

1. Record Nr.	UNINA9910761498403321
Autore	Tessitore, Fulvio <1937- >
Titolo	Un impegno vichiano / Fulvio Tessitore ; a cura di Manuela Sanna e Rosario Diana
Pubbl/distr/stampa	Roma, : Edizioni di storia e letteratura, 2017
ISBN	978-88-93590-41-9
Descrizione fisica	XIV, 342 p. ; 24 cm
Collana	Studi vichiani. Nuova serie ; 56
Disciplina	195
Locazione	FGBC
Collocazione	XI N 798
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Scritti già pubblicati

2. Record Nr.	UNISA996205449203316
Titolo	Journal of deaf studies and deaf education
Pubbl/distr/stampa	Oxford, U.K., : Oxford University Press
ISSN	1465-7325
Descrizione fisica	1 online resource (volumes)
Disciplina	371.912
Soggetti	Deafness Deaf - Education Surdité Personnes sourdes - Éducation Ludzie gusi Gehörlosigkeit Zeitschrift Online-Ressource Online-Publikation Internet resource Czasopismo pedagogiczne Periodicals.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Refereed/Peer-reviewed Includes abstracts for 1996-1998.

3. Record Nr.	UNINA9910985641703321
Autore	Zambrana Ruth E.
Titolo	Toxic Ivory Towers : The Consequences of Work Stress on Underrepresented Minority Faculty / / Ruth Enid Zambrana
Pubbl/distr/stampa	New Brunswick, NJ : , : Rutgers University Press, , [2018] ©2018
ISBN	9780813592992 (epub) 9780813593012 0813593018 9780813592985 (hardback : alk. paper) 9780813592978 (paperback : alk. paper)
Edizione	[1st ed.]
Descrizione fisica	1 online resource (310 pages) : 3 figures, 16 tables, 1 chart
Classificazione	EDU015000SOC031000BUS038000PSY050000SOC001000SOC044000S OC050000
Disciplina	378.1/20973
Soggetti	Minority college teachers - United States Minorities in higher education - United States Faculty integration - United States Universities and colleges - United States - Faculty Discrimination in higher education - United States Hispanic URM black education faculty health higher education stress under represented minority under-represented minority EDUCATION / General
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (pages 253-286) and index.

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

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.
