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Redefining Academic Leadership in the New Normal Context of Higher Education

Keywords: Covid-19, Equity, Research, Student-centered Learning, Online Deliveries, Digital Platforms, Rolfe's Model

Covid 19 impact on education is no exception. Almost every tertiary institution began to implement measures to meet the social distancing and lockdown requirements, while continuing with their core function of teaching and learning. A 'new normal,' situation prevails where all the teaching and learning activities are fully online, and academic staff has to capacitate themselves for this. This research aimed to investigate the perceptions of senior leaders within the higher education sector to determine their views of the key challenges due to the impact on contemporary academic leadership and inform practice for the future. Hence, the work was undertaken from an interpretivist perspective using a phenomenological research modality to elicit an understanding of the views of senior managers through conducting semi-structured interviews and a focus group with senior university leaders. The interview process afforded the respondents the opportunity to recount their own experiences in their own terms with their own emphasis on what was important to them within the broad structure of the four core categories drawn from the literature: definitions of leadership; leadership in a higher education institute, academic leadership, and leadership development within the new normal context of higher education. The study is revolved around the University of Vocational Technology (UoVT), the one and only public university for the students who step up through the National Vocational Qualifications (NVQ) stream in Sri Lanka, where all the activities were urgently revisited to energize its core functions and minimize the impact on its core functions due to closure of the university. The findings from this study provide a contribution through considering senior leaders' perceptions on how best to lead the academic staff in the new normal circumstances with a view to maximize their contribution to the institution and ultimately to better serve the needs of the students. Practice implications include the forwarding of a framework for the consideration of the development of academic leaders in the future.

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Inclusivity in Higher Education in a Diverse Democracy: Legacies of Inequality and Discourses of Change

Massification of higher education and affirmative action policies (positive discrimination in the case of India) has over the years made higher education spaces a composite of diverse and often competing identities. Student diversity acts as a strength for public universities (Deshpande, 2016) since it emphasises the pluralistic character of the democratic polity and brings challenging alternative dimensions for debates in- knowledge (creation and representation in and through) (Oomen,2009), social justice and equity in higher education. The presence of multiple community codes is an expression of diversity (Mahajan, 2003) that makes universities democratic spaces. Yet, a lack of intercultural understanding in higher education's elite corridors often sprouts feelings of inadequacy, discrimination, and segregation amongst students belonging to marginalised groups leading to exclusivity. Despite the global emphasis on human equality, freedom, and social justice, insufficient attention in practice and higher education processes often undervalues the unfreedoms of social identity (in terms of caste, class, gender, race, sexuality, disability, region, religion, language, ethnic minorities, etc.), and the unequal life belongings that create barriers for deprived and marginalized youth, bearing a rippling impact on their aspirations.

Further, the culture of socio-historical continuity of inequalities and disparities, and systemic barriers (Bourdieu & Passeron, 1977) in the Indian context, makes higher education a site for de(re)-construction of hierarchies of power and merit. Public universities, therefore, have become a hub of contestations, as an increasing number of non-traditional learners access the system and bring in their diverse socio-cultural capital and socioeconomic realities, motivations, and challenges. Therefore, through the constructivist grounded theory approach (Charmaz, 2008; Mills, Boner, and Francis, 2006), this paper explores how diverse learners experience and navigate everyday campus life and negotiate their identities((Jenkins, 2000), essentially an aspect of self-formation (Marginson, 2014) and their agency (Giddens,1984; Archer, 2000; Sen, 1985) in a modern public university in India. The aspect of inclusivity for developing diversity sensitive campuses can be an effective response contributing to the emerging discourses of change through higher education in a diverse and structurally hierarchical and highly unequal society like India.

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Reinforcing English Writing in the Disciplines with Collaborative Instructional Mode: Adjunct Collaborator Involvement

Scholarly publications in English as a widely-accepted norm have created a greater demand for academic writing courses offered to graduate-level English language learners from diverse specialized disciplines. Therefore, how to integrate the learning of English writing communication and discipline-specific knowledge has become a central issue in the research of EAP and the teaching of writing in the disciplines (WID). While multiple efforts have been provided to meet the expectations of students across disciplines, peer tutoring, as underpinned by the notion of collaboration or collaborative learning, has played a crucial role in assisting student learning across disciplines and gained its recognition in the writing center community. Although ample evidence has suggested that writing tutor is a beneficial approach to facilitating English writing curriculum, how writing tutors can effectively support non-native teachers of EWID remains underexplored. This study explored the feasibility of implementing Collaborative Instructional Mode, where formal instructions were provided by an EWID teacher with supplementary instructional assistance from an adjunct collaborator (i.e., a discipline-specific writing tutor). To this end, two EWID courses adopting the collaborative instructional model were offered to 20 engineering students and 20 medical students. This qualitative study collected three sources of interview data: students, two EWID teachers, and two adjunct collaborators. While all the participants considered this proposed mode to be a strong facilitator for promoting content comprehension and discipline-specific communication, the teachers and collaborators questioned its feasibility because of the heavy workload involved in pre-training preparation and constant communication need. However, both the teachers and collaborators valued this mode as a teaching advancement measure for EWID teachers. The findings of this study could contribute to the development of the coping strategies used in EWID courses and to the research on how writing center tutoring programs can be implemented efficiently and effectively in non-English countries.

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"No Boundary, No Cry:" Thresholds to Hold in ELT

Language teacher identity is an emerging subject of interest in foreign language teacher education and teacher development (Kerby, 1991). Yet, relatively little attention has been paid to how teacher identity is constructed and evaluated. Identity is an idea of synthesis, integration, and movement that represents the method via which the person seeks to incorporate his copious statuses and roles, in addition to his right into a coherent picture of self (Epstein, 1978). This presentation will tackle the issue of EFL teachers' Identity dynamism by de-compartementalizing the different components of this construct to ensure professional identity (Pinar, 2012). The rationale behind this presentation is to understand the EFL teachers' identity construct via highlighting their psychological (Dang, 2013), affective (Ye & Zhao, 2018), cultural (Tseng, 2002), contextual (Salinas, 2017), cognitive (Ottensen, 2007), strategic (Hong, Day, & Greenea, 2018), practical (Battey & Franke, 2008) and pedagogical (Kao and Lin (2015), equilibriums. Thus, this paper will problematize the concept of professional identity among 30 EFL teachers and four mentors in the Tunisian University context by adopting open-ended questionnaires and semi-structured interviews. The results show that blurring the existing boundaries between the above-mentioned identity facets will contribute to the making of a clearer and stronger identity not only among EFL practitioners but also mentors and researchers in the field of teachers' education and training to gain more sovereignty over the 21st foreign language classroom.

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Efficacious and Effectiveness of Virtual Learning in Light of COVID 19: Comparative analysis of Universities in India and Turkey

Much as the latest Corona pandemic "Covid-19" has penetrated the barriers of time and space, distance learning, which preceded the spread of the virus, has broken the barriers of time and space. The imposed quarantine offered an excuse to encourage various worlds through spacious Internet networks without face-to-face lessons. Universities have used online applications, which rely on lecture design, homework, testing and e-correction, and contact with students via virtual surroundings and applications that are downloaded through PCs and smartphones. The paper

discusses the effectiveness and efficacious of virtual learning in the context of COVID -19 in the private and public universities of India and turkey. The study reveals that the pandemic is affected by functional skills and practical skills among the students. Teachers and students are anxious about the effect skills on their potential careers. In general, the study shows that a blended system can be the best solution in light of the continuing crisis with the virus entering its peak state. The reason for choosing this system is due to the fact the world has gained experience in dealing with the virus and the availability of many studies that helped in understanding the nature of the disease as well as the accessibility of assistive drugs to overcome the symptoms of the disease and preventing patients from reaching the critical stage.

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Irish Secondary Student Engagement And Disengagement With Online Learning During The COVID-19 Lockdown

Emerging evidence across the world shows that student engagement with education suffered during the closure of school buildings due to the COVID-19 pandemic. This study examines what this decline in engagement looked like in Irish secondary schools and how it played out between March and June 2020. Ten in-depth qualitative interviews were carried out with school leaders from a range of geographic regions and representing a mixture of socio-economically disadvantaged and non-disadvantaged schools, set in the context of a survey completed by one-third of secondary school leaders in Ireland. Alongside findings from the survey, thematic analysis focusing on engagement shows that the shift to online learning negatively impacted student engagement almost universally, but that students from socio-economically disadvantaged backgrounds, students with special educational needs, and students from areas without high-speed broadband were particularly affected. School leaders generally emphasised continued contact with students over specific content, especially for students from the above groups. Interviewees (implicitly or explicitly) subscribed to a systemic conception of engagement, seeing it as something influenced by a range of internal characteristics, relationships, and external phenomena. Following from this systemic conception, school leaders described a spectrum of engagement, from students who totally disengaged to a small number who displayed higher engagement than in the regular classroom. These results show that some aspects of online learning should be

incorporated into everyday teaching, but that overall the classroom environment remains crucial to student engagement. The decline in engagement among marginalised groups, in particular, illustrates the success of schools in engaging students in the classroom, but highlights the precarity of this engagement. Finally, the pandemic's exacerbation of existing divides (notably along class lines and between students with and without SEN) and creation of new divides require long-term evidence-based policy reforms both in case of future crises and for schools' day-to-day operations.

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The Three Faces of Grieve: Covid-19, Femicide & Suicide.

Keywords: COVID-19; Suicide; Femicide; Content Analysis; Web Research

Psychologist Eric Miller of Kent State University has termed COVID-19 'the loss and Trauma Event of Our Time.' In this article, I would like to problematize the biomedical response to the virus outbreak in light of two consequential and preventable traumas that shadow the COVID-19 calamity: femicide and suicide. As public health reaction to the pandemic is seen to negatively increase rates of domestic violence and suicidality, the following article accessed rapidly available data using Google Date Range analysis. To unearth empirical evidence of the impact of the Coronavirus on existential confidence, this research utilized queries from three temporal periods comprising the months of March-August in the years 2018, 2019, and 2020. Deliberating on the three foundational strata of Maslow's Hierarchy of Human Needs, the following six categories of investigation were utilized: precarity and insecurity, despondency and helplessness, and indicative male violence and intentional male violence. Results show an overwhelming upsurge from 18 separate search queries with increases across all six domains.

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"Methods as a Process: The Accidental Tourist Researcher"

The Lacandón Rain Forest is the largest neotropic rainforest in North America. Located in the State Chiapas, México, it has been the home of the Maya Lacandón community and other

indigenous and non-indigenous residents. My research examined the socioeconomic drivers impacting rain forest resource-use and deforestation among women and men. I required a bricolage of theoretical models combined with personal Lacandón narratives. My study revealed that rain forest resource-use, work activities, gender perspectives, and landscape awareness were tied to evolving community identity perceptions and federal government intervention. Self Reflexivity became the means by which I came to understand the change in my role from tourist to researcher in the Lacandón community.

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Novel Coronavirus Disease (COVID-19) and Women's Health in Old Age: International Health Perspective

Keywords: COVID-19; Women; Health.

Introduction: Novel Coronavirus Disease (COVID-19) pandemic and has been affecting the globe in various dimensions. Deepened inequalities end with the increase in vulnerability of older people in many aspects, including health. There are differences in the way the disease affects men and women. However, it needs to be understood in a more systematic manner. In this paper, COVID-19 and health influences on elderly women's health have been searched based on the systematic reviews and meta-analysis accessed via an international database. Materials and method: Materials and method: Search has been done on 20th of October, 2020 (14.00, Turkish Local Time) with keywords "Novel Coronavirus Disease," "COVID-19," "Health," "Women," "Gender." The limitations were given as "65 years and older" and "80 years and older." In total, ten publications were accessed. Findings: In all the studies, 65 years and older people were found to be at higher risk. Old age contributed to the severity of the disease. Gender/sex-related results changed according to the studies; however, the severity of the disease increased among males more than females. There are also other contributing factors to the severity of the disease. Conclusion: All of the ten studies investigated COVID-19 from a medical perspective, which is expected. However, challenges of old women can be issued in scientific literature to understand the case better and propose proactive solutions as COVID-19 seems to be on the global agenda for the coming months

and years. There are gender-related issues in which the international organizations and such discussions can be reflected in the scientific literature in a more systematic way.

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COVID-19 May Exacerbate the Clinical, Structural and Psychological Barriers to Retention in Care Among Women Living with HIV in Rural and Peri-Urban Settings In Uganda

Keywords: Retention, Women, COVID-19, Uganda, Barriers, HIV Care

Background: Retention of pregnant and breastfeeding women and their infants in HIV care remains low in Uganda, yet it is critical in achieving the elimination of mother to child transmission of HIV. A research program was undertaken to locate disengaged HIV positive women on Option B+ and supported them to reengage in care. A one year follow up done following the tracing revealed that some women still disengaged from care. We aimed to establish whether the COVID-19 pandemic influenced the barriers to and facilitators for reengagement in care among women at risk of dropping out from care. Methods: This was a cross sectional qualitative study using individual interviews conducted in June and July 2020, a period when the COVID-19 response measures were being observed in Uganda. Study participants were drawn from nine peri-urban and rural public healthcare facilities in Uganda. Results: Nine engaged and eight disengaged women were included in the study. Women reported several barriers to reengagement and retention in HIV care during the COVID-19 pandemic. These included structural barriers such as transport difficulties and financial constraints; clinical barriers, which included unsupportive healthcare workers, short supply of drugs, clinic delays, lack of privacy and medicine side effects; and psychosocial barriers such as stigma and non-disclosure of HIV sero-status. Supportive structures such as family, community-based medicine distribution models, and a friendly healthcare environment were key facilitators to retention in care among this group. The COVID-19 pandemic was reported to exacerbate the barriers to retention in care. Conclusions: Women previously at risk of disengagement may have more chances of dropping out from care during the COVID-19. We

recommend community-based models such as drop out centres, peer facilitated distribution, and community outreaches as alternative measures for access to ART during the COVID-19 and other pandemics that spread through close contact.

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Advancing Women, Peace and Security by Preventing Neglected Tropical Diseases

Keywords: Women, Peace and Security, WPS, Neglected Tropical Diseases, NTDs, Gender Inclusion, Global Health, Sustainable, Development Goals, SDGs

As of November 2020, 86 countries have Women, Peace and Security (WPS) national action plans (NAPs) aligned with the October 2000 United Nations Security Council Resolution 1325. Gender inclusion is a pathway for countries to promote peace and enhance political stability. Yet, full participation of women remains to be seen as they are often excluded from decision-making processes. Within the WPS paradigm, advocacy and promotion of women's health are vital to achieving strategic objectives.

An underrecognized source of global disabilities stems from a subset of infectious diseases, known as neglected tropical diseases (NTDs). There are more than one billion people in 149 countries impacted by NTDs each year. NTDs are human and zoonotic diseases. They predominately affect people in low- and middle-income countries and are associated with inadequate work and living conditions. These infections can lead to lifelong disabilities and, in severe cases, premature death. NTDs significantly and disproportionately impact the health of women and their ability to reach milestones in education and employment. The 2020 COVID-19 pandemic has disrupted mass drug administration (MDA), vector control, and other NTD programming which supports women's health and the WPS agenda.

Health is a core component of a woman's ability to participate in community development, assume leadership roles, and make meaningful contributions to security cooperation. Global health, while historically fraught with challenges, has advanced to include quality control measures that allow for improvements in gender equality through intersecting domains of the SDGs. The WPS agenda will be discussed in the context of global health and humanitarian crisis, and in particular, the 2020

COVID-19 pandemic. Predominant threats posed by NTDs will be reviewed along with key recommendations to expand women's participation in the WPS agenda by addressing NTDs through sustainable global health.

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The Story of Breast Cancer in Palestine

Breast cancer kills a woman every 15min worldwide. Additionally, 2.1 million women are impacted by breast cancer each year globally. In Palestine, breast cancer among Palestinian women represents 17% of cancer cases. Notably, the survival rate is estimated to be as low as 40%, where in other countries, the 5-year survival rate is as high as 90%. We aim to understand the reasons behind this low catastrophic percentage of survival and consequently provide help to breast cancer patients and the corresponding medical sector. Among the different factors, socio-cultural factors such as fear and social stigma play an important role in influencing how women behave when they discover the first symptoms of breast cancer. Plus, structural factors such as massive shortage of chemotherapy, absence of radiotherapy, and lack of specialists significantly deteriorate the situation. Geopolitical factors also have a negative influence in this context. Taking all these factors into consideration, we have created our project, "You're the hope," to respond to the needs of breast cancer patients and the medical sector in Palestine. Our project includes awareness campaigns, medical examinations, psychological support, and treatment of women. On the other hand, one crucial aspect of our project is medical staff training. Palestinian multidisciplinary teams of "surgeons, oncologists, radiologists, pathologists, and psychologists" will be trained in one of the most important French hospitals. At the same time, medical missions will be sent to operate on women for "reconstructive surgery" and train surgeons in Palestine. Hopefully, our research can help better understand the situation and inspire others to save women's lives in Palestine.

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Empowering African Girls and Young Women for STEM and Leadership Careers: Approaches to Mitigating the "Gender Gap"

A considerable gender gap exists in STEM fields in Africa: women comprise only 30% of scientific researchers[1]. Central Asia (47 %) and Latin America and the Caribbean (44%) outpace Africa[2]. A McKinsey report showed that women are underrepresented in leadership roles at all levels in Africa[3]. The objective of this study was to gain critical insights on the key challenges that girls and young women in STEM face in Cameroon (Central Africa) and an understanding of their needs and most salient enablers of success. This will help in the development of systematic approaches to close the gender gap. A survey was conducted with 121 attendees at a career seminar for female science high school and university students. The results showed five key challenges cited by respondents: financial limitations (81 %), lack of information (66%), inadequate school curricula (52%), family or peer pressure (47%), and lack of career information (45%). Asked what was needed to empower them, 82 % of respondents cited career guidance, 81 % cited mentoring and coaching, 59 % cited exchange programs, 44 % cited internship programs, while 41 % indicated career information. The outcomes indicate a clear need for sustained programs that provide financial support, grants, and scholarships for girls and women in STEM, as well as holistic professional development programs that offer mentoring, career guidance, and topically relevant information. It is envisaged that the insights garnered in this study will contribute to providing critical perspectives for organizations and institutions to empower and foster the development of African girls and women in STEM and leadership. This will enable Africa to meet the sustainable development goals of gender equality and quality education. 1. UNESCO Science Report: Towards 2030 (2015) 2. WHO: Africa's Women in Science (2015) 3. McKinsey: Women Matter Africa (2016)

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Can a New 'Course' Model Serve as the Lynchpin for Sustainable Systems Change?

There is much uncertainty still looming during these unprecedented times, but one thing is clear - the world is changing, and the systems of education need to stop keeping up and start getting ahead. Post-secondary education, in particular, needs to better prepare students for agility in an uncertain

job market, and instructors need to communicate to student populations with increasingly diverse needs. Can the way we think about a 'course' serve as a lynch pin for think kind of systems reform? The Perpetual Course Project sought to design, develop, and deliver a new, online, self-paced, skills focused course model in higher education that integrated innovative instructional concepts (modular mapping, experiential learning, and authentic assessment) alongside emergent technologies (i.e., artificial intelligence) in such a way as to improve the access to and experience within, online courses. The model was designed to be agile in order to be adapted and scaled to any course, in any content area, across the university. In 2019-2020, two fully-online course prototypes were offered in the Faculty of Natural Sciences and a blended model of the design was delivered in Communications. A mixed methods study collected survey and focus group data from both the student and teacher populations in these courses, and three key themes were distilled from findings and found to cross both study groups: Time management (procrastination on behalf of instructors and students alike), Communication (a lack of affective support through online channels), and Assessment (student difficulty in displaying and instructor difficulty in marking skills like "empathy" and "creativity"). In order to allow for ease of scaling within institutional culture, these clearly defined challenges need to spark an increase in support within the institutional culture, leading to greater levels of skill preparedness in both the student and instructor populations.

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Advancing Teaching and Scholarship Among Colleagues Using a College-Wide Professional Learning Community (PLC) and Boyer's Scholarship Reconsidered Model

The purpose of this study was to determine the College of Education (COE) faculty members' perceptions of the value of participating in a college-wide professional learning community (PLC) and its impact on their work performance. The dean instituted and supervised the college-wide sessions, of objectives of which were: (a) to unite the faculty's philosophical commitment to the scholarships of teaching, of discovery, of integration, and of application based on Ernest Boyer's (1990) book, *Scholarship Reconsidered: Priorities of the Professoriate,* and (b) to engage faculty in professional growth activities to improve instruction, collaboration, and scholarship based on Boyer's model. Boyer's model, adult learning theory, and distributed leadership were the

conceptual lenses for examining faculty experiences in and perceptions of the PLC. Findings indicated support for Boyer's model, for the professional interactions with their colleagues, and for developing diverse collegial collaborations to support improved instruction and increased scholarly activities. Recommendations for improvement including (a) shifting to faculty-initiated PLCs, (b) greater organizational flexibility so that smaller, shorter-term PLCs could be organized around special interest topics, (c) and greater accountability so that faculty could link the purpose and objectives of the PLC to desired outcomes. The findings and recommendations were consistent with the existing literature on both Boyer's model and PLCs.

Co-investigators: Michael Houdyshell, Ph.D., Hasan Aydin and Doug Carothers

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Rethinking the Tax Law Curricula: The Need for an Intradisciplinary Analysis

Based on my doctrinal legal research, I identify that the application of tax law necessarily requires an intradisciplinary analysis. Where such an analysis becomes relevant, failure to carry out this analysis risks making a legal error. Therefore, when teaching tax law in Higher Education, it is pertinent to expose students to the need to carry out the applicable intradisciplinary analysis (if and when it is relevant to do so). Failure to teach about this required analysis risks undermining a curricula's objective of giving students the necessary legal knowledge. The presentation at the symposium will: (1) explain the need to conduct an intradisciplinary analysis for the purposes of applying tax law; (2) provide an example of the risk that such an analysis is not being carried in practice, both by practitioners and courts, even when it is required; (3) identify, using select examples, the risk that the necessary intradisciplinary analysis is not being taught in tax law curricula; and (4) identify how necessary knowledge of intradisciplinary analysis could and should be integrated into tax law curricula in order to facilitate students' learning outcomes.

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Unintended Equity Consequences of Unitary Salary Scales

Staffing high-needs schools is becoming increasingly difficult. Research shows that 500K of the 3.5M public school teachers leave their schools each year. Of those 500K teachers, approximately 40% leave the profession entirely, and almost 60% transfer to another school. Historically, Ingersoll highlighted this problem in 2001 when he reported turnover rates 50% higher in high-poverty schools than in wealthier schools. A 2019 Economic Policy Institute report indicates that these earlier estimates of teacher shortages in high poverty schools may be understated. While earlier studies have indicated the reasons for lack of staff stability for students in poverty may result from low salaries, poor working conditions, lack of administrative support, or declining numbers of students in the teacher preparation pipeline, we propose that a major reason for the "revolving door" of these teachers may reflect a long-standing policy – the ability to transfer to another school in the same school district after a given number of years. Teaching high needs students is an important but difficult and exhausting job. But when a unitary salary scale pays teachers the same amount for identical years of service and education level, teachers voluntarily transferring to what they perceive to be an "easier" job (and perhaps a higher professional status for teaching in a "good" school) for the same salary becomes understandable. Perhaps instead of incentivizing an exodus from high-needs schools, we need policies to incentivize remaining in these schools to create a stable teaching and learning culture. We offer several.

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The Development of Increased Leadership in Underrepresented Communities in Higher Education: Mentoring First-Generation College Students at Historically Black Colleges and Universities in the United States.

Keywords: Diversity, Gender, Race, First-Generation, Mentoring, Higher Education, Leadership

With increased movement in recent years in higher education in the United States to cultivate a more diverse and inclusive environment on college campuses, the need has arisen for institutions and administration to acknowledge and address a variety of factors that have traditionally had a negative impact on the matriculation of first-generation college students from underrepresented communities at the collegiate level. This presentation examines these factors that have long impacted the matriculation and ascension of underrepresented communities in higher education, such as women of color. It presents a mentoring model used at Alabama State University, a regional

university and one of the oldest HBCUs (Historically Black College and University) in the nation. The university is located in the historic city of Montgomery, Alabama, which has long been divided by racial segregation and continued socio-economic segregation since the Civil Rights era of the 1950s and 1960s. As the epicenter of the Montgomery Bus Boycott, the university has a rich tradition of the pursuit of social justice and routinely provides mentoring opportunities for students that address various societal, cultural, and financial obstacles encountered by the largely African-American student population.

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Online Teaching is Collaborative Learning: A Report on the TES Action Project

Disruptions are fertile grounds for opportunities and innovations. The disruption caused by the Covid pandemic has been on an unprecedented scale, and though almost all aspects of life as we know it were affected, in third world countries like India where the digital divide between the urban and the rural population is a gaping hole, the impact of education suddenly shifting online due to the pandemic was disastrous. Not only were students (many of whom did not even have a smart phone) disadvantaged, but teachers, long comfortable in the traditional classrooms, were also handicapped. If delivering lessons digitally was a challenge, putting the heart into an impersonal system, and taking on empathetic leadership was an even greater one.

Running an institution for the study of English literature in India, the challenges I faced even before the pandemic as a teacher and a woman entrepreneur were numerous. Migrating online like most other businesses at the onset of the pandemic, we did experience some disruption, but six months down the line, we have a success story to tell that will reflect on the positive impact of the pandemic on education in India. In this paper, I propose to explore the challenges and opportunities thrown up by online learning and how my team was able to exploit them successfully.

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Improving Worldwide Attractiveness of Advanced Education Institutions Dependent on Opinion Mining

The expanding competition among advanced education institutions (AEI) has driven understudies to direct a more inside and out examination to pick where to consider abroad. Since understudies are generally unfit to visit each AEIs before settling on their choice, they are firmly impacted by what is composed of previous universal understudies on the web. AEIs additionally advantage from such data on the web. The motivation behind this paper is to give a comprehension of the drivers of AEIs achievement on the web. Design/methodology/approach Because of the expanding measure of data distributed on the web, AEIs need to utilize programmed procedures for scanning for designs instead of breaking down such data physically. The present paper utilizes opinion mining (OM) to contemplate online audits of universal understudies about their AEIs. Findings Results show that AEIs may turn out to be progressively appealing on the web on the off chance that they monetarily bolster understudies' average cost for basic items, give courses in English, and advance a universal domain. Research limitations/implications Despite the utilization of a significant stage with a wide number of audits from understudies far and wide, different sources focused on different sorts of AEIs may have been utilized to strengthen the present paper's discoveries. Originality/value The investigation pioneers the utilization of OM to feature points and assumptions referenced in online surveys by understudies going to AEIs, explaining how such assessments are related to fulfillment. Utilizing such data, AEIs' directors may concentrate their endeavors on advancing the worldwide allure of their establishments

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Being a Woman in the World's Largest Democracy: Hindu Nationalism, the Status of Women in India, and the Future of Democracy

The experience of women regarding autonomy and individual protections cannot exist outside of a context affected by intersections in race, culture, religion, and many other factors. As nations continue to change, people often reflect upon their places in society and the influences which contribute to their oppression or their empowerment. India is no exception to this process, and as the world's largest democracy, as the birthplace of what many scholars believe is the world's oldest religion, and as what will soon be the world's most populated nation, the actions taken by India regarding women's rights and protections will serve as a precedent for both the South Asian region and for democracy as a whole. This paper will begin with an analysis of the role and conceptions of women in Hinduism and then move to a brief discussion of the emergence of Hindu nationalism. Then, an investigation into the current status of women in India will be pursued alongside an examination of the role of Indian women in the Hindu nationalist movement. Finally, these considerations will be synthesized as an overall analysis of the role that Hindu nationalism plays in the future of the rights of Indian women and the future of democracy. This analysis will conclude that while many of the narratives and political campaigns within Hindu nationalism center around women's involvement in the cause, the Hindu nationalist movement ultimately fails to provide women in India with the necessary political and representative power to resolve the social issues which impact the safety and autonomy of women and other minority groups.

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What Research Tells Us about Reforming Reading Literacy Education for All Students in the 21st Century

To overstate the importance of reading literacy proficiency is impossible, because it is fundamental to enabling individuals to learn about nearly all other topics—during their school years and throughout life. Without adequate reading and comprehension skills, an individual's ability to pursue his or her career, to become self-sufficient, and to engage productively in society are significantly limited. Unfortunately, the United States has been falling short of our national goal that all students achieve reading comprehension skills sufficient for today's societal and workplace demands. Despite recent reform efforts of many dedicated educators, state, national, and international indicators show very little growth in reading performance (NAEP, 2018) including a significant gap in achievement, with Asian and White students scoring significantly higher than

African-American, Latino, and Native American students. There are also significant, persistent gaps between native and nonnative speakers. Furthermore, there are significant gaps based on socioeconomic status. Not only are there wide disparities in reading achievement within the US, but we are simultaneously falling behind much of the rest of the developed world due to other nations' faster rates of improvement. The Programme for the International Assessment of Adult Competencies (PIAAC), assesses reading literacy, numeracy, and problem-solving in technology-rich environments. US adults rank 16th in literacy, with only 7 of the 23 participating countries ranking lower. Secondary analysis shows that US young adults (ages 16-24) are falling even further behind (18th), suggesting that the more recent graduates of our education system are not keeping pace with international counterparts. While much of the developed world is keeping pace with 21st century literacy demands, the US continues to lag in many areas. In this paper, I will discuss the preliminary findings of the Reading for Understanding (RfU, 2020) initiative with implications for assessment, curriculum and instruction, professional development, and implementation.

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Traits of an Ineffective Principal: Why Good Teachers Leave Bad Principals

Principal leadership is second only to teacher competency when measuring the effectiveness of a school. Educational Leadership programs are built on national and state standards related to principal leadership and competency. However, while principal preparation programs have focused intently on instructional leadership, it is not uncommon for teachers to report a lack of soft skills in current campus leaders. Whether it is simple leadership skills in the area of collaboration, teambuilding, or conflict management; while these concepts are commonly covered in graduate programs, there is anecdotal evidence that teachers have left schools due to principals lacking experience or competency in these areas. In this study, campus-level teachers were interviewed to understand if individuals have left previous schools due to ineffective campus leadership. In an effort to discover the traits that cause teachers to leave schools, the principal is often a key in why teachers leave schools. This study aims to find out the traits that embody an ineffective campus leader which has led to teachers leaving the school entirely. These traits of an ineffective principal will be presented as part of the results of the study.

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Sydney Hibbert Abroad: A Jamaican Arts Practitioner in the United States

This paper considers the accomplishments and impact of Black Jamaican-born actor, director, writer and teacher Sydney Hibbert (died 1990), who spent most of his professional life in the United States. It uses the Caribbean "sound of many cultures," he talks about in his book to reflect upon and illuminate his work. In the early 1960s, Hibbert trained at London's Royal Academy of Dramatic Arts and the Guildhall School of Music, afterwards receiving two British Council Drama Awards and an Arts Festival citation. Attracted to the US by the civil rights movement Hibbert became Head of the Harlem School for the Arts Drama Workshop, returning to the Caribbean to lead "Theatre 77, the essential precursor of Jamaica's long-lived (1966 to 2005) Barn Theatre. Back in the U.S. Hibbert worked primarily in New York and Los Angeles, garnering Los Angeles Drama Critics Circle awards while teaching at the Harlem School, leading the drama program at the Rutgers/Livingston campus, then directing and teaching at the North Carolina School for the Arts. In the mid-1970s, Hibbert's hopes for what a talented Caribbean might accomplish in the states began slipping. In performances that later became a 1986 book, Anansi and Munti: A Caribbean Soul in Exile ((Anansi, a spirit and African folktale character and Muntu, a person for whom money has been paid), he writes that, "all men are not created equal" in the US What were Hibbert's accomplishments in his performance work and writing? He was an artist who embraced his Jamaican heritage, reflecting the color and imagery, the sound of that country in whatever he did. *Taken from the "Anansi and Munti: A Caribbean Soul in Exile" by Sidney Hibbert

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Women, Leadership and Authorial Intent

Keywords: Women, Leadership, Voice, Author, Artist

Women and leadership spans all aspects of life, including in the written word. Many feminists and people of color have argued that women and people of color need to be able to tell their own

stories, rather than have their stories told for them. In order to tell their stories, what they as individuals intend to say matters if they are to find their voices and their voices be heard. However, some philosophers of language argue that the meaning of the text is neither determined nor influenced by the intentions of its author. Instead, we interpret texts using only syntax and semantics. If we do allow authorial intentions to influence our interpretations of texts, we commit what some philosophers call the "intentional fallacy." There are political consequences for women and members of minority groups if the intentional fallacy is a genuine fallacy. It is difficult to reconcile the view that we ought not to use authorial intentions when interpreting texts with efforts by feminists and members of minority groups to acquire a voice in all forms of literature and art. For instance, Aboriginal feminist Lisa Poupart argues that Aboriginal people must not allow members of the dominant culture to "speak" for them through newspapers, art, film, or writing with the pretense of knowing the subjective experiences and values of Aboriginal people. Poupart urges Aboriginal people to write their own news stories, to create their own art, and to teach their own truths. I argue that the alleged intentional fallacy is not a fallacy and that some authorial intentions are relevant to determining meaning in textual interpretation. I explore Donald Davidson's conception of interpretation to make my case. Davidson's compelling account shows that some author's or speaker's intentions are always necessary to determining meaning, even if determining meaning is always incomplete.

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Restoring Women Leaders to History

Keywords: Women's Leadership, Women in History, Anthropology of Women, African Women, Women and Colonization

Uncritical acceptance of universal male dominance has served to obscure female leadership in anthropology and history. This assumption frames the way scholars approach anthropology and history, creating research that fails to address the powers and leadership roles of women. This has successfully obscured the existence of female-led political systems in precolonial Africa and erased female leaders from the historical record. This research explores the methodological and theoretical biases that produce such distortions, their effects on knowledge production and

proposes new methods to unearth female leaders trans-historically and cross-culturally. The investigation concludes that mainstream anthropology and history systematically erase women's authority from secondary sources and notes that primary sources represent a vast untapped resource for learning about female leadership.

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Magnetic Ties: Conduits to Sex Work in Post-Socialist China

Keywords: sex work, migration, social networks, magnetic ties, post-socialist China

This paper illuminates the importance of social networks as the initial mechanism through which millions of rural migrant women enter into the sex industry in post-socialist China. It draws on 27 months of ethnographic fieldwork (2006-2013), primarily in red-light neighborhoods in southern China (Haikou, Hainan province) as well as survey results from 175 participants. Although social network research has emphasized the significance of distantly related people in job obtainment (i.e., weak ties), my survey reveals that the majority of Chinese sex workers (76.57 %) in my study enter into illegal activities through the introduction of closely related people such as family members or fellow villagers (i.e., strong ties). In tracing the process of migrant women's decision-making, my ethnographic data suggests that what I theorize as "magnetic ties" function as a moral justification mechanism that renders sex work a moral choice; close, trusted people become increasingly influential actors who encourage the women to enter the sex trade as a way to fulfill their obligations to support their families.

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The Pure, Pious, and Patriotic: Morality and Religiosity in Chinese Women's "Committed Singlehood" at the Turn of the Twentieth Century

Keywords: Marriage Reform; Family Reform; Marriage Renunciation; Female Celibacy; Republican China; Feminism; Nationalism; Nationalist Motherhood; Suffrage Movement; Modern Girls; Women's History; Gender History

This abstract is a chapter from the larger dissertation project that investigates a cohort of

"Committed Single women" and their marriage renunciation movement in China between 1890 and 1930: in light of contemporary feminist movements that endeavored to exalt the modern institution of marriage and its role in state-building, how did this coterie of women radicals, most of whom came from the same intellectual milieu as pro-marriage reformers, come to attempt abjuring marriage entirely? This chapter discusses how these Committed Singles imagined and conceptualized women's position and relations to the new Chinese nation, not as wives and mothers but as individual citizens.

The Chinese ideal of modern, nationalistic womanhood was primarily inaugurated by the "Good Wife, Wise Mother" paradigm. Chinese intellectuals, male and female alike, agreed that women deserved emancipation because they were vital to nation-building as mothers and homemakers. Even the women-led suffrage movement relied heavily on the licensing power of motherhood to stake its claims.

In contrast to the "Good Wife, Wise Mother," however, the Committed Singles reinvented two alternative female models from religious Confucian, Daoist, and Buddhist narratives—the "pious follower" and the "chaste and faithful maiden." The hope was to transfer the moral respectability in monastic female celibatarianism to the new, secular Committed Singlehood so that the latter could rival the "Good Wife, Wise Mother" paradigm in social acknowledgement and political endorsement. The Committed Singles envisioned an egalitarian ideal where women's duties and ties to the nation should be *equal* to men's, regardless of their gender roles, and *direct*, unmediated by family or marital status. This vision refuted the essentialist paradigm that predicated women's rights on gender-specific roles and informed young women that neither the confinement to domestic life nor marriage itself should be "destined" for them. Besides the right to vote, these Committed Singles saw their personal life and marriage choices as a powerful political and feminist statement.