Journal Of Women And Minorities In Science And Engineering

Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer

Journal of Women and Minorities in Science and Engineering, 2003

Women and Minorities in Science, Technology, Engineering, and Mathematics Ronald J. Burke, Mary C. Mattis, 2007-01-01 Scientific and technological advances and innovations are critical to the economic performance of developed countries and the standard of living of the citizens. This book discusses the nature and size of the problem and shows why increasing the number of women and minorities in science, technology, engineering and mathematics industries is vital.

Role of Community Colleges Soko S. Starobin, 2010

Promising Practices for Addressing the Underrepresentation of Women in Science, Engineering, and Medicine National Academies of Sciences, Engineering, and Medicine, Policy and Global Affairs, Committee on Women in Science, Engineering, and Medicine, Committee on Increasing the Number of Women in Science, Technology, Engineering, Mathematics, and Medicine (STEMM), 2020-04-19 Careers in science, engineering, and medicine offer opportunities to advance knowledge, contribute to the well-being of communities, and support the security, prosperity, and health of the United States. But many women do not pursue or persist in these careers, or advance to leadership positions - not because they lack the talent or aspirations, but because they face barriers, including: implicit and explicit bias; sexual harassment; unequal access to funding and resources; pay inequity; higher teaching and advising loads; and fewer speaking invitations, among others. There are consequences from this underrepresentation of women for the nation as well: a labor shortage in many science, engineering, and medical professions that cannot be filled unless institutions and organizations recruit from a broad and diverse talent pool; lost opportunities for innovation and economic gain; and lost talent as a result of discrimination, unconscious bias, and sexual harassment. Promising Practices for Addressing the Underrepresentation of Women in Science, Engineering, and Medicine reviews and synthesizes existing research on policies, practices, programs, and other

interventions for improving the recruitment, retention, and sustained advancement into leadership roles of women in these disciplines. This report makes actionable recommendations to leverage change and drive swift, coordinated improvements to the systems of education, research, and employment in order to improve both the representation and leadership of women.

Journal of Engineering Education ,2007

<u>SWE</u> ,2007

NWSA Journal, 2004

Journal of the National Medical Association ,2001

Annual Proceedings of Selected Research and Development Presentations at the ... Convention of the Association for Educational Communications and Technology Association for Educational Communications and Technology Convention, 1999

Unfinished Agendas Judith Glazer-Raymo, 2008 Drawing on research, this volume explores issues faced by women as newly minted PhDs, as faculty members, as administrators, and as academic leaders. It describes women's struggles with the multiple demands of productivity, accountability, family-work responsibility, and the subconscious dance of identities within various cultural contexts

College Student Journal, 2009

AWIS Magazine, 2003

Teaching and Learning in an Era of Change, 1997

Are Women Achieving Equity in Chemistry? American Chemical Society. Meeting, 2006 In spite of the increasing numbers of women entering graduate programs in the physical sciences and mathematics in recent years, they continue to remain underrepresented in tenure track academic positions in these fields. This symposium series book looks at the reasons for this under-representation of women in academic science. Social scientists examine the factors that are hindering women from attaining and advancing in these positions. The academic training of women in the US is examined as it relates to their placement in top universities. The situation of women chemists in Europe is also examined and best practices for the training and retention of women in academe are elucidated.

The Journal of NIH Research ,1992

Under the Microscope American Association of University Women. Educational Foundation, 2004 In the past decade, increasing attention has been paid to the issue of gender equity in the science, technology, engineering, and mathematics (STEM) fields. The research for this report, led by Yasmin Kafai and a team of researchers at the University of California, Los Angeles, was guided by several overarching questions: (1) What types of projects have been funded within and across the various STEM disciplines? (2) Are there areas where efforts been concentrated, and areas that have been overlooked? (3) What patterns emerge among the project types and disciplines? The findings document impressive efforts in preparing girls

and women for science, technology, engineering, and mathematics studies and careers and demonstrate a rich and diverse body of gender equity intervention projects within all STEM disciplines. About two-thirds of the projects involved extracurricular informal learning activities such as museum visits and field trips. Equally important were mentoring activities in many forms, ranging from traditional one-to-one to large-scale online versions, and professional development activities, such as course taking and network building, that were successfully integrated into projects. At the same time, the findings reveal some troubling trends. Many projects focused predominantly on career advice without providing access to necessary skill and content development. A majority of projects occurred outside the school curriculum. While such extracurricular projects can be effective and valuable, the overall lack of integration into the school curriculum suggests that gender equity remains on the margins of teaching and learning in the STEM fields. Finally, an absence of data on participant demographics and a lack of project evaluation make it difficult to determine who is being served and if and how project outcomes are being measured. Perhaps most notably, the findings reveal hundreds of excellent and dynamic projects but no consolidated collective strategy to advance gender equity in STEM. The recommendations in this report reflect this problem, suggesting among others the need for more integrated efforts inside and outside of school, more interdisciplinary and cross-age connections, and consistent documentation and evaluation across disciplines and project types. Appended are: (1) Methodology; and (2) Selected Data Tables. (Contains 18 tables.).

Removing Barriers Jill M. Bystydzienski, Sharon R. Bird, 2006-03-20 Movement into academic science, technology, engineering, and mathematics (STEM) fields has been slow for women and minorities. Not only are women and minorities underrepresented in STEM careers, there is strong evidence that many academic departments are resistant to addressing the concerns that keep them from entering careers in these fields. In light of recent controversies surrounding these issues, this volume, examining reasons for the persistence of barriers that block the full participation and advancement of underrepresented groups in the sciences and addressing how academic departments and universities can remedy the situation, is particularly timely. As a whole, the volume shows positive examples of institutions and departments that have been transformed by the inclusion of women and recommends a set of best practices for continuing growth in positive directions.

Journal of Developmental Education, 2015

Handbook for Achieving Gender Equity Through Education Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer, 2014-05-22 First published in 1985, the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education. This new, expanded edition provides a 20-year retrospective of the field, one that has the great advantage of documenting U.S. national data on the gains and losses in the efforts to advance gender equality through

policies such as Title IX, the landmark federal law prohibiting sex discrimination in education, equity programs and research. Key features include: Expertise - Like its predecessor, over 200 expert authors and reviewers provide accurate, consensus, research-based information on the nature of gender equity challenges and what is needed to meet them at all levels of education. Content Area Focus - The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics, science, and engineering. Global/Diversity Focus - Global gender equity is addressed in a separate chapter as well as in numerous other chapters. The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans, Latina/os, Asian and Pacific Island Americans, American Indians, gifted students, students with disabilities, and lesbian, gay, bisexual, and transgender students. Action Oriented - All chapters contain practical recommendations for making education activities and outcomes more gender equitable. A final chapter consolidates individual chapter recommendations for educators, policymakers, and researchers to achieve gender equity in and through education. New Material - Expanded from 25 to 31 chapters, this new edition includes: *more emphasis on male gender equity and on sexuality issues; *special within population gender equity challenges (race, ability and disability, etc); *coeducation and single sex education; *increased use of rigorous research strategies such as metaanalysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs; *technology and gender equity is now treated in three chapters; *women's and gender studies; *communication skills relating to English, bilingual, and foreign language learning; and *history and implementation of Title IX and other federal and state policies. Since there is so much misleading information about gender equity and education, this Handbook will be essential for anyone who wants accurate, research-based information on controversial gender equity issues—journalists, policy makers, teachers, Title IX coordinators, equity trainers, women's and gender study faculty, students, and parents.

<u>Pathways for Women in the Sciences</u> Paula M. Rayman, Belle Brett, 1993 The Pathways for Women in the Sciences Project is a longitudinal research effort which address the issue of women's participation and persistence in science.

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