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Women in the Geosciences Mary Anne Holmes, Suzanne OConnell, Kuheli Dutt, 2015-05-26 Read an interview with the author Working Toward Gender Parity in the Geosciences The geoscience workforce has a lower proportion of women compared to the general population of the United States and compared to many other STEM fields This volume explores issues pertaining to gender parity in the geosciences and sheds light on some of the best practices that increase participation by women and promote parity Volume highlights include Lessons learned from NSF ADVANCE Data on gender composition of faculty at top earth science institutions in the US Implicit bias and gender as a social structure Strategies for institutional change Dual career couples Family friendly policies Role of mentoring Career advancement for women Recruiting diverse faculty Models of institutional transformation Women in the Geosciences is a valuable contribution to the existing literature on gender issues in STEM disciplines It focuses specifically on the geosciences with a goal to spreading awareness on the best practices for gender parity in academic geoscience departments Geoscientists policymakers educators and administrators could all greatly benefit from the contents of this volume **Mentoring in Nursing through Narrative** Stories Across the World Nancy Rollins Gantz, Thóra B. Hafsteinsdóttir, 2023-07-15 The book explores how mentoring theoretical background of mentoring and how mentoring is used by nurses in all arenas where they work in health care education research policy politics and academia in supporting nurses with their professional and career development Over 300 mentors and mentees from a wide range of countries across all continents share their stories of mentoring reflecting on their development in leadership clinical practice education research and politics. The book describes various types of mentoring including more traditional types of mentoring as well as virtual online and peer mentoring During the mentorship trajectories the nurses address an inclusive collection of issues that they are faced with and share supporting strategies The book highlights the importance of mentoring for nurses to support their personal and professional leadership development Also it emphasizes the importance of mentoring for when nurses engaged in variety of projects that could entail or encompass evidence based clinical practice development within education research in the clinical arena policy formation political affairs or cultural inclusion that present significant impact in patient care and healthcare outcomes within and across countries With The Future of Nursing 2020 2030 Charting a Path to Achieve Health Equity report from the National Academies of Sciences published in 2021 the role of nursing will become ever more dynamic and therefore the profession of nursing must be visible in improving and securing the future for patients families and communities across the globe Mentoring practices to build the profession's leaders are forever essential acute and imperative This book shows how mentoring can support nurses in further developing nursing as a profession and scientific discipline across countries to support clinical application of evidence based practice and nursing education and research dissemination Accordingly this book shares essential diverse and pioneering expertise through wide range of narrative stories that will benefit nurses at all

years of experience from early career nurses emerging leaders nurse educators leaders policy makers and nurse scientists around the globe The nursing profession must magnify its position in health care and nurses need to proliferate their contributions throughout the globe They can accomplish that through mentoring and growing and nurturing other nurses to advance and thrive in today s world Resources in Education ,1993-06 **Literacy and Learning in the Content Areas** Sharon Kane, 2017-07-05 The 3rd Edition of Literacy Learning in the Content Areas helps readers build the knowledge motivation tools and confidence they need as they integrate literacy into their middle and high school content area classrooms Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own studentsin middle and high school classrooms Rather than passively learning about strategies for incorporating content area literacy activities readers get hands on experience in such techniques as mapping webbing anticipation guides booktalks class websites and journal writing and reflection Readers also learn how to integrate children's and young adult literature primary sources biographies essays poetry and online content communities and websites into their classrooms Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students content area learning Author Sharon Kane demonstrates how relevant reading writing speaking listening and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks **Mentoring-coaching** Roger Pask, Barrie Joy, 2007 No further information has been provided for this title Financial Executive ,2006

Work-Life Balance: Essential or Ephemeral? Andreas Schwingshackl, Stephania A. Cormier, Kanwaljeet J. S. Anand, 2017-09-28 Burn out and suicide rates among physicians and scientists in academic medicine are at an all time high and jeopardize the future of our entire profession In the last 4 years alone burn out rates among physicians have increased by 25% In a recent 2017 Medscape publication burn out rates in Critical Care physicians ranked in 9th place and Pediatricians ranked 13th among 27 subspecialties Astonishingly over 50% of the participants reported burn out symptoms with clear race and gender disparities While men generally report higher burn out rates than women it is important to emphasize that response rates from women in these surveys were notoriously low and may not represent the complete picture These numbers are even more dismal for tenured academic faculty at research extensive universities In this group emotional exhaustion i e high burn out is reported at 35% with a clear association with age and lower burn out levels in the older tenured faculty While no gender or racial ethnic differences were found in this particular group higher levels of burn out were identified in individuals with financial responsibilities beyond a spouse and child While it is comforting to note the increasing public interest and research activities in this field successful approaches to ameliorate the burden and consequences of physician burn out are still inadequately developed Academic centers increasingly offer some type of work life balance program to their employees but unfortunately these programs are frequently adopted from corporate business

models and remain largely ineffective in the academic environment It should be evident to most administrators that the stressors of academic clinicians and scientists substantially differ from those of corporate employees Based on these observations and over 75 years of combined experience in academic medicine amongst the three editors of this Research Topic we collected 26 manuscripts from 22 authors at different career stages and different genders ethnicities marital status and subspecialties to identify and stratify common and specific stressors and therapeutic approaches to ameliorate burn out and achieve work life balance in academic medicine We are confident that each reader will identify with at least one if not several of the authors opinions experiences and approaches to attain greater work life balance and thereby avoid the consequences of burn out in modern academic medicine Forthcoming Books Rose Arny, 2002 Education, and Law School Cultures Meera Deo, Mindie Lazarus-Black, Elizabeth Mertz, 2019-10-10 There is a myth that lingers around legal education in many democracies That myth would have us believe that law students are admitted and then succeed based on raw merit and that law schools are neutral settings in which professors also selected and promoted based on merit use their expertise to train those students to become lawyers Based on original empirical research this book investigates this myth from myriad perspectives diverse settings and in different nations revealing that hierarchies of power and cultural norms shape and maintain inequities in legal education Embedded within law school cultures are assumptions that also stymic efforts at reform The book examines hidden pedagogical messages showing how presumptions about theory s relation to practice are refracted through the obfuscating lens of curricula The contributors also tackle questions of class and market as they affect law training Finally this collection examines how structural barriers replicate injustice even within institutions representing themselves as democratic and open revealing common dynamics across cultural and institutional forms The chapters speak to similar issues and to one another about the influence of context images of law and lawvers the political economy of legal education and the agency of students and faculty Campus Activities Programming ,2006

The Software Encyclopedia ,1988 Society for Neuroscience Abstracts Society for Neuroscience. Meeting,2000 CATESOL News ,2004 Financial Mail ,2006-03 Dictionary of Occupational Titles ,2003 This is a supplement to the Occupational Outlook Handbook in which it defines the O Net codes in detail referenced in all occupations listed in the OOH with over eight times as much job data Who's Who of American Women 2004-2005 Inc. Marquis Who's Who,Who's Who Marquis,2004-06 A biographical dictionary of notable living women in the United States of America

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