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Autore	Napoli : Assessorato alle infrastrutture di trasporto
Titolo	Piano comunale dei trasporti : proposta al Consiglio comunale, approvata dalla giunta il 30 gennaio 1997 con delibera n. 148 / Comune di Napoli, Assessorato alle infrastrutture di trasporto, Dipartimento viabilità e infrastrutture, Servizio infrastrutture studi e progettazione
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2. Record Nr.	UNISALENTO991004031119707536
Autore	Adam, Ian
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Collana	Profiles in literature
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Autore	Zambrana Ruth E.
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## Nota di contenuto

Frontmatter -- 1. Where Is the Diversity? The Importance of the Domestic Talent Pool in Elite Higher Education Institutions -- 2. The History and Importance of the Inclusion of Historically Underrepresented Faculty in the Academy -- 3. The Academy as a Site of Intellectual Determinism -- 4. Mentoring: Institutions Applying a Solution without Acknowledging the Problem -- 5. Unwelcoming Climates: The Costs of Balancing Belonging and Inequality -- 6. Work-Family Balance: The Quandary of URM Professionals -- 7. The Intersection of Hiring, Appointment, Tenure, and Promotion: Is It Possible to Survive and Thrive? -- 8. Workplace Stress: Impact on Well-Being and Academic Career Path -- 9. Does Gender Matter? -- 10. Creating a Sense of Belonging for URMs in the Academy -- Appendix A: Self-Administered Web-Based Survey -- Appendix B: Sample Individual and Group Interview Questions -- Acknowledgments -- Notes -- References -- Index -- ABOUT THE AUTHOR

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## Sommario/riassunto

Toxic Ivory Towers seeks to document the professional work experiences of underrepresented minority (URM) faculty in U.S. higher education, and simultaneously address the social and economic inequalities in their life course trajectory. Ruth Enid Zambrana finds that despite the changing demographics of the nation, the percentages of Black and Hispanic faculty have increased only slightly, while the percentages obtaining tenure and earning promotion to full professor have remained relatively stagnant. Toxic Ivory Towers is the first book to take a look at the institutional factors impacting the ability of URM faculty to be successful at their jobs, and to flourish in academia. The book captures not only how various dimensions of identity inequality are expressed in the academy and how these social statuses influence the health and well-being of URM faculty, but also how institutional policies and practices can be used to transform the culture of an institution to increase rates of retention and promotion so URM faculty can thrive.

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