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Teacher, Scholar, Mother deals with intersecting axes of power and privilege in order to advance a more productive conversation across disciplines on motherhood. "Mother" is a central figure in cultural discourse. She is a force of stability and comfort, a symbol of home and family, and the source of our earliest

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memories of nurturing and care. "Mother" is also a politically charged ideal. She is self-motivated and career-driven, passionate about her job, and trying to create a balance between her home and work lives. The mother-scholar contributors explore theoretical and disciplinary approaches to academic motherhood, examine critical and cultural territory associated with academic motherhood, and articulate the challenges of their dual identity.

This edited collection deals with intersecting axes of power and privilege in order to advance conversation on motherhood across disciplines. Mother-scholar contributors explore theoretical and disciplinary approaches to academic motherhood, examine its critical and cultural territory, and articulate the challenges of their dual identity.

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Gender studies in the professional realm has long been a heavily researched field, with many feminist texts studying topics including the wage gap and family life. However, female administration in higher education remains largely understudied, particularly on the influence of personal, professional, and societal factors on women. There is a need for studies that seek to understand how gender intersects with the multiple dimensions of women leaders' personhoods, such as family status, marital status, age, race, ethnicity, and sexual orientation, to inform women's career path experiences and leadership aspirations. *Challenges and Opportunities for Women in Higher Education Leadership* is a pivotal reference source that provides vital research on the specific challenges, issues, strategies, and solutions that are associated

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with diverse leadership in higher education. While highlighting topics such as educational administration, leader mentorship, and professional promotion, this publication explores evidence-based professional practice for women in higher education who are currently in or are seeking positions of leadership, as well as the methods of nurturing women in administrative positions. This book is ideally designed for educators, researchers, academicians, scholars, policymakers, educational administrators, graduate-level students, and pre-service teachers seeking current research on the state of educational leadership in regard to gender.

Women leaders and the COVID-19 pandemic are currently trending in the news. Major news outlets are all offering their positive opinions on how world-wide women leaders have addressed the crisis

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and reassured their people. While this sort of press coverage is certainly uplifting, little to no research has been conducted to investigate the effectiveness of women ' s leadership decisions and strategies in these difficult times. In concert with these global struggles resulting from the pandemic are the challenges faced by higher education. Many colleges and universities have all but shuttered their doors and are conducting instruction, student support, and day-to-day business almost completely online. Women academic leaders bear a great load during global crises, with the combination of maintaining work responsibilities and caring for families and personal households. It is shown that women leaders may feel overwhelmed but remain heroes in unprecedented times of crisis. Women and Leadership in Higher Education During Global Crises informs readers and expands their understanding

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about specific challenges, issues, strategies, and solutions that are associated with women leaders in higher education, the implications during the current pandemic and other natural disasters, and how these strategies can be used for future agility and success. The chapters will cover narratives, strategies, and initiatives that women leaders are using to lead their institutions, departments, sectors, and organizations. It ties together the unimaginable challenges, joys, struggles, and successes encountered by women in leadership in higher education and is ideal for higher education administrators, teachers, leaders, faculty, provosts, deans, program leaders, researchers, academicians, and students interested in both the challenges and successes women leaders in higher education face during global crises.

There has been little public discussion on

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the devastating impact of Covid-19 on mothers, or a public acknowledgement that mothering is frontline work in this pandemic. This collection of 45 chapters and with 70 contributors is the first to explore the impact of the pandemic on mothers' care and wage labour in the context of employment, schooling, communities, families, and the relationships of parents and children. With a global perspective and from the standpoint of single, partnered, queer, racialized, Indigenous, economically disadvantaged, disabled, and birthing mothers, the volume examines the increasing complexity and demands of childcare, domestic labour, elder care, and home schooling under the pandemic protocols; the intricacies and difficulties of performing wage labour at home; the impact of the pandemic on mothers' employment; and the strategies mothers

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have used to manage the competing demands of care and wage labour under COVID-19. By way of creative art, poetry, photography, and creative writing along with scholarly research, the collection seeks to make visible what has been invisibilized and render audible what has been silenced: the care and crisis of motherwork through and after the COVID-19 pandemic.

The heated national conversation about gender equality and women in the workforce is something that women in academia have been concerned with and writing about for at least a decade. Overall, the conversation has focused on identifying how women in general and mothers in particular fair in the academy as a whole, as well as offering tips on how to maximize success. Aside from a long-standing field-specific debate in

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anthropology, rare are the volumes focusing on the particulars of motherhood ' s impacts on how scientific research is conducted, particularly when it comes to field research. *Mothering from the Field* offers both a mosaic of perspectives from current women scientists ' experiences of conducting field research across a variety of sub-disciplines while raising children, and an analytical framework to understand how we can redefine methodological and theoretical contributions based on mothers ' experiences in order not just to promote healthier, more inclusive, nurturing, and supportive environments in physical, life, and social sciences, but also to revolutionize how we conceptualize research.

Well-educated populations are important aspects of any contemporary society, as

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education increases national and global development and the positive expansion of communities to participate actively in civil matters also increases. Educational equality is based on the principles of administrative competence and fairness of access and distribution of resources, opportunities, and treatment, which ensures success for every person. Ensuring equal access to quality education requires addressing a wide range of persistent inequalities in society and includes a stronger focus on how different forms of inequalities intersect to produce unequal opportunities or outcomes that affect marginalized and vulnerable groups. Policy and Practice Challenges for Equality in Education takes a multifaceted look at issues of equality and inequality in education as related to policy, practice, resource access, and distribution. As such, this book explores the potential practices

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in education that serve to mitigate and transform unproductive practices which have left societies scarred by social and educational inequalities. The chapters provide a critical analysis of the manifestations of inequalities in various educational contexts and discerns how broader social inequalities are informed by education-related matters. This book is ideal for sociologists, administrators, instructors, policymakers, data scientists, community leaders, practitioners, stakeholders, researchers, academicians, and students interested in educational equality and the unique challenges being faced worldwide.

Public health researchers and clinicians regularly work with people who have suffered physical and mental trauma. Knowing how to conduct a study or treat a patient while navigating deep emotional

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issues requires special skills and overall awareness of how trauma can impact the process and outcomes of participating in research and/or receiving health care.

This book presents a diverse array of case examples from scholars of health-related topics, focusing on biographical narrative as a window into understanding key needs in trauma informed scholarship and medicine. Exploring stories from people of varied backgrounds, experiences, and contexts can help professionals within and beyond the academic research and clinical care spheres create rewarding experiences for patients. Negotiating the Emotional Challenges of Conducting Deeply Personal Research in Health will be of interest to public health practitioners, educators and researchers as well as students.

Donald J. Trump ' s speaking and writing invite passionate reactions — maybe he ' s

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a bluecollar, billionaire hero who speaks the language of the common man or maybe he ' s a gleefully illiterate, tremendously unqualified idiot. Whatever the case, he was persuasive enough to get himself elected President of the United States and he ' s been persuasive enough to keep a majority of his supporters behind him. In *Faking the News: What Rhetoric Can Teach Us About Donald J. Trump*, eleven prominent rhetoric experts explain how Trump ' s persuasive language works. Specifically the authors explain Trump ' s persuasive uses of demagoguery, anti-Semitism, alternative facts, populism, charismatic leadership, social media, television, political slogans, visual identity/image, comedy and humor, and shame and humiliation. *Faking the News* is written for readers who may not know anything about rhetoric, so each chapter explains a feature of rhetoric and

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uses that lens to illuminate Trump ' s rhetorical accomplishments. Specifically, about how he has used and still uses language, symbols, and even style to appeal to the people in his various audiences.

What can it mean to resist in these troubled times, and how can we do so through theory? This volume presents novel ideas on how to accomplish this in the context of the field of qualitative research. The authors show us how we might go beyond pre-existing, systematized research methodologies to find our way. They challenge us to go beyond facile modes of thought and slow down any mechanistic practices of research, a slowing that can be surprisingly generative regarding pedagogy and knowledge production. The articles think through theories such as ones theorizing

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the postcolonial for the purpose of responding to global hegemony regarding institutional experiences of academe. They engage with practices of new materialism and show the multiform ways in which theory can be a companion to us in our journey of research. Further, the articles question hold-overs from humanist and modernist thought so that we might perform an inclusive pedagogy. Rather than falling into the cynical view that the world is too troubled to change, this volume presents a sound vision that we have no option but to engage in theoretical practice, for now, there ' s no time not to think.

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