


Astin, Helen S., and Mary Beth Snyder. “Affirmative Action 1972–1982: A Decade of Response.” In Change 14, no. 5 (July–August 1982): 26–31. This article examines progress in employment of women faculty and administrators in higher education and offers four recommendations: simplification of recordkeeping to allow more funds for recruitment, mentorship for new faculty, high level (governance) commitment to affirmative action for women, and administrator commitment to affirmative action during retrenchment.


Bates, Ulku, Florence Denmark, Virginia Held, Dorothy Helly, Shirley Hune, Susan Lees, Sarah B. Pomeroy, Carolyn Somerville, and Sue Rosenberg Zalk. Women’s Realities, Women’s Choices: An Introduction to Women’s Studies. New York: Oxford Press, 1995/2005. This landmark text introduces readers to the field of women’s studies by analyzing the contradictions between social and cultural “givens” and the realities that women face in society. The third edition has been updated to incorporate the latest research and statistics in the field. Covering the most recent developments in politics, labor, family life, religion, and culture, the book also features extensive research on relevant social issues, such as the impact of the post-Soviet world on women’s lives, the experience of homosexuality in family life, and the effects of economic globalization on women worldwide.

Belenky, Mary F., Blythe M. Clinchy, Nancy R. Goldberger, and Jill M. Tarule. Women’s Ways of Knowing: The Development of Self, Voice, and Mind. New York: Basic Books, 1986. Despite the progress of the women’s movement, many women still feel silenced in their families and schools. This moving and insightful bestseller, based on in-depth interviews with 135 women, explains why they feel this way. Updated with a new preface exploring how the authors’ collaboration and research developed, this tenth anniversary edition addresses many of the questions that the authors have been asked repeatedly in the years since Women’s Ways of Knowing was originally published.


Blackmore, Jill. Gender Matters in Educational Administration and Policy: A Feminist Introduction, edited by Jill Blackmore and Jane Kenway. Washington, DC: Falmer Press, 1993. This introductory text aims to demonstrate the advantage of applying feminist perspectives to the “gender blind” fields of educational administration and policy. Chapters address a diverse but interrelated set of issues spanning the area from organization theory to state theories, curriculum policy and administration, women and leadership, science and evaluation, and assessment. Together, the collection sets out to represent the wide scope and potential of feminist scholarship in and for the field. The authors highlight gender significances and reasons for gender inequalities and show possibilities for effecting gender justice throughout the educational system.


This powerful study of the women’s movement in the United States from abolitionist days to the present demonstrates how it has always been hampered by the racist and classist biases of its leaders.


Readers will have a better understanding of women’s experiences of leading in education and an increased appreciation for those experiences. Furthermore, women will likely have a deeper sense of connectedness with other women’s experiences, and they could feel affirmed and encouraged to share their own voices.


The results of a longitudinal study of women pursuing administrative careers provides a fuller understanding of the motivations of women and assists aspiring women in making informed career choices. The book has five sections. The first covers career stages common to most aspirants, but from a female perspective. In the second section, women reflect on marriage and family as well as on current administrators. Because women have special problems working in an all-male profession, the third part describes their concerns about discrimination in the workplace. The fourth part presents the goals and expectations expressed by the respondents at the beginning of the study (1979–80), followed by information from the career update (1984–85) on their levels of advancement and their advice to other aspirants. The afterword examines both the study and the profession of educational administration as they relate to female educators.


This book proposes that we need a radical reformulation of economics, one that supports caring and caregiving at the individual, organizational, societal, and environmental levels. This “caring economics” takes into account the full spectrum of economic activities—from the life-sustaining activities of the household, to the life-enriching activities of caregivers and communities of all types, to the life-supporting processes of nature. Eisler exposes the economic double standard that devalues anything stereotypically associated with women and femininity and shows how this distorts our values and our lives.


This monograph presents a review of current research and literature about women in higher education in the context of equality of opportunity. The following areas are addressed: the status of women students, institutional practices that affect the participation of women students, the socialization process, women’s studies and women’s colleges, women faculty and administrators, academic careers, legislation pertaining to the rights of women in higher education and current enforcement efforts, and recommendations for the future to achieve greater equality. The research indicates that there have been and continue to be powerful constraints affecting the participation of women; the status of women as students and employees is still not equal to that of men. Reasons for the discriminatory situation are documented and examined, although there are limitations in the information provided by available research. Recommendations consist of five steps that institutions, agencies, and organizations can take to increase the participation of women in higher education. A bibliography is included.


This book helped women’s voices be heard in their own right and with their own integrity for virtually the first time in social scientific theorizing about women. *In a Different Voice* has inspired new research, new educational initiatives, and political debate—and helped many women and men to see themselves and each other in a different light.


Hooks—writer, teacher, and insurgent black intellectual—writes that one of the major differences she sees in the political climate today is less collective support for coming to critical consciousness—in communities, in institutions, among friends. For example, she says when she was coming to feminist consciousness—as one aspect of her political consciousness—at Stanford University, there was a tremendous buzz about feminism throughout the campus. Women were organizing in the dorms and resisting biased curriculum, offering a kind of collective support for coming to consciousness that is often found lacking in today’s academic settings.


This text examines issues in education and curriculum theory from multiple critical perspectives. Students are encouraged to look at education from the inside (the complex processes, methods and relations that operate within schools) and from the outside (the larger social, economic, and political forces that have affected schools over time). Each essay is divided into four sections beginning with Guiding Questions and concluding with Questions for Discussion, Teachers as Researchers activities, and Suggested Readings.


Bringing the art of qualitative analysis up to date, this edition adds hundreds of new techniques, ideas, and references developed in the past decade and reflects the increase in the use of computers in qualitative analysis. An extensive appendix includes criteria to choose from among the currently available analysis packages. Through examples from a host of social science and professional disciplines, *Qualitative Data Analysis* remains the most comprehensive and complete treatment of this topic currently available to scholars and applied researchers.


What is at the basis of moral action? An altruism acquired by the application of rule and principle? Or, as Noddings asserts, caring and the memory of being cared for? With numerous examples to supplement her rich theoretical discussion, Noddings builds a compelling philosophical argument for an ethics based on natural caring, as in the care of a mother for her child. The ethical behavior that grows out of natural caring, and has as its core care-filled receptivity to those involved in any moral situation, leaves behind the rigidity of rule and principle to focus on what is particular and unique in human relations.
This second edition builds upon and updates Omi and Winant’s groundbreaking research. The book provides a more detailed account of the theory of racial formation processes. It includes material on the historical development of race, the question of racism, race-class-gender interrelationships, and everyday life. A final chapter updates the developments in American racial politics up to the present, focusing on such key events as the 1992 presidential election, the Los Angeles riots, and the Clinton administration’s racial politics and policies.


Although scientifically based, this is a heart-wrenching story of the struggles an oppressed African American woman faced in the field of medicine and the powerful impact it had on her family.

Smith has witnessed and encouraged the evolution of diversity from an issue addressed sporadically on college campuses to an imperative if institutions want to succeed. In *Diversity’s Promise for Higher Education*, she analyzes how diversity is practiced today and offers new recommendations for effecting lasting and meaningful change. Smith argues that in the next generation of work on diversity, student population mix and performance will no longer be acceptable indicators of an institution’s diversity effectiveness. To become more relevant to society, the nation, and the world while remaining true to their core missions, institutions must begin to see diversity, like technology, as central to teaching and research. She proposes a set of practices that will help colleges and universities embrace diversity as a tool for institutional success. This volume draws on forty years of diversity studies, offering both researchers and administrators an innovative approach to developing and instituting effective and sustainable diversity strategies.

The face of educational leadership is now changing significantly as more women and people of diverse ethnic backgrounds are moving into administrative roles traditionally held by white men. Using interviews with women who have achieved success in such positions, *Women as Educational Leaders* describes the contributions and practice of female school leaders, while indicating the strategies each has employed to overcome various obstacles faced en route. The book also contains useful advice for aspiring female school leaders.


This book offers a step-by-step guide to ensuring effective cultivation and a successful ask. Low on philosophy, high on nuts-and-bolts, the book promises a fail-proof roadmap. There is an extensive review of prospect management and strategic cultivation, including a specific checklist for implementation. The methodology is fail-proof and makes certain you keep on track.


*Be a Leader for God’s Sake* presents a profound rediscovery of Jesus’ principles of leadership through a study of the Sermon on the Mount showing the values-base of leadership as presented in the Beatitudes and the application to today’s organizations. Winston continues to develop the biblical base of leadership as he takes the reader through the Fruit of the Spirit as presented in Galatians 5. Winston shows the profile of a leader as he presents the Romans 12 motivational/spiritual gifts.
