Education: Facing international challenges and maximising opportunities [Keynote address]

Ramsay, Eleanor / University of South Australia.-- 2000. 21pp.

MEETING: International Seminar "Asian Women Leaders in Higher Education II: leadership competencies to face the local-global challenges of the 21st century". University Kebangsaan Malaysia, Kuala Lumpur, 2000.

DESCRIPTORS: university administration; women; leadership

CONTENTS: Universities all over the world are facing significant new challenges and some fascinating opportunities in an increasingly competitive global context. The continuing under

representation of women at more senior and management levels of the international higher education sector is receiving renewed attention with the recognition that neither institutions nor the countries in which they are located can afford to continue to overlook their management abilities nor to neglect their leadership potential. This seminar offers the opportunity to improve this situation on two fronts: by enhancing those leadership skills and abilities amongst participants which are critical to our universities' success and perhaps even to their survival; and by tackling some of the factors which might otherwise prevent our contribution and potential being utilised to their full extent. In this paper I will explore the interconnected nature of these two challenges pointing out the reinforcing benefits available if they are pursued together.

Women and leadership in higher education in Australia

White, Kate. – In: *Tertiary Education and Management*, v9 n1 2003

DESCRIPTORS: women academic staff; leadership; gender equality; Australia

ABSTRACT: Senior academic women in Australian Universities, as elsewhere, continue to experience both direct and indirect discrimination, with the narrow Anglo-Celtic male management profile a dominant factor in this discrimination. While higher education remains a hostile work environment for senior academic women their participation rates are unlikely to increase. This article explores the barriers that senior academic women experience. It then examines whether or not diversity management programmes might provide a useful management tool to increase the participation of senior women in higher education. If diversity management can impact on the management culture, more senior women may remain in universities and thereby impact on that culture.

Women and leadership in the Spanish educational system

Santos, Montserrat.-- In: *European Journal of Education*, v31 n4 p435-45 Dec 1996

DESCRIPTORS: Administrative Organization; administrator characteristics; Educational Administration; Employment Patterns; Sex Differences; administrators; academic staff - Administrator Characteristics; Career Choice; Educational Trends; primary education; secondary education; female; institutional environment; Trend Analysis; Work Attitudes.

CONTENTS: Argues that the Spanish educational system does not discriminate between men and women in access to administrative positions, and that women in Spain are neither interested in nor motivated to seek positions in educational administration because they do not identify with the traditional hierarchical model of administration. Organizational reforms begun in 1985 are beginning to attract more women to administration.

Women and university management (Les Femmes et la gestion universitaire; Mujer y gestión universitaria; Mulheres e gestao universitária)[Issue theme]

Organización Universitaria Interamericana [Canada]; Inter-American Organization for Higher Education [Canada].-- In: *IGLU: Revue inter-américaine de gestion universitaire//Inter-American Journal of University Management//Revista Interamericana de Gestión Universitaria//Revista Interamericana de Gestión Universitaria*, no. 12, 1997.

DESCRIPTORS: womens employment; sex discrimination; womens participation; leadership; administrators; universities; business education; womens education; graduates; Latin America; Argentina; Brazil; Puerto Rico

Women and Management in Higher Education: A good practice handbook (Follow-up to the World Conference on Higher Education [Paris 5-9 October 1998])

UNESCO Division of Higher Education.-- Paris, 2002.

DESCRIPTORS: women students; women academic staff; leadership; womens status; womens education; postgraduate study; statistical data.

ABSTRACT: The handbook constitutes an international inventory of successful strategies to increase the participation of women in higher education and thus promotes the principle of gender equity. The Beijing Platform of Action listed priority areas where further action was vital to ensure the personal empowerment of women so that they could make their full contribution to social development. Women in decision-making post in all sectors was amongst these priorities. In higher education, this problem needs urgent attention as very few women are national policy-makers or institutional leaders. As this sector undergoes rapid and far-reaching change, the contribution of well-qualified women is not only logical but also a matter of social and professional justice. Contents: Section A: Background to the problem - Access to higher education; Women in higher education management; Factors disabling women. Section B: Special initiatives to improve the status of women in higher education - Legislative frameworks; Supporting and enabling environment; Increasing the quantity and quality of women postgraduate students; Training programmes and courses; Academic women's networks; Mentoring; Establishment of women's universities and colleges; Women's studies; Gender management systems (GMS). Section C: Women in leadership (WIL) projects and programmes - International development agencies; University associations and networks; Institutional practices; Lessons learned.

Women and management in higher education. Final report

Gleeson, June / Commonwealth Secretariat. Education Dept.-- London, 1996.

DESCRIPTORS: university administration; women administrators; leadership training; management development; researchers; academic staff development; change strategies

CONTENTS: **ABSTRACT:** The Commonwealth Higher Education Support Scheme (CHES) 1996 workshop was designed to facilitate the development of women managers and leaders in the universities of the British Commonwealth. The management of change by women leaders in higher education was especially emphasized. The 36 participants represented 16 countries and were senior managers and trainers responsible for staff development within their institutions. Managers were advised to be cognizant of the structural and legal processes of change, as well as personal and sociocultural components. Workshop speeches and newly developed training modules focused on three areas: women in leadership positions in higher education, women and research, and women and university governance. Uses of the training materials were identified, including adaptations for different cultures. The research module considered developing staff members' capacity to plan and undertake research, work collaboratively on a research team, and write and publish. The governance module considered how universities are governed and how university legislation is developed, as well as ways to develop mentoring and networking schemes. Background information on the workshop is included, along with some results of a workshop evaluation, and specific outcomes of the workshop.

Women and Men of the Engineering Path: A Model for analyses of undergraduate careers

Adelman, Clifford / U.S. Dept of Education; National Institute for Science Education .-- Washington, DC, U.S. Government Printing Office, 1998. 105 p. ISBN: 0-16-049551-2

DESCRIPTORS: engineering education; career awareness; USA.

CONTENTS: Engineering paths as established by students; The content of their curriculum; Engineering and science: confusing signs along the path; Antecedents of the engineering path; Choosing the engineering path; Leaving engineering: migration and traffic; Experiencing engineering: classroom environments, credit loads, and grades.

Women and Minority Faculty in the Academic Workplace: Recruitment, retention, and academic culture

Aguirre, Adalberto / ERIC Clearinghouse on Higher Education. Graduate School of Education and Human Development. The George Washington University [USA]; Association

for the Study of Higher Education [ASHE][USA].-- Jossey-Bass, 2000. 130p.
ISBN: 0-7879-5574-4

DESCRIPTORS: women academic staff; minority groups; academic staff recruitment; retention; university environment; USA.

CONTENTS: The status of women and minority faculty: changing or unchanging?; The academic workplace; The academic workplace for women and minority faculty; Issues facing women and minority faculty; Summary observations and suggestions.

Women and their effectiveness as leaders: what makes the difference among deans?

Rosser, Vicki J. / American Educational Research Association.-- 25pp. 2001.

MEETING: Annual Meeting: Conference papers. Seattle, WA, 2001.

DESCRIPTORS: administrator effectiveness; deans; leadership; sex differences.

ABSTRACT: A growing body of literature has found that between women and men as leaders there are important differences in leadership styles, qualities, and priorities. Yet there are few studies that empirically examine the gender differences from a subordinate perspective, particularly in higher education. It is important to identify those factors that best contribute to the leadership effectiveness of both female and male leaders as perceived by their unit participants. This paper reports on a study that examined the differences in the way female and male deans lead their academic units as perceived by their faculty and administrative staff. Surveys were mailed to all 1950 faculty/staff members reporting to 22 deans at a major research university. The survey consisted of items measuring seven leadership domains of responsibility based on the professional literature on deans and a review of existing evaluation instruments. Results indicated that the combination of deans' leadership dimensions and respondents' demographic characteristics contributed significantly to the group classification of male and female deans. Of the demographic variables, sex and minority status of the respondents and holding the rank of full professor discriminate faculty and staff perceptions of effective leadership. Among the leadership dimensions, findings suggested that faculty members and administrative staff perceived that women and men reflect differing patterns in their role as leaders. Female deans were perceived to be more likely than male deans to enhance the quality of education in their units, engage in research, community, and professional endeavors, promote and support institutional diversity within their units, and manage personnel and financial resources fairly and effectively.

Women as Leaders and Managers in Higher Education

Eggs, Heather; Ed. / The Society for Research into Higher Education [UK].-- Buckingham, Open University Press, 1997. 142 p.

DESCRIPTORS: educational management; women's status; sex discrimination; case studies; university administration; women academic staff; administrators; leadership; UK; USA; Australia

CONTENTS: Leadership, women and higher education; Women and the ethics of leadership in higher education; Outside academia: the changing job market and its influence; Women and change in higher education; On becoming and being a manager in education; Black Afro-Caribbean women in higher education in the United Kingdom, from 1950s to the 1990s; UK women at the very top: an American assessment; Through the glass ceiling: networking by women managers in higher education; Work shadowing: a positive management experience?; Equal opportunities policy; Reaching for equal opportunities: models from Australia and the USA.

Women chief executives and their approaches towards equity in American universities.

Lindsay, Beverly.-- In: *Comparative Education*, v35 n2 p187-99 Jun 1999.

DESCRIPTORS: Administrator Characteristics; Affirmative Action; Presidents; Employment Practices; Equal Education; Women Academic Staff; Administrators. - Black Education;

Black Employment; Blacks; Academic Staff University Relationship; Interviews; Minority Groups; Racial Discrimination; Sex Discrimination.

CONTENTS: Semistructured interviews with four African-American women serving as university president or provost examined their qualifications, past mentors, racial or gender factors affecting their position, career impediments, experiences with nonsupportive supervisors, reasons for scarcity of African-American women administrators, educational equity and the role of affirmative action, hiring practices, and second-chance opportunities for disadvantaged students. Contains 24 references.

Women in academe in Poland: winners among losers (Les femmes dans le monde universitaire en Pologne: des gagnants parmi les perdants)

Siemienska, Renata / UNESCO European Centre for Higher Education.-- . In: *Higher Education in Europe; Enseignement supérieur en Europe*, v. 25, no. 2, p. 163-171, 2000.

DESCRIPTORS: women academic staff; gender equality; equal education; Poland.

ABSTRACT : Women are clearly underrepresented in institutions of science and higher education. This article focuses on an analysis of the social, economic, and political determinants of the presence of women in academe and their scientific careers, in Poland, in the 1990s portrayed in an historical perspective.

Women in charge

Lively, Kit.-- In: *Chronicle of Higher Education*, v46 n41 pA33-35 Jun 16 2000.

DESCRIPTORS: Administrator Qualifications; Females; Leadership Qualities. - College Administration; Presidents; Higher Education.

CONTENTS: Reports that women are now provosts at four Ivy League colleges and are holding an increasing number of the chief academic positions at major colleges and universities. Discusses implications for increasing the number of women who hope to become presidents of these institutions.

Women in higher agricultural education and employment opportunities

Crowder, Loy Van / UNESCO In: *Graduate prospects in a changing society*, p. 331-348.-- Paris, 1998.

DESCRIPTORS: womens education; agricultural education; employment opportunities.

Women in Higher Education [Theme issue]. -- In: *Higher Education Quarterly*, v.56, no.4, 2002

DESCRIPTORS: women academic staff; womens status; UK; Germany.

CONTENTS: 1. The Opening of higher education to women in Nineteenth Century England: 'Unexpected Revolution' or inevitable change?(D.Rafty) 2. Female academics in a knowledge production society (E.Halvorsen) 3. Women in science, engineering and technology: a review of the issues (D.Bebbington) 4. Women, academia and identity: constructions of equal opportunities in the 'New Managerialism' - a case of 'Lipstick on the gorilla'? 5. Academia as a profession and the hierarchy of the sexes: paths out of research in German universities (B.Krais) 6. Globalisation and the restructuring of higher education for new knowledge economies: new dangers or old habits troubling gender equity work in universities? (J.Blackmore).

Women in Higher Education: Empowering change

DiGeorgio-Lutz, Joann.-- Praeger Publishers, 2002. 192pp. ISBN: 0-89789-887-7

DESCRIPTORS: women academic staff; university governing bodies; administrators.

ABSTRACT: The approach of this book is both theoretical and applied. On one level it evaluates pedagogy from the perspective of what we teach, how we teach, and curriculum

development that enables and empowers women. On the other level it examines the institutional barriers that continue to exist that thwart the educational development of women while also examining the areas in which institutional support does promote efforts toward change. Women are the growing majority population, yet women in higher education are not provided an equal education. This book includes strategies for change, teaching suggestions, and curriculum development ideas. Contents: Expanding the Academic Knowledge Base: Helping Students to Cross Gender's Great Divide (M.Konz Snooks); Teaching About Gender Through Experience: A Pedagogy of Engagement (C.S.Rosenthal); Homeless in Academia: Homesteading as a Strategy for Change in a World of Hegemonic Masculinity (A.Kronsell); Feminism and Interdisciplinarity (S.Hesse-Biber); Women in Art: A Continuing Controversy (J.S.Isaacs); Radical Learning: New Vision of Feminist Pedagogy (P.Douglas); Beyond Gender and Heterosexuality: Teaching Virginia Woolf and Jeanette Winterson in an Undergraduate Classroom (J.Kostkawska); A Model for Evaluating Gender Equity in Academe (K.L.Miller and S.M.Miller); The Transformative Leadership of Women in Higher Education Administration (M.Madden); Institutional Barriers for Women Scientists and Engineers (S.Rosser); The Backlash Against Women's Studies (B.J.Morris).

Women in Higher Education: Progress, constraints, and promising initiatives

Subbarao, K.; Raney, Laura; Dunder, Halil; Haworth, Jennifer. -- / World Bank. -- Washington, D.C., 1994. 81p.

DESCRIPTORS: access to higher education, enrollment trends; womens participation

ABSTRACT: Improving and widening access to education has been a major goal in most developing countries in the past three decades. Impressive progress has been achieved at all levels. Two issues are examined in this paper. First, how did women fare in the wake of this general expansion of tertiary enrollments? (Part I) Second, what programs and policies contributed to enhancing women's enrollment in the context of World Bank project experience?(PartII) Part I shows that despite the potential of women's higher education to economic growth, a "gender gap" in enrollments at the tertiary level is pervasive, especially in Sub-Saharan Africa, the Middle East, and South Asia. In Part II of this paper, the policies that were explicitly tried to increase women's access were examined with reference to the World Bank's projects. The severity and extent of constraints varied across regions and countries and a variety of measures have been taken to improve women's access to and achievement in higher education.

Women in Higher Education in Africa

UNESCO Regional Office for Education in Africa [Senegal].-- Dakar, 1995. 148p.

ISBN: 92-9091-040-2

DESCRIPTORS: universities; womens education; womens participation; Africa; Guinea; Kenya; Madagascar; Nigeria; Uganda; Senegal - women and development.

CONTENTS: The document brings the contribution of some African women intellectuals for a better apprehension of the problems facing the full and effective implication of women in higher education. Generally, it is in the search of equality for young girls and women in education that UNESCO prepared and implemented very significant activities in the field of education for women. These activities are in order to better the condition of women and give them the opportunity to participate in the different aspects of social, economic and political life of the community to which they belong. It is in view of this that the approved programme and budget of 1984-85(22C/5) comprised activities which aimed particularly at promoting equal representation of women in higher levels of education. The expected result was a better knowledge of the qualitative and quantitative participation of women among the personnel of higher education, as well as in Educational Planning, Management and Administration.

Contents: Part I: General issues -- 1. Being a women intellectual in Africa: the persistence of sexist and structural stereotypes 2. Promoting women participation in literature and culture 3. Gender perspectives in the transformation of Africa: challenges to the African university as a

model to society. Part II. Country studies: Guinea, Kenya, Madagascar, Nigeria, Uganda, Senegal.

Women in Higher Education Management

Mukherjee, Hena; Ed.; Kearney, Mary-Louise; Ed. / UNESCO; Commonwealth Secretariat [UK]; International Development Research Centre; International Federation of University Women; Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities [CRE].-- Paris, 1993. 202 p.

DESCRIPTORS: administrators; university administration; womens participation; educational management; leadership; womens status; womens studies; Bahrain; Finland; France; India; Indonesia; Malaysia; Nigeria; Peru; USA; Canada; Caribbean

CONTENTS: Bahrain: The role of women in higher education management in the Arab Region (R.S.Hammoud); Finland: Women in higher education in Finland (V.Stolte-Heiskanen); France: The Role of women in the administration of higher education in France (M.Gendreau-Massaloux); India: The Place of women in the management of higher education in India (S.Chitnis); Indonesia: Indonesian women in higher education management (M.Setiadarma); Malaysia: Women managers in higher education in Malaysia (A.H.Omar); Nigeria: Women in higher education management - the Nigerian context (G.A.Williams); Peru: The woman's role in the administration of higher education in Peru (G.Buzzio Zamora RSCJ); USA/Canada: Women in higher education management in the United States and Canada (S.Featherman); University of the South Pacific: Women in higher education management in the South Pacific - the case of the University of the South Pacific (K.H.Thaman and S.Pillay); University of the West Indies: Staff development and gender equity in the Commonwealth Caribbean universities - the experience of the University of the West Indies (G.Williams and C.Harvey).

Women in Italian universities

Giacometti, Miretta.-- In: *Industry and Higher Education*, v. 16, no. 1, pp. 43-48, 2002.

DESCRIPTORS: women academic staff; women students; sciences; universities; statistical data; employment opportunities; Italy.

ABSTRACT: This paper provides an overview of the position of female academics at national level in Italy and within the University of Bologna in particular. Special reference is made to the scientific disciplines and faculties, usually considered the most difficult for women to penetrate. Both the percentage of women involved in academic activities and the status of their career advancement are examined. Women's attitudes towards academic disciplines are discussed, with reference to young women's perceptions of science. The enrolment percentages of female students and the percentage of female graduates from scientific faculties at the University of Bologna in the past ten years are highlighted. The objective of this analysis is to identify the most appropriate targets for equal opportunity policies focused on higher education, at both national and local levels.

Women in Power: Pathways to leadership in education

Curry, Barbara K.-- New York, Teachers College Press, 2000.

DESCRIPTORS: women academic staff; womens status; leadership; USA.

ABSTRACT: In this exciting addition to the field of leadership development, author Barbara Curry charts a course for women as leaders on their own terms. Curry moves beyond traditional, formulaic conceptions to examine leadership as a fluid, adaptive process closely entwined with adult development. Drawing from philosophical, sociological, and physiological explorations of the leader persona, Curry approaches leadership as an interdisciplinary art. She cast aside mythical characterizations of leadership to illuminate a more holistic conceptual framework that fosters the development of authentic

leadership. Using portraits of eight women in high-level leadership roles, Curry probes the kinds of conflict that often accompany women's ascendancy to positions of power. Thoughtfully, Curry examines the constellation of character traits and environmental circumstances that enable individuals to perceive of themselves as leaders and to function productively in such roles. The book's dynamic approach provides a bridge between explanation and proactive intervention, offering guidance for organizations and institutions aiming to encourage employees' ascendancy to leadership positions. Through incisive analysis of the psychological and sociological evolution of women's emergence in leadership roles, the Developing Leader Persona will enable both women and men to don the mantle of leadership with increased confidence.

Women in Science: International Perspective [Theme issue]

In: *Minerva*, v.39, no.2, 2001

DESCRIPTORS: women scientists; Germany; Japan; Brazil; USA

Women Leading in Education

Dunlap, Diane M.; Schmuck, Patricia A.-- New York, NY, State University of New York, 1995. 444pp.

DESCRIPTORS: women academic staff; leadership; educational management; USA

Women who lead: persevering in the face of skepticism

Sturnick, Judith.-- In: *Presidency*, v2, n2, pp.28-33, 1999

DESCRIPTORS: administrator role; presidents; leadership qualities; women administrators; university administration

CONTENTS: Seven women college chancellors and presidents describe their most significant leadership challenges. Topics discussed include risk-taking, communicating shared values and vision rather than individual power, double standards, women's long-range perspective, coping with large-scale change, discrepancies between the expectations of men and women leaders, and dealing with stereotyping.

Women's challenge to higher education

Ryan, Maureen.-- In: *Academe*, v79 n3, p22-27, May-Jun 1993.

DESCRIPTORS: college curriculum; university teaching; educational reform; women's liberation movement; women academic staff; women's education; USA - administrators; academic staff; college students; educational philosophy; educational strategies; sex differences; trend analysis; western cultures.

CONTENTS: As students, administrators, and faculty members, women are challenging fundamental assumptions about teaching and learning. Feminist scholars and teachers are exploring research and teaching methods that reject certainty, instead emphasizing process over product, and collaboration over competition. This also means questioning the rational, logical values of the Western tradition.

Women's leadership in higher education: Is the agenda feminist?

Johnson, Fern L.-- In: *CUPA Journal*, v44 n2, p9-14, Sum 1993.

DESCRIPTORS: university administration; women's liberation movement; leadership; personnel management; educational personnel; women academic staff; USA - women workers.

CONTENTS: Commonalities in women's concerns about women's role in higher education are examined, and the extent to which these concerns can be considered feminist is discussed. Prospects and obstacles to successful feminist leadership and administration are also

considered.

Women's participation in higher levels of learning in Africa

Meena, Ruth / Association of African Universities [AAU] In: *African universities and the challenge of knowledge creation and application in the New Century*, pp. 105-132.-- Accra, 2001.

DESCRIPTORS: womens participation; statistical data; Africa.

Women, higher education and development: evaluation report on 6-year UNITWIN/UNESCO Chairs/Networks Project

Ronning, Anne Holden / UNESCO.-- Paris, 2001. 47pp.

DESCRIPTORS: womens status; women and development; women academic staff; university administration.

Women, Power and the Academy: From rhetoric to reality

Kearny, Marie-Louise; Ed.-- Paris, UNESCO Publishing. New York, Oxford, Berghahn Books, 2001. 114 p. ISBN: 92-3-103758-7

DESCRIPTORS: universities; educational administration; equal education; womens education; womens status; womens studies; leadership.

ABSTRACT: Many nations affirm the principle of gender equality. As women continue to advance in most walks of life, the impression that equality has been reached and that gender issues no longer pose real problems has naturally gained ground. Yet, many cultural, economic, and social barriers remain. Although as many women as men possess the skills necessary to shape social and economic development, women are still prevented from fully participating in decision-making processes. The papers collected in this volume focus on universities as one of the key institutions provide women with the education and leadership skills necessary for their advancement. Equally important is the role universities play in the shaping of a society's cultural fabric and, consequently, of attitudes towards women and their place in society. Both aspects are examined in this volume on the basis of a number of case studies carried out in western and non-western societies. Contents: Part I. The Meaning of Empowerment -- Gender-based positive discrimination: is there a case? (B.Khadria); Women graduates in the former GDR: Towards empowerment (N.Arnhold); The Concept of empowerment: a cultural issue (R.Muharska); Empowering women in business and the professions: a question of skills (S.Perry). Part II. Regional Experience -- Women, culture and power-sharing: the case of the Arab World (A.Bubtana); Empowerment or power-sharing? Considerations based on gender-equity research in Brazil (M.I.D'Avila Neto and C.Simoes Pires); Empowering African women through higher education (P.Katjavivi); Empowering women in the community: the university's role (J.M.Bahemuka and S.Van der Vynckt). Part III. Women, Power and the Academy -- Culture and feminine leadership (S.Bond); Making universities gender-aware: the Swedish experience (B.Olsson and Ch.Ullenius); Women in university power structures (R.Munford and S.Rumball); Gender, culture and power-sharing in academia (A.H.Ronning).

Women, Science and Technology: Towards a new development? (Femmes, science et technologie: ver un nouveau développement?)

UNESCO.-- Paris, 1999. 65p.

MEETING: World Conference on Science. Budapest, 1999.

DESCRIPTORS: women scientists; science and technology; Latin America; Asia and the Pacific; Africa; Arab countries; Mediterranean countries

Women-friendly campuses: what five institutions are doing right

Wolf-Wendel, Lisa E.-- In: *Review of Higher Education*, v23 n3 p319-45 Spr 2000.

DESCRIPTORS: Educational Environment; Females; Institutional Characteristics; Student College Relationship. - evaluation of education; High Achievement; Higher Education; Minority Groups; Qualitative Research.

CONTENTS: Reports a qualitative examination of five institutions of higher education whose African American, white, and Latina women graduates achieved a measurable degree of postbaccalaureate success. Identifies eight women-friendly characteristics, including having high academic expectations, having a clear sense of mission and history, providing positive role models, creating a caring supportive environment, fostering leadership, and connecting students to their communities.

Working in Australian universities: pay equity for men and women?

Probert, Belinda.-- In: *Australian Universities' Review*, v41 n2 p33-42 1998.

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CONTENTS: Reports a study of pay equity among both academic and nonacademic staff at 18 Australian universities. Addresses topics including employment level, tenure (faculty), age differences, years in higher education, family needs, employment qualifications, career progression, job content, and research productivity (faculty).

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IAU/UNESCO Information Centre on Higher Education
UNESCO House, 1, rue Miollis, 75732 Paris cedex 15, France

ERIC Clearinghouse on Higher Education (ERIC)
ERIC Facility, Computer Science Corporation
4483-A Forbes Boulevard, Lanham, MD 20706, USA

UNESCO Headquarters
7, place de Fontenoy, 75352 Paris 07 SP, France

UNESCO European Centre for Higher Education (CEPES)
Str Stirbei Voda 39, R-70732 Bucharest, Romania

UNESCO International Institute for Educational Planning (IIEP)
7-9, rue Eugène-Delacroix, 75116 Paris

American Council on Education (ACE)
One Dupont Circle, Washington, DC, 20036, USA

Center for Higher Education Policy Studies (CHEPS)
Universiteit Twente, Postbus 217, 750 AE Enschede, The Netherlands