

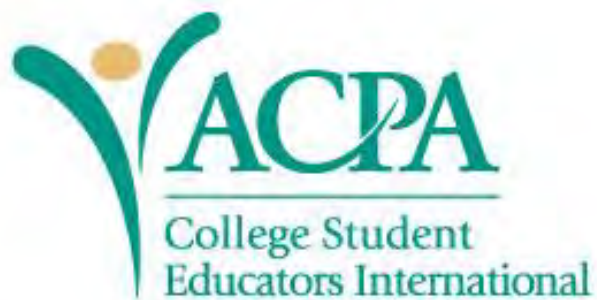
**Women in Student Affairs & Higher Education:
An Annotated Bibliography**

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For the
Commission for Professional Preparation
2011-2012



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Abes, E. S. & Kasch, D. (2011). Using queer theory to explore lesbian college students' multiple dimensions of identity. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 213-230). Sterling, VA: Stylus and the American College Personnel Association.

By introducing queer theory to Abes and Jones's constructivist narrative inquiry of lesbian college students' perceptions of their multiple identities, the authors retell the developmental narrative of one participant's negotiation of her sexuality, religion, gender, and social class. This queer retelling of a developmental story shows how identities are constantly forming and reforming and challenges hetero-normative assumptions underlying student development theory, including the construct of self-authorship. The authors propose a fluid perspective on student development that accounts for lesbian college students' resistance of hetero-normative structures. They also encourage student affairs practice that centers lesbian college students' agency and resistance.

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Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & Society, 4*(2), 139-158.

This article discusses the concept of organizational structure and gender. The author suggests that organizational structures are actually not gender neutral and the implications of these findings.

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Acosta, R. V., & Carpenter, L. J. (2008). *Women in intercollegiate sport: A longitudinal, national study thirty-one year update 1977-2006*. New York, NY: Brooklyn College.

This book extends a larger study on women in intercollegiate athletics. It is a longitudinal study spanning approximately thirty years.

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Albin, J. A. & Dungy, G. J. (2005). Professional associates: Journeys of colleagues in student affairs. *New Directions for Student Services, 111*. 89-97.

This article reflects on the simultaneous journeys of two women, one a lesbian and one an ally. One woman is a midlevel manager in student affairs while the other is the executive director of a national association.

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Allan, E. J., & Madden, M. (2006). Chilly Classrooms for female undergraduate students: A question of method? *The Journal of Higher Education*, 77(4), 684-711.

This journal article discusses how the outgrowth of research on classrooms has been a growing body of scholarship documenting differential treatment that may disadvantage girls and women in coeducational settings. It suggests that among the most influential and widely cited of these studies is this Hall and Sandler's report.

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Armenti, C. (2004) Gender as a barrier for women with children in academe. *The Canadian Journal of Higher Education*, 34(1), 1-26.

This research involved in-depth interviews with nineteen women professors, drawn from across various faculties and ranks at one Canadian university, and was intended to explore the interconnections between the women's personal and professional lives. The women in this study chose to combine having children with an academic career.

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Armenti, C. (2004). May babies and post-tenure babies: Maternal decisions of women professors. *The Review of Higher Education*, 27(2), 211-231.

This research explores the maternal and career progression decisions of different generations of women professors in Canada. Nineteen women, interviewed in-depth, reveal how they carefully plan childbearing and childrearing experiences around their demanding work schedules by having May babies or post-tenure babies. Results demonstrate the need for alternative models of academic careers.

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Armenti, C. (2004). Women faculty seeking tenure and parenthood: Lessons from previous generations. *Cambridge Journal of Education*, 34(1), 65-83.

This research article explores the problems that women professors encounter when combining the pursuit of tenure with having and raising children. In-depth interviews were conducted with 19 women academics at one Canadian university. These women believe that engaging in childbearing/childrearing practices prior to obtaining tenure is detrimental to their career progression.

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Astin, H. & Leland, C. (1991). *Women of influence: Women of vision: A cross-generational study of leaders and social change*. San Francisco, CA: Jossey-Bass.

This seminal book provides a view into a study on influential feminist leaders in academia. It was a cross-generational study of women from diverse fields. Both Helen Astin and Carole Leland are well-known and often cited for this research.

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Bashaw, C. T. (1999). *"Stalwart women": A historical analysis of deans of women in the south.* New York, NY: Teachers College Press.

This book examines the accomplishments of four women who served as the Deans of Women in a few different academic institutions. Oriented in the South, this text views these accomplished women's lives, in retrospect.

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Blackhurst, A. E. (2000). Career satisfaction and perceptions of sex discrimination among women student affairs professionals. *NASPA Journal* 37(2), 399-413.

In this study, women student affairs professionals were surveyed to determine their satisfaction with the student affairs profession, their perceptions of sex discrimination, and the relationship between perceptions of sex discrimination and career satisfaction. The effects of age, race, relationship status, and parenting status on career satisfaction and perceived discrimination were also investigated.

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Blackhurst, A. (2000). Effects of mentoring on the employment experiences of and satisfaction of women student affairs administrators. *NASPA Journal* 37(4), 573-586.

In this study, women student affairs administrators were surveyed to determine the relationships between mentoring and role conflict, role ambiguity, organizational commitment, career satisfaction, and perceived sex discrimination. These relationships were examined for white women and women of color, both with and without mentors. Results indicate mentoring may benefit white women and women of color in different ways, and may result in reduced role conflict and ambiguity, as well as increased organizational commitment.

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Bower, B. L., & Wolverton, M. (2009). *Answering the call: African American women in higher education leadership.* Sterling, VA: Stylus.

This book is a part of the series: *Pathways to Leadership*. It focuses on successful women who have reached the pinnacle of their careers. It features stories about extraordinary women who have found paths to success—whether it's leading a college or university or becoming successful scholars in science and engineering or thriving in some other male-dominated arena. It discusses the issues they faced, the decisions they had to make, and serves as a guide for new women administrators and professionals.

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Burghardt, D. A. & Colbeck, C. L. (2005). Women's Studies Faculty at the Intersection of Institutional Power and Feminist Values. *The Journal of Higher Education*, 76(3), 301-330.

This article discusses the history of the development of women's studies programs across the country. It also discusses some of the current challenges facing women's studies faculty in today's academic world.

Calizo, L. H. (2011). Learning and leading together: A cohort-based model for women's advancement. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 306-316). Sterling, VA: Stylus and the American College Personnel Association.

This chapter tells the story of six women administrators from UMBC who created a women's leadership group focused on issues of leadership, advancement and power. As an intern working with the women's leadership group, the author spent one semester learning about the experiences of these women and the significant potential of women-only cohort groups as one model for leadership development. The chapter highlights the formation of the group, the "work" of the group, important learning the women gained from participation in the group, and recommendations for starting similar groups. While there are many obstacles that hinder women from advancing into leadership positions in higher education, this may be one option to provide support and encouragement to women seeking to persevere despite the obstacles.

Campa, B. (2010). A Feminist Critical Study of a Master's Exam in Teacher Education. *Equity & Excellence in Education*, 43(2), 173-187.

This journal article discusses the findings of a qualitative case study that examined the experiences of teacher candidates in a master's degree exit assessment pilot at a university in the southwestern region of the United States. Data (gathered from classroom observations, written documents, and interviews of eight teacher candidates and nine faculty members) were collected and analyzed throughout the study using a critical feminist lens.

Carpenter, L. J. & Acosta, R. V. (2001). "Let her swim, climb mountain peaks": Self-sacrifice and success in expanding athletic programs for women. In J. Nidiffer & C. T. Bashaw (Eds.), *Women administrators in higher education* (pp. 207-229). Albany, NY: State University of New York Press.

This text fills in the pieces of the story of the history of women in higher education as well as tackles contemporary topics such as the controversies surrounding women's education; the contributions of women religious and lay presidents and their use of power; the relationship of emergent leadership theory to women; the growth and development of deans of women; the role

of women's professional organizations; and quandaries of provosts, physical educators, and student affairs professionals. The book illustrates the tenacious spirit and hard work of women administrators in their struggles to enhance opportunities for women on college campuses.

Clayborne, H. L & Hamrick, F. A. (2007). Rearticulating the leadership experiences of African American women in midlevel student affairs administration. *NASPA Journal* 44(1), 123-146.

This qualitative study of six African American women holding midlevel administrative positions in student affairs sought to explore and conceptualize leadership by focusing on respondents' descriptions of their leadership experiences. Tenets of Black Feminist Thought were used to analyze aspects of respondents' experiences. Findings centered on three themes. Although this study's findings are limited by the small number of respondents, they are rich and contribute to rearticulating leadership as experienced and exercised by these African American women in student affairs administration.

Clifford, G. J. (1989). *Lone voyagers: Academic women in coeducational universities 1870-1937*. New York, NY: The Feminist Press.

This text documents the story of seven women who were the first women to work as deans and faculty at co-ed institutions in the United States. It follows them through their triumphs and challenges as they journeyed through the profession.

Costa, M. & Guthrie, S. (1994). *Women and sport: Interdisciplinary perspectives*. Champaign, IL: Human Kinetics.

This book is a comprehensive text on the history, present, and future of women and athletics. It is based off of 10 years of research through an interdisciplinary lens.

Cress, C. M. & Hart, J. (2009). Playing soccer on the football field: The persistence of gender inequities for women faculty. *Equity & Excellence in Education*, 42(4), 473-488.

This journal article discusses how the sports metaphor is employed as an epistemic tool for describing psychological, sociocultural, and organizational factors that contribute to enduring gender bias, inequalities, and discrimination faced by women faculty at colleges and universities. It discusses how quantitative and qualitative data from two comprehensive institutional campus climate studies show that women and men faculty experience their work lives differently. Based upon their analyses, the authors argue for restructuring the embedded normative values and processes that inform the academic playbook.

D’Augelli, A. R. (1994). Identity development and sexual orientation: Toward a model of lesbian, gay, and bisexual development. In E. J. Trickett, R. J. Watts, and D. Birman (Eds.), *Human diversity: Perspectives on people in context* (pp. 312-333). San Francisco, CA: Jossey-Bass.

This chapter is contained in a larger book looking at diversity and society. It presents a conceptual model of identity development for developing sexual orientations in gay, lesbian, and bisexual individuals.

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Dublon, F. J. (1983). Women doctoral student in higher education administration: Life-style aspirations and multiple role commitments. *Journal of NAWDAC*, 47(1), 20-25.

This study surveyed 91 women doctoral students in higher education administration regarding career and family commitments. Most indicated a commitment to the roles of wife, mother, and employee. Although the employee role was most frequently mentioned, the role of wife was considered most important when simultaneous roles were indicated.

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Dunlap, D.M. & Schmuck, P. A. (Eds.) (1995). *Women leading in education*. Albany, NY: SUNY Press.

This edited volume is a good source for stories on women leaders in education. It takes a feminist approach and qualitatively documents how many of these leaders do lead within their institutions.

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Engstrom, C. M., McIntosh, J. G., Ridzi, F. M., & Kruger, K. (2006). Salary determinants for senior student affairs officers: Revisiting gender and ethnicity in light of institutional characteristics. *NASPA Journal*, 43(2), 243-263.

Previous literature has suggested that ascribed characteristics such as gender and ethnicity, achieved characteristics such as highest degree earned, and institutional characteristics such as size and public or private affiliation of the college, may serve as determinants of salary among senior student affairs officers. This research, however, has relied upon t-test and ANCOVA methods and, as a result, has not been able to examine the impacts of ascribed, achieved, and institutional characteristics simultaneously while holding the other constant. Using data gathered through the 2001-02 NASPA Salary Survey, researchers employed multivariate OLS regression to hold gender, ethnicity, and numerous other personal and institutional characteristics constant while comparing their individual effects on salary. Analyses have found that institutional factors far outweigh individual characteristics and that, when all factors are controlled for, race and gender no longer have a significant effect on salary. Overall, educational attainment, enrollment, region of the country, and type of degree granted have the largest impact on salaries. It also shows that women and African American people continue to be underrepresented among SSAOs.

Ferree, M. M. & Hess, B. B. (1995). *Controversy and Coalition: The New Feminist Movement Across Three Decades of Change*. New York, NY: Twayne Publishers.

With more of a historical approach, this text looks at the past three decades of the feminist movement. Among others, the authors discuss the many lenses of feminism, and possible futures of the movement itself.

Fochtman, M. M. (2011). High achieving academic women, balancing multiple roles: How do they do it? In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 85-103). Sterling, VA: Stylus and the American College Personnel Association.

To better understand the lived experience of high achieving women and to address the gaps present in the literature, this study explores the experiences of ten high achieving women, representing a variety of administrative positions and institutional types. These inspirational stories demonstrate the tenacity and resilience required to persist in the academy and the joys and rewards of a career in student affairs.

Fox, M., Sonnert, G. & Nikiforova, I. (2009). Successful programs for undergraduate women in science and engineering: Adapting versus adopting the institutional environment. *Research in Higher Education*, 50(4), 333-353.

This article focuses upon programs for undergraduate women in science and engineering, which are a strategic research site in the study of gender, science, and higher education. The design involves both quantitative and qualitative approaches.

Fried, J. (Ed.). (1994). *Different voices: Gender and perspective in student affairs administration*. Washington, DC: NASPA.

This monograph examines some of the assumptions underlying student affairs administration and student development education, particularly those concerning sex-role socialization. Dr. Fried describe the effects of sex-role socialization and some implications for student affairs administrators.

Gaston, J. L. (2003). The impact of title ix on group representation in athletic administration: A trend analysis of NCAA institutions. *NASPA Journal*, 6(1), 79-90.

This study focused on the underrepresentation of African Americans in athletic administration at predominantly white institutions (PWIs). This issue was examined through a secondary analysis

of national data on the demographic trends of the National Collegiate Athletic Association's (NCAA) member institutions. The lack of gains experienced by African Americans was juxtaposed to white male dominance and increased representation of white females as a result of Title IX.

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Glazer, P. M. & Slater, M. (1987). *Unequal colleagues: The entrance of women into the professions, 1890-1940*. New Brunswick, NJ: Rutgers University Press.

This book documents the rise of women into many professions. Through an examination of 1890-1940, the authors utilize the stories of women who paved the way for change.

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Gordon, L. D. (1990). *Gender and higher education in the progressive era*. New Haven, CT: Yale University Press.

Pulling from multiple sources, this book looks at the progressive era and its intersections with gender, higher education, and American society. It contains writings from women of all parts of the nation.

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Guido, F. (2011). Life stories of the daughter of first generation Italian immigrants: Gender, ethnicity, culture, and class intertwine to form an Italian-American feminist. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 163-177). Sterling, VA: Stylus and the American College Personnel Association.

This is a personal narrative by Dr. Florence Guido regarding how she attained and retained her social identity and culture through personal experiences, family, and education. By charting her life course, she exhibits how she became the individual she is today in the field of student affairs and higher education. It is useful for readers interested in the intersections of social identities as well as useful for researchers interested in autoethnography and/or autonarrative inquiry.

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Gupton, S. L. and Slick, G. A. (1996). *Highly successful women administrators: The inside stories of how they got there*. Thousand Oaks, CA: Corwin, Press, Inc.

This text discusses the under-representation of women in educational administration. The experiences of 15 female educational leaders in their quest for, ascent to and acquisition of leadership positions are described. Through their experiences, the administrators also offer advice to other women and men in the profession.

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Guy-Sheftall, B. & Wallace-Sanders, K. (2002). *Building a women's center at Spelman College.* In S. L. Davie (Ed.), *University and college women's centers: A journey toward equity.* Santa Barbara, CA: Greenwood Press.

This handbook provides insights from women's center directors at institutions across the country on how best to build a women's center that can improve the quality of women's experiences in college. Practical information is included on specific programs, providing an overview of successful centers.

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Haleman, D. L. (2004). *Great expectations: Single mothers in higher education.* *International Journal of Qualitative Studies in Education*, 17(6), 769-784.

This ethnographic study examines the educational experiences of 10 women who are both social service recipients and higher education students. Study participants view higher education in a variety of ways that include both instrumental and transformational purposes. By situating participants' experiences in the larger economic and social context of welfare reform and shrinking employment opportunities, this journal article provides a critical analysis of their assumptions concerning higher education.

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Hall, R. M. & Sandler, B. (1982). *The classroom climate: A chilly one for women?* Washington, DC: Project on the Education and Status of Women.

This book discusses the subtle and overt ways in which women and men students are often treated differently. It suggests actions can be taken to create a learning climate that fosters the intellectual growth of all students.

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Harper, E. P., Baldwin, R. G., Gansneder, B. G., & Chronister, J. L. (2001). *Full-time women faculty off the tenure track: Profile and practice.* *The Review of Higher Education*, 24(3), 237-257.

This article presents data from a 1993 National Study of Postsecondary Faculty. Institutional surveys and interviews revealed that women are overrepresented as full-time, non-tenure-track faculty. It suggests that they are clustered in the lowest faculty ranks, traditionally female disciplines, carry heavier teaching loads than male colleagues, are paid less, and have fewer opportunities for advancement. Those with doctorates are least satisfied of all faculty.

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Hays, S. (2003). *Flat broke with children: Women in age of welfare reform.* New York, NY: Oxford University Press.

This book documents the lives of women who are welfare recipients in two towns. Hays finds that the women often find themselves with little employment or advancement and suggests that the government and dominant society is pushing them toward marrying and "family values".

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Henrici, J. (Ed.). (2006). *Doing without: Women and work after welfare reform*. Tucson, AZ: The University of Arizona Press.

This text brings together nine contributions to tell the story of welfare reform from inside the lives of the women who live with it. Cases from Chicago and Boston are combined with a focus on San Antonio and is one of the largest multi-city investigations on welfare reform ever undertaken. The contributors argue that the employment opportunities available to poorer women, particularly single mothers and ethnic minorities, are insufficient to lift their families out of poverty.

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Hesse-Biber, S., Gilmartin, C., & Lyderberg, R. (1999). *Feminist approaches to theory and methodology: An interdisciplinary reader*. New York, NY: Oxford University Press.

This book addresses the theoretical issues raised by doing feminist research from an interdisciplinary perspective. It is organized around key issues in feminist theory and empirical research as impacted by post-structuralist dialogue.

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Hite, L. M. (1985). Female doctoral students: Their perceptions and concerns. *Journal of College Student Personnel*, 26(1), 18-22.

This article examines issues of role congruence, faculty support, and peer support in mail survey data for 225 male and 256 female doctoral students enrolled in traditional, nontraditional, and androgynous fields of study. This was based on a quantitative study.

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Hoffman, J. L. (2011). “Each generation of women had to start anew”: A historical analysis of Title IX policy and women leaders in the co-curriculum. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 32-46). Sterling, VA: Stylus and the American College Personnel Association.

Deans of Women and Women Athletic Directors have a rich history. These women focused on leading women-specific aspects of the co-curriculum on coeducation campuses. Yet women remain underrepresented in the leadership of student affairs and intercollegiate athletics. Despite their legacy, why do so few women hold leadership roles in these areas? In the coeducation period from 1890-1972, the purpose of educating women students in coeducation institutions was highly differentiated by gender. Women leaders leveraged four strategies to maintain leadership positions, but each generation had to “start anew” (Glazer & Slater, 1987, p. 231). After the emergence of gender equity policy, symbolized by the passing of Title IX in 1972, only one strategy for women leaders remained. Even after gender equity, women leaders today still “start anew.”

Holmes, S. L. (2003). Black female administrators speak out: Narratives on race and gender in higher education. *NASPA Journal*, 6(1), 45-65.

This journal article presents the findings of a qualitative study that investigated the experiences of mid-through senior-level Black student affairs females employed by predominantly white institutions in the Midwest. Through narratives the women provide candid discussions on what it is like to be a Black female administrator in a majority setting and how race and gender independently and collectively influence their academic roles and relationships.

Hull, G. T., Scott, P. B., Smith, B. (Eds.). (1982). *All the women are white, all the blacks are men, but some of us are brave: Black women's studies*. Old Westbury, NY: Feminist Press.

This edited volume provides materials needed to develop course units on Black women – from political theory to literary essays on major writers to work on Black women's contributions to the blues. Bibliographies and a collection of syllabi provide readers with essential classroom materials and a map for further research.

Jordan, J. V. (Ed.). (1997). *Women's growth in diversity: More writings from the stone center*. New York, NY: Guilford.

This book is a summary of a study conducted at the Stone Center at Wellesley College. Its 15 chapters offer insights on vital issues including sexuality, shame, anger, depression, power relations between women, and women's experiences in therapy, and how women develop psychologically.

Josselson, R. (1973). Psychodynamic aspects of identity formation in college women. *Journal of Youth and Adolescents*, 2, 3-52.

This study explores female psychological identity development in college-aged women. It provides a model of identity development for which both researchers and professionals would find useful. It is often utilized as a foundational research in student affairs, which has since been furthered.

Komarovsky, M. (1989). *Women in college: Shaping new feminine identities*. New York, NY: Basic Books.

This book focuses on an essentialist debate. Komarovsky interviewed post-WWII generation female students about their feelings about gender inequality and domesticity. She makes a case for the role of society over biology in shaping gender roles.

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Konrad, A. M. & Pfeffer, J. (1991). Understanding the hiring of women and minorities in educational institutions. *Sociology of Education*, 64, 141-157.

In this article, the conditions under which women and minorities were hired for managerial positions in higher education administration were studied using data on 821 institutions from 1978 and 1983 College and University Personnel Association's annual compensation surveys. It also documents that the effects of minority composition on the hiring of minorities were similar.
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Lafreniere, S. L. & Longman, K. A. (2008). Gendered realities and women's leadership development: Participant voices from faith-based higher education. *Christian Higher Education*, 7, 338-404.

This article discusses the challenges and barriers that many female student affairs professionals face when attempting to reach higher-level positions at Christian colleges and universities. The study also documents the WLDI project that offered shadowing experiences for women student affairs professionals and other institutions. After the shadowing experiences, many of the participants were found to quickly move into higher positions at their institutions.
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Mallozzi, C. A. (2009). Voicing the interview: A researcher's exploration on a platform of empathy. *Qualitative Inquiry*, 15(6), 1042-1060.

This article illustrates how an emerging graduate researcher's conceptions of post-positivist, feminist, and post-structural theories of educational research affected data gathering and initial analysis. These macro theories are exemplified as the voices of an educational researcher, a feminist researcher, and a post-structural researcher, respectively. Theoretical tensions influence an interview with one female pre-service teacher as part of a larger research project.
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Marine, S. (2011). Reflections from "professional feminists" in higher education: Women's and gender centers at the start of the 21st century. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 15-31). Sterling, VA: Stylus and the American College Personnel Association.

Many women's centers were founded in the 1970s and 80s in response to second wave feminism within the academy. While women's centers today have a prominent place on many campuses, little is known about the work, including challenges and successes, done by women's center staff in the current political and fiscal climate. A qualitative descriptive study of the experiences of 21 women's center staff from a diverse array of institutions revealed that women's centers are vibrant, evolving hubs of feminist engagement with the academy. Challenges dictate that more resources, visibility, and social capital, are needed to enable women's centers to reach their full potential in pursuit of gender equity.

Moreira, C. (2008). Life in so many acts. *Qualitative Inquiry*, 14(4), 590-612.

In this piece, drawing from performance autoethnography, third world feminism, and postcolonial/cultural studies, the author interrogates “how do I play scholar?” The author uses Judith Butler's question “how do I play gender?” and her notions of performativity to dance around, using the voices of the “Thug” and the “Scholar,” in a quest for a performative scholarship that honors the author's commitment with social justice.

L. Benjamin, L. (Ed.) (1997). *Black women in the academy: Promises and Perils*. Gainesville, FL: University of Florida Press.

These essays explore the themes of identity, power, and change. Thirty-three black woman academics and administrators from around the country discuss their experiences of life in America's institutions of higher education. These accounts serve collectively both as a handbook for today's black female academics, administrators, graduate students, and junior faculty and as a call to the nation's academies to respond to the voice of Black women. It is also an insiders' guide to what is going on in the halls of higher learning today.

Mulvihill, T. (2011). The powerful collaborations between deans of women and directors of physical education: Syracuse university's contributions to the history of student affairs, 1930s – 1950s. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 47-60). Sterling, VA: Stylus and the American College Personnel Association.

Dean M. Eunice Hilton (1899 - 1975), led the heralded Student Dean Program for women at Syracuse University from 1935 - 1949. This graduate program was among the first of its kind and prepared women to administer comprehensive services, give instruction, and provide guidance and counsel to women students through positions in higher education. Hilton's vision for how educational communities for women students, faculty members, and administrators should be created and maintained included a new organizational model that she put to work at Syracuse University. This included specific instructions for bringing women academics (faculty and administrators) into the center of the conversations regarding an institution's mission, which she believed must be about developing the “whole student.” This notion of educating the “whole student” was articulated in depth in 1938 by the American Council on Education who developed the *Personnel Point of View* commonly referred to as the PPV. This chapter explores Hilton's leadership at this critical time and how it fostered sustained institutional change.

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Nicholson, S. E. & Pasque, P. A. (2011). An introduction to feminism and feminist perspectives in higher education and student affairs. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 3-14). Sterling, VA: Stylus and the American College Personnel Association.

Though not all inclusive by far, this chapter provides an introduction to the three waves of the feminist movement including the important role Native American women played in shaping the ideals for the first wave. In addition, it expands on the three waves by briefly describing the differences between a few different conceptualizations of feminism including: Liberal, Radical, Womanist, Marxist, Socialist, Multicultural, Psychoanalytic, Gender, Existentialist, Postmodern, Global and Eco-feminism. Next, it share some concepts about feminist methodologies that inform the research. Finally, this chapter offers cursory examples from the field that are expanded upon in the feminist perspectives, research, and practical implications provided by the women, men and transgender authors throughout this text.

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Nidiffer, J. & Bashaw, C. T. (Eds). (2001). *Women administrators in higher education: historical and contemporary perspectives*. SUNY Series, *Frontiers in Education*. Ithaca, NY: State University of New York Press.

This text fills in the pieces of the story of the history of women in higher education as well as tackles contemporary topics such as the controversies surrounding women's education; the contributions of women religious and lay presidents and their use of power; the relationship of emergent leadership theory to women; the growth and development of deans of women; the role of women's professional organizations; and quandaries of provosts, physical educators, and student affairs professionals. The book illustrates the tenacious spirit and hard work of women administrators in their struggles to enhance opportunities for women on college campuses.

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Niskode-Dossett, A. S., Boney, M., Bullock, L. C., Cochran, C., & Kao, I. (2011). *Sister circles: a dialogue on the intersections of gender, race and student affairs*. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 194-212). Sterling, VA: Stylus and the American College Personnel Association.

In this dialogic chapter, the authors share with readers the depth of discussion that has transpired over the years at the Sister Circle roundtable discussions at the annual convention of the American College Personnel Association (ACPA). Sister Circles are roundtables sponsored by the Standing Committee for Women (SCW) and an opportunity for women graduate students, administrators, and faculty of color who work in the field of student affairs to come together to discuss contemporary topics relevant to their personal and professional lives.

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Niskode-Dossett, A. S., Pasque, P. A., Nicholson, S. E. (2011). Envisioning a new future with feminist voices: Research and practice from feminist perspectives. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 325-334). Sterling, VA: Stylus and the American College Personnel Association.

This chapter makes a deliberate call for women, men, and transgender scholars and educators to work toward centering feminist perspectives (and other marginalized perspectives) in research and practice as the complexities of college and university life continue to evolve. The authors issue this call for the next decade in order to further the interconnections between research and practice, highlight feminist perspectives often missed in the literature, and make change for women on college campuses across the United States and the globe.

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Neumann, A., & Peterson, P. L. (1997). *Learning from our lives: Women, research and autobiography in education*. New York, NY: Teacher's College Press.

This book documents the lives of eleven women through an autobiographical lens. It allows the reader to begin to understand the complexities as women gain more intellectual leadership roles in the field of education.

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O'Conner, C. (2002). Black women beating the odds from one generation to the next: How changing dynamics of constraint and opportunity affect the process of educational resilience. *American Educational Research Journal*, 39(4), 855-903.

Relying on the life stories of three age cohorts of Black women who were first-generation college graduates, this article reveals how structural constraints shifted from one generation to another to differentially place the women at risk for limited educational attainment. In response to these shifting constraints and accordant changes in opportunities, the women's strategies for negotiating the constraints on their educational mobility changed from one age cohort to the next in the production of educational resilience. These findings convey that the changing dynamics of social life must be accounted for in our efforts to improve the theoretical precision with which we understand educational resilience as a socio-historical and institutionally responsive process instead of as an individually determined phenomenon.

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Orchowski, L. M., Zimak, E., Robison, T., Reeder, J., Rhoades, R., Gidycz, C. A., & Berkowitz, A. (2011). Campus-based sexual assault prevention: Perspectives and recommendations from program facilitators. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 287-305). Sterling, VA: Stylus and the American College Personnel Association.

Despite years of feminist work and change toward raising awareness of the prevalence of sexual victimization, girls and women continue to disproportionately struggle for safety and justice.

Sexual assault occurs at particularly high rates on college campuses. The purpose of this chapter is unique in that, in addition to providing syntheses of literature and reflections regarding sexual assault prevention, it also provides an “insider’s view” of the step-by-step procedures for implementing and facilitating campus-based sexual assault prevention programming. More broadly, the overarching goal is to assist educators, health professionals and student affairs personnel in gaining an understanding of the fundamental components, as well as the personal and procedural challenges of campus-based sexual assault prevention.

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Ostrander, S. A. (1984). *Women of the upper class*. Philadelphia, PA: Temple University Press.

This book chronicles the lives of some women of the upper social strata. The text includes chapters discussing the meaning of upper class, roles as wives, mothers, club members, community volunteers, and reported tensions and contradictions.

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Pascarella, E. T., Whitt, E. J., Edison, M. I., Nora, A., Hagedorn, L. S., Yeager, P. M. & Terenzini, P. T. (1997). Women’s perceptions of a “chilly climate” and their cognitive outcomes during the first year of college. *Journal of College Student Development*, 38(2), 109-124.

This journal article investigates the perceptions of first-year, undergraduate women at 23 two- and four-year colleges. Results indicate several negative relationships between perceived chilly climates and women's cognitive growth. Negative relationships were more pronounced for women attending two-year colleges than for their counterparts at four-year institutions.

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Patitu, C. L. & Hinton, K. G. (2003). The experiences of African American women faculty and administrators in higher education: Has anything changed? *New Directions for Student Services*, 111(Winter), 79-93.

This chapter explores factors of concern for, and overall experiences of, African American female faculty and administrators, including salary issues, affirmative action, racism, sexism, homophobia, campus climate, isolation, tenure and promotion processes, and salary.

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Pattatucci, A. M. (Ed.) (1998). *Women in science: Meeting career challenges*. Thousand Oaks, CA: Sage.

This book examines the factors behind the low representation of women in scientific disciplines and, more broadly, other competitive professional career tracks. A group of 25 women, from diverse backgrounds and representing a cross-section of points along the career continuum, provide a candid look at a scientific environment where women are routinely judged more by stereotype than ability and travel the road to success in isolation.

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Popadiuk, N. (2004). The feminist biographical method in psychological research. *Qualitative Report, 9*(3), 392-412.

This text discusses the feminist biographical method, an in-depth interpretive methodology that is useful for research in the field of psychology. The researcher suggests that this qualitative method is an excellent tool for analyzing individual narratives of participants' lives in relation to the larger cultural matrix of the society in which they live. Although an oral interview is often the primary strategy employed for data collection in this methodology, other sources of information such as personal journals, official documents, and cultural texts are also additions to the research.

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Reason, R. D. (2003). Gender-based salary differences in African American senior student affairs officers. *NASPA Journal 6*(1), 67-78.

The purpose of this study was to examine the representation and salary differences related to gender for African American Senior Student Affairs Officers (SSAOs). An examination of salary data from a national survey revealed that gender and institutional size significantly affect mean SSAO salary for African American men. Further, women tend to work at smaller institutions, which pay significantly lower salaries than larger institutions.

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Renn, K. A. & Hughes, C. (2004). *Roads taken: Women in student affairs at mid-career*. Sterling, VA: Stylus Publishing.

This book focuses on the issues of mid-career and particularly how they impact women as new graduate students, new professionals, and senior administrators in student affairs. This book includes stories of twenty women and the issues that they face at the intersections of midlife and their careers.

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Reyes, R. (2007). Struggle, practice, and possibility: Lessons learned from marginalized women of Mexican descent in their first year of college through the CAMP Program. *Equity & Excellence in Education, 40*(3), 218-228.

This study examines the ways in which a support and retention scholarship program (College Assistance Migrant Program - CAMP) mediated the first-year college experience of three situationally marginalized, female students of Mexican descent. Findings suggest that educators at all levels of schooling should create opportunities for this population of students to participate in supportive teaching-learning communities. Such communities that practice and promote academically and personally empowering interactions can help these students overcome obstacles and learn to become successful students.

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Rhode, D. L. (Ed.). (2003). *The difference "difference" makes: Women and leadership*. Stanford: CA: Stanford University Press.

This piece was based on a keynote address given on women's leadership. It discusses gender differences in leadership opportunities, styles, and priorities. Among these, gender stereotypes, support networks, and workplace structures were discussed.

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Rice, P. J. (2011). Economically disadvantaged women in higher education: Hearing their stories and striving for social justice. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 178-193). Sterling, VA: Stylus and the American College Personnel Association.

Higher education opens doors to opportunities that change lives. Single mothers surviving on the reformed welfare system no longer have the freedom of choice to enroll in college. Mandated work first programs have shut the doors on this pathway out of poverty. The public discourse is silent on this crisis and we cannot afford to ignore their lived experiences any longer. A brief overview on current welfare statistics is introduced. The stories of three single mothers, and the author, are shared to demonstrate the struggles that come when you are forgotten. A call to action is presented for higher education and the government to acknowledge their needs and the opportunity education brings to all of our futures.

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Rosser, S. (Ed.). (1995). *Teaching the majority: Breaking the gender barrier in science, mathematics and engineering*. New York, NY: Teachers College Press.

This book presents pioneering work in teaching by scientists, mathematicians, and engineers to attract and retain women in these areas. The physical sciences, mathematics, and engineering persist as the professional areas where women have not yet broken the gender barrier. A severe shortage of scientists beginning in the mid-1990s is predicted and becoming increasingly severe throughout the 21st century. Mainstream scientists are realizing that they must rethink the way science is taught if they are to attract more people, particularly more women, to the sciences.

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Sader, J. (2011). The influence of gender: A conceptual model from women doctoral students in computer science. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 121-137). Sterling, VA: Stylus and the American College Personnel Association.

This chapter explores the ways that constructions of gender shaped the choices and expectations of women doctoral students in computer science. Women engage in graduate work in computer science still operate in an environment where they are in the minority. Ten women from four different institutions of higher education were recruited to participate in this qualitative study. The goal was to examine what constructions of computer science and of gender – including

participants' own understanding of what it meant to be a woman, as well as the messages they received from their environment – contributed to their success as graduate students in a field where women are still greatly outnumbered by men.

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Safarik, L. (2003). Feminist transformation in higher education: Discipline, structure, and institution. *The Review of Higher Education*, 26(4), 419-445.

Using a feminist poststructuralist perspective, this study investigates academic feminism as a case of transformation in higher education. Narrative analysis was used to examine the transformative role of feminist scholarship in the contexts of disciplines, departments, and the university, illustrated by the life histories of nine diverse feminists and their perceptions of transformation in socio-historic, generational, and multiple structural contexts.

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Sax, L. J. (2008). *The gender gap in college: Maximizing the developmental potential of women and men*. San Francisco, CA: Jossey-Bass.

This is a book that reveals the ways in which the effect of college is a function of a student's gender and places the study of college impact within the larger discussion of the gender gap in higher education. The book is designed to serve as a resource for student affairs professionals, academic affairs personnel, and other campus practitioners and policy makers who are most concerned with ways in which "college impact" varies for different types of students. Drawing on data from a sample of approximately 17,000 male and female students that represent 200 institutions, *The Gender Gap in College* examines the impact of college experiences, peer groups, and faculty on a comprehensive array of student outcomes.

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Scanlon, K. (1997). Mentoring women administrators: Breaking through the glass ceiling. *Initiatives*, 58, 39-59.

This article examines women's lack of access to the informal systems of career advancement used by men to reach the highest leadership positions in education. Explores mentoring as a way to assist female administrators, and discusses the mentor-protégé relationship, the values and drawbacks of mentoring, and how to acquire mentors.

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Shannon K. Gilmartin. (2005). The centrality and costs of heterosexual romantic love among first-year college women. *The Journal of Higher Education*, 76(6), 609-633.

Using Holland and Eisenhart's (1990) *Educated in Romance* as a springboard from which to explore college women's relational lives, this study examines how first-year women reconcile romance with friendship and schoolwork. Findings suggest that romance remains central to women, although the reasons for this remain unclear.

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Shaw, K. M. (2004). Using feminist critical policy analysis in the realm of higher education: The case of welfare reform as gendered educational policy. *The Journal of Higher Education*, 75(1), 56-79.

This article utilizes feminist critical policy analysis to challenge the positivist, gender neutral assumptions on which most policy analysis rests. It provides an overview of feminist critical policy analysis and its benefits as an analytic tool.

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Sobehart, H. C. (Ed.). (2009). *Women leading education across the continents: Sharing the spirit, fanning the flame*. Lanham, MD: Rowman & Littlefield.

This is an edited book that includes the stories of women across the world and intersecting cultures that are in various roles of education (including higher education administrative roles). First presented in Rome, 2007, at the Conference for School Administrators.

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Solomon, B. M. (1985). *In the company of educated women: A history of women in higher education in America*. New Haven, CT: Yale University Press.

In this book, Solomon temporally describes women’s history in higher education. This text serves as a comprehensive historical analysis and is a good resource in order to understand historical context.

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Stalzer, A. & Upton, Y. L. (2011). Identity development in college women. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 231-245). Sterling, VA: Stylus and the American College Personnel Association.

College is a time of substantial identity development for the traditional-aged student. All college students work on developing autonomy, building competence, and forging mature relationships. Women students and students of color face additional identity challenges during this time. Layered upon that basic developmental work, they struggle to create unique and relational identities based on gender and race. This chapter discusses the theoretical models of identity development specific to college women. Through the use of the women’s own voices from two separate studies, examples of identity challenges in action on college campuses are detailed. Educators are offered recommendations on ways to positively impact the experiences of women students.

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Stimpson, R. L. & Filer, K. L. (2011). Female graduate students work-life balance and the student affairs professional. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 69-84). Sterling, VA: Stylus and the American College Personnel Association.

This chapter discusses the issue of work-life balance for female graduate students. Understanding how this issue affects female graduate students is necessary in assisting female graduates in degree completion. The authors provide results from a study of over 800 doctoral students at a large research university in regards to satisfaction with work-life balance and confidence in degree completion. Also discussed are the implications of these findings for student affairs professionals and suggestions for practice.

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Sulé, V. T. (2011). How race matters: Race as an instrument for institutional transformation, a study of tenured black female faculty. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 147-162). Sterling, VA: Stylus and the American College Personnel Association.

Through the employment of Black Feminist Thought and Political Race concepts, this study examines how race matters in the lives of tenured Black female faculty at predominately white research institutions. The findings indicate that the participants encountered subtle and blatant forms of racism. However, race consciousness served as a catalyst for insurgency and institutional transformation. In all, the study shows that colleges and universities can be a site of collective action on behalf of social equity.

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Touchton, J., Shavlik, D., & Davis, L. (1993). *Women in presidencies: A descriptive study of women college and university presidencies.* Washington, DC: American Council on Education.

This study is descriptive in design, viewing women in high leadership roles in higher educational institutions. It provides much needed data on these women and the executive roles that they serve.

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Tull, A. (2006). Synergistic supervision, job satisfaction, and intention to turnover of new professionals in student affairs. *Research in Brief*, 47(4), 465-480.

This study was conducted to examine the relationships between perceived level of synergistic supervision received, job satisfaction, and intention to turnover among new professionals in student affairs administration. The researcher also examined several exploratory variables related to the above-mentioned variables. The analysis of data collected in the study revealed a number of significant positive and negative relationships between the study variables. These implications provide confirming evidence of the importance of the type and quality of supervisory

relationships for new professionals in student affairs. These results also provide a framework for preparation and professional development in the field of student affairs administration.

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Tull, A. & Freeman, J. P. (2008). Chief student affairs officer titles: Standardization of titles and broadening of labels. *NASPA Journal* 45(2).

This study examined chief student affairs officer (CSAO) titles at 2,621 4-year public and private institutions and 2-year institutions included in the 2006 Higher Education Directory. This study replicated and extended Rickard’s (1985) study of CSAO titles, with regard to institutional autonomy and professional standardization. Among research questions, the study answered “Are there differences in the distribution of CSAOs by gender, institutional type and size? What are the most common titles of CSAOs? (and) What are the trends with the titles?” This study found greater parity among both females and males for all titles examined compared to Rickard’s study.

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Vaccaro, A. (2011). Toward self-investment: Using feminist and critical race lenses to analyze motivation, self-esteem, and empowerment of women’s college students. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 104-120). Sterling, VA: Stylus and the American College Personnel Association.

This chapter shares the findings from a three year qualitative study of 59 non-traditional age women at one women’s college in the west. Feminist, critical race, and racial identity theories were used as tools to analyze women’s educational experiences. Diverse patterns of initial motivations to attend school, levels of self-esteem, and sense of empowerment emerged from women’s stories. This chapter summarizes these patterns and also introduces a new concept called self-investment. Self-investment is the valuing of oneself enough to believe that personal growth, learning, and development are not merely needed, but deserved. It includes an investment of time, energy, and funding to oneself as a person, not merely toward a degree. The chapter concludes with implications and suggestions for practitioners who work in any institution of higher education with female students.

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Valian, V. (1999). *Why so slow? The advancement of women*. Cambridge, MA: Massachusetts Institute of Technology.

This book addresses the question of: “Why do so few women occupy positions of power and prestige?” The author uses concepts and data from psychology, sociology, economics, and biology to explain the disparity in the professional advancement of men and women.

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Weis, J. R. (2011). The campus women's center as classroom: A model for thinking and action. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 255-269). Sterling, VA: Stylus and the American College Personnel Association.

Grounded in women’s movements focusing on political activism, Women's Centers located within colleges and universities simultaneously seek to educate and further actions seeking gender equity. However, the body of literature focusing on the work of Women's Centers often overemphasizes the activist component of Women's Centers, thereby overshadowing their commitment to education and learning. The Campus Women's Center as Classroom is a model for advancing the work of these units by fully articulating their mission to simultaneously and dialectically inspire education and activism. Using the example of the Xavier University Women's Center, the Women's Center as Classroom model is described, as well as the development of a program evaluation instrument designed to capture outcomes according to resource provision, learning, and research.

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Wolf, L. E. (2000). Women-friendly campuses: What five institutions are doing right. *The Review of Higher Education*, 23(3), 319-345.

This article is based on a study that viewed five successful institutions that were deemed women-friendly. This study also looks at institutional traits that facilitate student success at these higher education institutions.

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Yakaboski, T. & Donahoo, S. (2011). In (re)search of women in student affairs administration. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narrative and practice from feminist perspectives* (pp. 270-286). Sterling, VA: Stylus and the American College Personnel Association.

This chapter assesses the current state of research on women student affairs administrators. To that end, this chapter provides a review of existing literature, which the authors argue has shifted from women to a broader definition of gender issues in student affairs that has moved attention away from the experiences and needs of women. Recognizing this shift, the chapter also discusses the role and influence gender continues to have on higher education organizations and the nature of work especially within student affairs administration. The chapter concludes with recommendations for future research and scholarship that will refocus attention on women student affairs administrators.

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Note from the Authors:

We are certain that not all relevant journal articles and books are referenced in the three-part annotated bibliography and three-part PowerPoint series about women in student affairs and higher education that we have put together for ACPA’s Commission for Professional Preparation. We encourage you to share additional vital resources via ACPA’s Standing Committee for Women twitter hashtag #ACPASCW or #SACat.