

Senior Women Academic Administrators In Canada Resources¹

Academic 360. <http://www.academic360.com/adminis/listings.cfm?DiscID=83>

This website has a number of links to others sites with information/research for women in academic leadership roles.

Acker, Sandra. (2008). Gender and the Chair. In Anne Wagner, Sandra Acker, and Kimine Mayuzumi (Eds.). *Whose University Is It, Anyway? Power and Privilege on Gendered Terrain* (pp. 173–186). Toronto: Sumach Press. Focusing on the gendered aspects of being an academic administrator, this author narrates her three year experience as department chair at a Canadian university.

Aisenberg, Nadya & Harrington, Mona. (1988). *Women of Academe: Outsiders in the Sacred Grove*. Amherst: The University of Massachusetts Press. 207 pages. Because it describes the recurrent patterns of women's experiences, this is a valuable book for women who are working to integrate their professional experience in all levels of higher education with their private lives.

Battle, Conchita Y. & Doswell, Chontrese M. (2004). *Building Bridges for Women of Color in Higher Education: A Practical Guide for Success*. New York: University Press of North America. 260 pages. This is a collection of voices from women of color in the academy who share their experiences on the "road" of academic leadership.

Benjamin, Lois (Ed.). (1997). *Black Women in the Academy: Promises and Perils*. Orlando: University Press of Florida. 360 pages. Black women faculty and administrators explore the impact of racism and sexism in higher education.

Blackmore, Jill & Sachs, Judyth. (2007). *Performing and Reforming Leaders: Gender, Educational Restructuring, and Organizational Change*. Albany: State University of New York Press. 310 pages. The book recounts the experience of Australian women academic leaders during a time of rapid change in education (1995–1998).

Bond, Sheryl. (2000). Culture and Feminine Leadership. In Mary-Louise Kearney (Ed.), *Women, Power and the Academy: From Rhetoric to Reality* (pp. 79–85). Paris: UNESCO Publishing. This author observes that a new, less hierarchical and gender-neutral paradigm of power in academic management is now challenging the older male-dominated model.

Bornstein, Rita. (2008). Women and the College Presidency. In Judith Glazer-Raymo,

¹ This annotated bibliography focuses on resources that are of particular interest to women senior academic administrators in higher education in Canada. Literature on topics such as the experience of women as faculty and higher education in Canada is not included as it is available elsewhere.

(Ed.), *Unfinished Agendas: New and Continuing Gender Challenges in Higher Education* (pp. 162 – 184). Baltimore: Johns Hopkins University Press. The author examines the achievements and challenges of American women who take on the university's top office.

Brown, Sheila. (2006). A Woman's Work. *University Affairs*, June. Downloaded on 5 March 2010 from <http://www.universityaffairs.ca/a-womans-work.aspx>

Cassin, A. Marguerite. (2004). Gender and Herding Cats: Women and Men in Academic Administration. In Marilee Reimer (Ed.), *Inside Corporate U: Women in the Academy Speak Out* (pp. 153–173). Toronto: Sumach Press. Cassin contributes to dialogue about Canadian universities with her analysis of women's experience as department head, the gateway into university administration.

Catalyst. <http://www.catalyst.org/> A web link with a wealth of information and resources for women in leadership roles.

Clifford, Geraldine. (Ed.). (1989). *Lone Voyagers: Academic Women in Coeducation Institutions, 1870 – 1937*. New York: The Feminist Press. 311 pages. Believing that the past informs the present, Clifford examines the work of seven historical women faculty and administrators on co-educational campuses.

Dean, Diane R., Bracken, Susan J. & Allen, Jeanie K. (Eds.). (2009). *Women in Academic Leadership: Professional Strategies, Personal Choices*. Sterling, VA: Stylus. 260 pages. This book presents the barriers and discrimination experienced by women academic administrators in the United States.

DiCroce, Deborah. (2000). Women and the Community College Presidency: Challenges and Possibilities. In Judith Glazer-Raymo, Barbara K. Townsend, & Becky Popers-Huilman (Eds.), *Women in Higher Education: A Feminist Perspective* (pp. 252 – 258). Boston: Pearson Custom Publishing. Drawing on her own experience, this author suggests that women presidents have the potential to make unique and important contributions.

Eggs, Heather. (Ed.). (1997). *Women as Leaders and Managers in Higher Education*. Buckingham: The Society of Research into Higher Education & Open University Press. Presenting essays by British and American practitioners, this volume examines the experience of women in senior university management positions and suggests possible change strategies.

Farley, Jennie. (1982). *Academic Women and Employment Discrimination: A Critical Annotated Bibliography*. Ithaca: Cornell University. 103 pages. Growing out of a conference entitled *Creative Approaches to Ending Sex Discrimination in Higher Education*, the bibliography draws together relevant sources of information. A valuable but dated resource.

Glazer-Raymo, Judith. (1999). *Shattering the Myths: Women in Academe*. Baltimore,

MD/London: John Hopkins University Press. 237 pages. This book examines the constraints on women's progress within the university. Included (pp. 140–164) is a chapter on women in university administration.

Glazer-Raymo, Judith. (2008). Women on Governing Boards. In Judith Glazer-Raymo (Ed.), *Unfinished Agendas: New and Continuing Gender Challenges in Higher Education* (pp. 184–210). Baltimore: Johns Hopkins University Press. The case for women trustees.

Hannah, Elena, Paul, Linda & Vethamany-Globus, Swani. (Eds.). (2002). *Women in the Canadian Academic Tundra: Challenging the Chill*. Montreal & Kingston: McGill-Queen's University Press. 268 pages. This is an anthology of forty-five Canadian academic women who tell their own stories. Although few are academic administrators, senior women academic administrators will find much of interest.

Holden Rønning, Anne. (2000). Gender, Culture and Power-sharing in Academia. In Mary-Louise Kearney (Ed.), *Women, Power and the Academy: From Rhetoric to Reality* (pp. 99–110). Paris: UNESCO Publishing. This author observes that a new, less hierarchical and gender-neutral paradigm of power in academic management is now challenging the older male-dominated model.

Ideta, Lori M. & Cooper, Joanne E. (2000). Asian Women Leaders of Higher Education. In Judith Glazer-Raymo, Barbara K. Townsend, & Becky Poppers-Huilman (Eds.), *Women in Higher Education: A Feminist Perspective* (pp. 259–269). The authors examined the lives of four Asian American women who were senior-level administrators in a variety of higher education institutions.

Jablonski, Margaret. (2000). The Leadership Challenge for Women College Presidents. In Judith Glazer-Raymo, Barbara K. Townsend, & Becky Poppers-Huilman (Eds.), *Women in Higher Education: A Feminist Perspective* (pp. 243 – 251). The author presents seven women college presidents' perceptions of their own leadership styles.

Johnsrud, Linda & Heck, Ronald H. (January-February, 1993). Administrative Promotion within a University: The Cumulative Impact of Gender. *Journal of Higher Education*, 65(1), 23 – 44. Johnsrud and Heck examine the interplay of individual and structural characteristics in administrative promotion within universities. They observe that being female has a powerful and cumulative impact.

Kearney, Mary-Louise. (2000). Overview: From Rhetoric to Reality. In Mary-Louise Kearney (Ed.), (2000). *Women, Power and the Academy: From Rhetoric to Reality* (pp. 1–17). Paris: UNESCO Publishing. This introductory chapter provides an introduction to the entire collection of essays.

Madden, M. (2002). The Transformative Leadership of Women in Higher Education

Administration. In J. Digeorgio-Luta (Ed.), *Women in Higher Education: Empowering Change* (pp. 115–144). Westport, CT: Praeger. Madden employs feminist principles of psychology as a framework for an analysis of higher education administration.

Madsen, Susan R. (2008). *On Becoming a Woman Leader: Learning from the Experiences of University Presidents*. San Francisco: Jossey-Bass. 321 pages. This is just what the title suggests. Recent, careful and detailed. See review at <http://www.universityaffairs.ca/aspiring-women-leaders.aspx>

Madsen, Susan R. (2007). Women University Presidents. Career Paths and Educational Backgrounds. *Academic Leadership*, 5(1). www.academicleadership.org

McGuire, Patricia A. (2003). No Sleep for the Lions: Women's Leadership in Catholic Higher Education. In Shalene Nagy Hess-Biber & Denise Leckenby (Eds.), *Women in Catholic Education: Border Work, Living Experiences, and Social Justice* (pp. 109–120). New York: Lexington Books. The author calls women to leadership in order to meet the challenges implicit in the mission of Catholic higher education.

Munford, Robyn & Rumball, Sylvia. (2000). Women in University Power Structures. In Mary-Louise Kearney (Ed.), *Women, Power and the Academy: From Rhetoric to Reality* (pp. 92–98). Paris: UNESCO Publishing. These authors observe that a new, less hierarchical and gender-neutral paradigm of power in academic management is now challenging the older male-dominated model.

Nidiffer, Jana & Bashaw, Carolyn Terry. (Eds.). (2001). *Women Administrators in Higher Education: Historical and Contemporary Perspectives*. Albany: State University of New York Press. 294 pages. As its title suggests, this volume fills historical gaps, and also includes chapters on Catholic women presidents, women chief academic officers, and women leaders in higher education.

Nimkoff, M. F. & Wood, A. L. (1949). Women's Place Academically: The Share of Administrative and Academic Leadership Assigned to Women in Women's Colleges. *Journal of Higher Education*, 20(1), 28-36. This is an interesting, but very early account of women in academic leadership.

Olsson, Berit & Ullenius, Christina. (2000). Making Universities Gender-aware: The Swedish Experience. In Mary-Louise Kearney (Ed.), *Women, Power and the Academy: From Rhetoric to Reality* (pp. 86–91). Paris: UNESCO Publishing. These authors observe that a new, less hierarchical and gender-neutral paradigm of power in academic management is now challenging the older male-dominated model.

Rees, R. (1995). Systemic discrimination in a university. In Cecelia Reynolds & Beth Young (Eds.), *Women and leadership in Canadian Education* (pp. 33-44). Calgary, AB: Detselig. This article identifies some of the challenges faced by a female

Associate Dean.

- Reisser, Linda & Zurfluh, Linda. (1991). Female Administrators in Higher Education: Problems and Proposals. In Rosa del Carmen Bruno-Jofre & Laura Lee Vance (Eds.), *Women in Higher Education: A Cross Cultural Approach: Integrating the Grassroots' Voice in the Quest for Change. Proceedings of the Conference "Women in Higher Education: a Multicultural Approach"* (pp. 77–91). Bellingham: Western Washington University. The authors report on their study of female academic administrators' satisfaction with their work.
- Rushing, Janice Hocker. (2006). *Erotic Mentoring: Women's Transformation in the University*. Walnut Creek, CA: Left Coast Press. 309 pages. Using the tropes of classical mythology and Jungian psychology, the author presents various possible relationships between women and men in the academy. While the author's presentation is most immediately related to faculty, her observations may also be applicable to women administrators.
- Sagaria, Mary Ann. (Ed.). (2007). *Women, Universities, and Change: Gender Equality in the European Union and the United States*. New York: Palgrave MacMillan. 222 pages. A collection of essays by scholars from European Union and American universities intended to assist those responsible for university policies and practices that impinge on gender equality.
- Singh, Jasbir K.S. (2008). *Whispers of Change: Female Staff Numbers in Commonwealth Universities*. London: The Association of Commonwealth Universities. 78 pages. Building on data from similar reports in 1997/1998 and 2002, this report provides data on gender distribution among top management, senior administration, and among academic staff as of 2007. Thirty-one Canadian universities supplied data.
- Sobehart, Helen C. (Ed.). (2009). *Women Leading Education Across the Continents: Sharing the Spirit, Fanning the Flame*. Lanham, MD: Rowman & Littlefield Education. 230 pages. This is a compendium of research and practice in both higher and basic education across the globe.
- Touchton, Judith G. & Davis, Lynne. (1991). *Fact Book on Women in Higher Education*. Toronto: Collier Macmillan Canada. 289 pages. This is a presentation of data on women faculty, students, administrators, staff and trustees in the United States in the 1980s.
- Upitis, Rena. (1998). Authority of heart and teacher education reform. In Arda L. Cole & J. Gary Knowles (Eds.), *The heart of the matter: Teacher education reform prospects and perspectives* (pp. 455–488). San Francisco: Caddo Gap Press. A Dean of Education writes of her multiple roles.
- Walton, Karen Doyle. (1998). Against the Tide: Career Paths of Women Chief Academic Officers of American Colleges and Universities. In Miriam David &

Diana Woodward (Eds.), *Negotiating the Glass Ceiling: Careers of Senior Women in the Academic World* (pp. 48 – 59). New York: RoutledgeFalmer. While the chapter by Walton is of particular interest to women administrators, the remainder of the collection provides an in-depth comparison of women academics' experience within universities in Britain, with women from Europe and the USA.

Wenniger, Mary Dee & Conroy, Mary Helen. (2001). *Gender Equity or Bust! On the Road to Campus Leadership with Women in Higher Education*. San Francisco: Jossey-Bass Publishers. 303 pages. This is a practical guide for women aspiring to leadership on higher education campuses.

Wolverton, M. & Gmelch, W.H. (2002). *College deans: Leading from within*. Westport, CT: American Council on Education/Oryx Publishing. 168 pages. Based on data from a Center for the Study of Academic Leadership, this book presents an in-depth view of the dean as academic leader. It is included in this bibliography because its seventh chapter explores the experiences of female and minority deans.