



Book Series

New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service

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Call for Yearbook Proposals

[Download the Yearbook Call in PDF Format](#)

Series Editors of the *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service* announce a call for proposals for future **IAP New Directions Yearbooks**. The IAP New Directions Yearbooks provide an opportunity for scholars to assemble work of innovative value in P-20 educational policy, research, leadership, theory, and teaching practices. Each yearbook engages a set of scholars who cover a single topic in depth.

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At this time we are pleased to announce an open call for proposals for the first round of yearbooks. For full consideration for Phase I, we would like to receive proposals for yearbooks no later than **September 30, 2018**.

At this time, we are particularly looking for yearbooks on the following topics and how they intersect with schooling:

- * Policing and Students
- * Immigrants and Refugees
- * Higher Education Access

- * Intersectionality
- * Trauma Responsiveness
- * Girlhood Studies
- * Health, Wellness and Illness
- * Community Engagement, Activism, Advocacy
- * Policy

Yearbook proposals should include:

Introduction and overview: Explain the scope of the book project and explain how it is grounded in and extends the extant educational leadership research base, broadly conceived. Proposals should be aligned with the purpose of the book series. A tentative title for the volume and a brief statement about what the proposed yearbook will aim to accomplish. Include a statement of rationale for why a yearbook on this topic at this time. In view of the literature that may be already available on this topic, why is there a need for the proposed volume? What contribution will the volume make?

Summary of contents: Provide a proposed table of contents, brief synopsis of each chapter, and an approximate page count for each chapter, including any references and appendices. This should also include any invited author(s) bios. If the yearbook editor plans to issue a Call for Papers, please include a draft CFP. Indications that various points of view will be recognized and that controversial issues will receive a balanced treatment. In addition, the volume should not be composed of chapters written primarily by representatives of one or two educational institutions or research centers.

Proposed Timeline. The timeline should include initial phases of the manuscript process to final submission to editors. This timeline should include a plan for peer review with a list of reviewers and contact information of reviewers. Reviewers should be established in the field. Include a brief description for each projected chapter. At this stage, the table of contents is indeed preliminary and is subject to change as work proceeds on the volume.

Chapters. Each entry should be no more than 10,000 words. The yearbooks will have no more than 12 chapters. If the editor decides to require less than 10,000 words per chapter, it may be possible to have up to 15 chapters. The editor of the yearbook is responsible for deciding how the available space will be allocated and for seeing that space limitations are observed.

Editor Information: A short bio (no more than one page) describing your experience(s), background, qualifications, etc., that inform your project. Include a copy of the proposed volume editor(s) CV or a link to the online version.

*** Please expect up to 4 weeks for review.*

Contact April Peters Hawkins, PhD, New Directions Yearbook Managing Editor at apetersh@central.uh.edu

Books in this series:

- (Re)Building Bi/Multilingual Leaders for Socially Just Communities
- Standing Still Is Not an Option
- Educational Leadership and Music
- Creating and Negotiating Collaborative Spaces for Socially-Just Anti-Bullying Interventions for K-12 Schools
- Critical Perspectives on Black Education
- Continuing to Disrupt the Status Quo?

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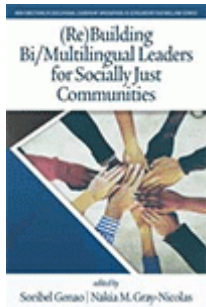
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(Re)Building Bi/Multilingual Leaders for Socially Just Communities

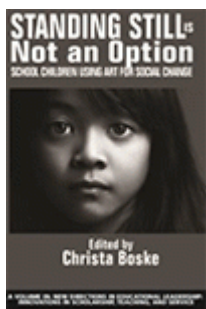
Soribel Genao, Queens College, City University of New York; Nakiya M. Gray-Nicolas, Queens College, City University of New York

2020. Paperback 978-1-64802-059-9 \$45.99. Hardcover 978-1-64802-060-5 \$85.99. eBook 978-1-64802-061-2 \$74.

The recent decision to end the Deferred Action for Childhood Arrivals (DACA) has had a major impact on many who have been geographically uprooted to places they have never lived or known. Established in 2012, DACA allows eligible immigrant youth (Dreamers) to apply for protection for deportation and work permits in two-year increments. On September 5, 2017 the Trump administration announced that it would tersely end the program. While several organizations have taken charge by advocating and representing Dreamers, there are still many students in school districts who have not been represented or advocated for because of their limited language skills. On January 22, 2019, the U.S. Supreme Court declined, for now, to take up the Trump administration's request to review the lawsuit challenging the administration's decision to end Deferred Action for Childhood Arrivals. These students, although here legally, have not been able to attain these skills simply because our schools do not have the adequate resources and personnel to attend to them (Cherng et al., 2017).

This book exposes the experiences of 15 Educational Leadership candidates focused on improving their bilingual/multilingual school communities via conceptual ideas and policies learned as students and synthesizing these ideas into practice as future administrators. As such, the chapters presented in this project will be focused on the development of innovative methods to meet the needs of these communities. Guided by social justice leadership, this project exposes the empirical practices of these teacher leaders in their respective New York City communities. Immigration can be an on-going challenge for educational leaders, counselors, school personnel, community members, and those who are engaged in meeting the needs of this population. Teachers and leaders in new immigrant destinations — places that are seeing rapidly increasing numbers of immigrants — often find themselves dealing with a host of unexpected issues: immigrant students' unique socio-emotional needs, community conflict, a wider range of skills in English, lack of a common language for communication with parents, and more (Tamer, 2014). Still, there is a high need of research providing leadership guidance addressing immigration policies and resources inside and outside schools.

CONTENTS: Dedications. Author Bios. Preface, *Patricia Velasco*. (Re)Building New York City's Communities: Meeting the Needs for Bi/Multilingual Education Leadership Preparation, *Soribel Genao*. The Impact of Aligning Curriculum in Bi/Multilingual Schools with State and National Standards, *Katherine Rodriguez-Agüero and Farah Shihadeh*. Aligning Curriculum for Culturally Responsive Leadership, *Lisa Morales and Omar Morales*. Using Data to Challenge the Monolingual Paradigm and Help Immigrant Children Succeed in School, *Coral Hernandez and YiYi Li*. Challenging Social Injustice for ELL Achievement, *Phoebe Chang and Nelly Rozhik*. Separate and Unequal: The Impact of Race on the Quality of Students' Educational Experience in the United States, *Kerry Pinkerton*. Using Growth Mind Set to Gage Racial Disproportionality in School Discipline, *Maeva Rich-Kennedy*. Building Leaders' Roles via Culturally Responsive Leadership, *Michelle Lee and Yrma Salmeron*. Women of Color Leading Schools of Color: From a Tale to a Priority, *Angela Ariza and Pei Yu Chang*. Epilogue: Invoking the Voices of Aspiring School Leaders' Social Justice Journey Towards Multicultural Competence, *Gaëtane Jean-Marie*.



Standing Still Is Not an Option School Children Using Art for Social Change

Christa Boske, Kent State University

2019. Paperback 978-1-64113-839-0 \$45.99. Hardcover 978-1-64113-840-6 \$85.99. eBook 978-1-64113-841-3 \$74.

This book captures the experiences of children in U.S. public schools and how they utilize artmaking to disrupt injustices they face. These first-time authors, who represent school children, parents, teachers, and community leaders, focus on artmaking for social change. Their first-tellings provide thought-provoking insights regarding the impact of artmaking on their capacity to promote social justice-oriented work in K-12 school communities.

As the U.S. continues to experience significant demographic shifts, including increases of homeless children, children

identified with learning differences, thousands of refugees and immigrants, children living in poverty, children in foster care, and increasing numbers of Children of Color, those who work in schools will need to know how to address disparities facing these underserved communities. These U.S. demographic shifts and issues facing underserved populations provide opportunities for children, teachers, families, and school leaders to deepen their understanding regarding their experiences within their communities and K-12 schools as well as ways to interrupt oppressive practices and policies they face every day through art as social action.

Authors call upon decision-makers who serve children from disenfranchised populations to utilize artmaking to create equal access for children to explore social justice, equity, reflective practices, and promote authentic social action and change through artmaking. Authors reflect on this artmaking process as a catalyst for increasing consciousness, creating imaginative possibilities, and facilitating meaningful change in schools. Authors urge readers to create equal access art spaces to build bridges among schools, families, and communities. Together, they contend that artmaking promotes courageous conversations and encourages the exploration of what it means to live this significant work.

Praise for Standing Still Is Not an Option

Standing Still Is Not an Option is a non-traditional leadership text, not just in words, but in deeds. It took courage for student, first-authors to write/perform this text, and it takes courage for us as educators to read it because our youth want us to speak up more and act differently. To quote one student-first -author: "It was all new to me. I never did anything like this before. If I could go back in time, I would tell the principals that they need to care about all of the kids, not just the favorites. If they could actually take the time and talk to me, maybe you would actually care because you would get to know me. I think they would learn I have a lot on my plate and they need to know about these things. It would have really helped me if they would have listened to me, talked to me, and actually showed me they care. If a principal would have shown me they cared, I wouldn't be where I am today." Isn't it past time that teachers and administrators learned to become their art and let their art remake them?

Ira Bogotch
Professor, Florida Atlantic University

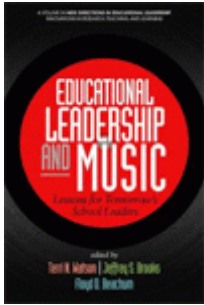
This book dares to explore the multi-faceted nature of voice and its importance in narrating the experiences that have contoured the lives of persons who are so often conditioned, socialized and placed in a voiceless space by educational institutions. The use of artmaking to articulate hopes and fears, in a non-judgmental space that calls for a socially just education, shifts the focus from traditional notions of narrative to the creative power of expression through art. This work breaks new ground in pushing educational power brokers to come to grips with the multiple ways asymmetric power relations are propagated through traditional structures and how the power of creativity can respond to and disrupt these structures.

Michael Dantley Dean
Professor, Miami of Ohio University

Christa Boske's edited volume provides an extraordinary service to educational leaders, policy makers, and those who care about the education stakeholders. Through the chapters in this book, Boske and her authors demonstrate the power of artistic storytelling and representation to the development and empowerment of young minds. For those who care about the education of children and youth this is an essential read.

Michelle Young
Professor, University of Virginia
former Executive Director of the University Council for Educational Administration (UCEA)

CONTENTS: Dedication. Endorsements. Artmaking for Social Justice: Unforeseen Passion for Possibilities, *Christa Boske*. **SECTION I: YOUTH VOICES.** Be Free, *Leonard Joshua Jackson*. I Embod My Art, *Angely Boske*. Capital B, *Hunter Zachariah Smith*. Es El Mundo (The World Is Mine), *Shannon Vickers*. Black and Bold, *Josiah Tate*. WomanUp, *Abigail Hornacek*. De-Evolution of Humanity: Stop and Think Before You Speak, *Jihad I. Ruffin*. Two Birds, One Cage, *Bryanna Davis*. Telekinesis, A. My Art is My History of My Life, L. **SECTION II: ADULT RESPONSES.** A Father's Perspective, *Leonard Jackson*. He Is My "Stone", *Charles Rainey*. Leadership Is Not a Title, It's an Action: Using Artmaking to Lead for Social Justice with Young Black Men in K-12 Schools, *Leshun Collins*. As a Father, My Heart Aches, *Shannon Vickers, S.r.* Artmaking for Social Change: Concluding Thoughts, *Christa Boske*. Biographies.



Educational Leadership and Music Lessons for Tomorrow's School Leaders

Terri N. Watson, The City College of New York; Jeffrey S. Brooks, RMIT University; Floyd D. Beachum, Lehigh University

2017. Paperback 9781681238555 \$45.99. Hardcover 9781681238562 \$85.99. eBook 9781681238579 \$74.

In this book we considered new territory for educational leadership by looking to music for lessons and inspiration that may inform the next generation of schools leaders. Each chapter focuses on an artist or group whose work serves to refine, extend, and challenge our thinking in regards to educational leadership. You will find a vast array of musical forms of expression analyzed and described by an equally diverse collection of educational leadership scholars and practitioners. There may be some who question the academic appropriateness or relevance of a text such as this one. Our response is that part of our ongoing mission should be to break ourselves out of academic silos and forge meaningful connections between seemingly disparate disciplines. Furthermore, educational leadership stands to gain more by drawing from the arts and specifically musical influences. Finally, music is an obvious part of most of our lives; why not explore the ways in which it impacts us on an academic level and not just a personal level? In sum, we ask that as you read the chapters of this book, you reflect on your own musical tastes and favorite artists.

CONTENTS: Foreword: "Playing the Changes": Building Strong Communities Through Innovation and Improvisatory Leadership. Introduction. Leadership as Jazz: Critical Servant Leadership and the Music of John Coltrane, *Judy Alston*. Public Enemy, Education, and Leadership: Muse-Sick or Mess-Age? *Floyd D. Beachum*. Keeping the Beat: Why Music Drives Leadership and Life, *Ira Bogotch and Louis M. Ruccolo*. Which Song Do You Hear?: Using Music As Artmaking to Explore Social Justice and Equity in Schools, *Christa Boske and Jay Liedel*. The Evolution of a Revolution: Leadership Lessons From Al Jourgensen and Ministry, *Jeffrey S. Brooks*. The Potency of Love and the Power of a Thousand: Reflections on Gustav Mahler and Leadership for Social Justice, *Katherine Cumings Mansfield*. Beyond Ropar Bar: Transcultural and Transformative Collaborations of the Australian Art Orchestra and the Young Wagilak Group, *Fen Leon De Bruin*. Tupac Shakur: A Lesson in Critical Reflection, Truth-Telling, and Advocacy, *David E. DeMatthews and James Coviello*. Insights From the Flow of the Teacha': Considering Hip-Hop in Education, *Sean Dickerson, Omar J. Salaam, and Adrian Anthony*. The Leadership Identity Dilemma: Franz Schubert and Winterreise, *Lisa Catherine Ehrich and Fenwick W. English*. The Missed Education: Leadership Lessons From Lauryn Hill's Everything is Everything, *Soribel Genao and Pedro "Dro" Genao*. Improvisation and Leadership: Lessons About Direction and Influence From Sonny Rollins, *Stephen Jacobson*. "A Fairy Tale in a Song Is No Message": Leadership Lessons From Oliver Mtukudzi and the Black Spirits, *Christopher Knaus*. Bono: Unapologetically Human, *Ellyn Lyle*. Kendrick Lamar: An Authentic Leader in the Hip-Hop Community, *Samuel Martin, Heather Wynne, and Carlos R. McCray*. Jill Scott: A Champion of Affirmation and Empowerment Lessons for Leaders on Mindfulness and Professional Self-Care, *Patrice A. McClellan*. From "Smooth Operator" to "Young, Gifted, and Black": Understanding Big Daddy Kane's Evolution as a Metaphor for a Praxis of Critical Care in Leadership, *Alprentice A. McCutchen and Rosa L. Rivera-McCutchen*. Faith and Leadership: Elements of Fred Hammond's Life and Lyrical Influence on the Development of Educational Leaders, *Jason McKinney and Kimberly Starks Berglund*. Mahalia Jackson Exemplifies Leadership Through Gospel Music and Negro Spirituals, *Anthony H. Normore and Gaetane Jean-Marie*. The Making of Matisyahu: Music Laying the Foundation for Re-Inspiring Social Justice Work in Education, *Azadeh F. Osanloo*. Interrogating Punishment Through Race, Raptivism, and Youth Leadership of Jasiri X, *Darius Prier*. Lessons in Leadership From the "Thunder God", *Whitney Sherman Newcomb, Stephanie Blackburn, and Jason Newcomb*. Kirk Franklin: Lessons From Gospel Music for Transformational Educational Leadership, *LaBotta Taylor and Mackie V. Spradley*. Revolution 9: Lessons in Leadership Provided by the Beatles, *Lucas Walsh*. Lessons for School Leaders From Sister Sledge: "We Are Family", *Terri N. Watson*. Epilogue: "Tell Them About the Dream, Martin": When Homophily Happens and Music and Educational Leadership Meet Destiny, *Ty-Ron M. O. Douglas*. About the Editors. About the Contributors.



Creating and Negotiating Collaborative Spaces for Socially-Just Anti-Bullying Interventions for K-12 Schools

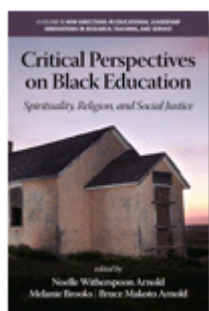
Azadeh F. Osanloo, New Mexico State University; Cindy Reed, Northern Kentucky University; Jonathan P. Schwartz, University of Houston

2016. Paperback 9781681237244 \$65.99. Hardcover 9781681237251 \$95.99. eBook 9781681237268 \$74.

Across the United States, schools face the daunting issue of confronting the widespread effects of bullying, which threaten the physical, emotional, and intellectual well-being and development of youth. *Creating and Negotiating Collaborative Spaces for Socially-Just Anti-Bullying Interventions for K-12 Schools* is a theoretically and empirically grounded edited volume that describes practical ways to address bullying at both systemic and individual levels. Central to the scope of the book is a diversity-focused approach to assessing and conceptualizing discrimination and bullying among marginalized youth, such as LGBTQ, mixed race, gifted and talented, and special needs populations.

Interspersed with concrete, real-life examples, each chapter in the volume expands on the multiple dimensions of bullying as well as research-backed anti-bullying interventions. The book advances previous literature by addressing contemporary issues in bullying. Special topics include teacher-to-student bullying, cyberbullying, restorative justice practices, and assessment of attitudes toward addressing bullying.

CONTENTS: Preface: Building Anti-Bullying and Socially Just School Spaces: Educational Context, Dynamics, and Research Considerations, *Melinda Lemke*. **SECTION I: NEW VISIONS FOR ADDRESSING BULLYING IN SCHOOLS.** What Is Bullying? Using Social Norming and Ecological Theories to Better Understand the Pandemic, *Azadeh F. Osanloo and Jonathan P. Schwartz*. Holistic Systemic Approaches to Promoting Anti-Bullying, *Christa Boske*. Training School-Based Practitioners to Prevent and Address Bullying, Discrimination, and Harassment in Schools: A Preservice Model, *Gretchen Brion-Meisels and Bernice R. Garnett*. Facilitating Cognitive and Social-Emotional Growth: Empathy and Prosocial Behavior, *Alison Black*. Assessing Attitudes Towards Addressing Bullying: A Diversity Centered Approach, *Jonathan P. Schwartz and Azadeh F. Osanloo*. Bullying As a Function of Parenting and Attachment Styles, *Nessa Villalobos and Maria D. Avalos*. **SECTION II: BULLYING, THE SPECTRUM OF DIFFERENCE, AND OTHERNESS.** Early Adolescent Bullying, Human Differences, and the Gifted and Talented, *William Thomas Allen, Jr.* Creating Spaces for Critical Conversations about Bullying through Focused Studies, *Peggy S. Rice*. The Effects of Bullying Among Adolescents With Special Needs, *Irasema Ramirez*. Challenging LGBTQ Bullying Through a Teacher Discussion Group, *Stephanie Anne Shelton*. Ethnic Minority Youth and Bullying, *Sally M. Hage, Ronald Ma, and Yunjin Lee*. Mixed-Race Student Awareness in K-12: Bullying and Discrimination Among Mixed-Race Student Populations, *René O. Guillaume and Charlotte Williams*. **SECTION III: TEACHERS, SCHOOLS, AND THE (NEW) PROBLEMS OF BULLYING.** Teachers As Activists: Using a Black, Feminist Pedagogy to Prevent Classroom Bullying, *Shemariah J. Arki*. Problematizing Teacher Authority to Uncover and Address the Reality of Teacher Bullies, *Tanji Reed Marshall*. How Schools Unintentionally Support Bullying and What Can Be Done to Stop It, *Ann Kaczowski Kimpton and Paul Kimpton*. Cyberbullying: A New Twist on a Familiar Problem, *María D. Avalos, Janet A. Carter, and Justus C. Onyenegecha*. **SECTION IV: INNOVATIVE INTERVENTIONS AND APPROACHES.** The Promise of Restorative Practices as Interventions for Bullying in K-12 Schools, *Christopher "C.W." Johnson and Vicki Oberstar*. Positive Behavior Interventions and Supports: A Promising Approach to Reducing Bullying in Schools, *Seth A. King, Krystal Kennedy, and Helen Dainty*. From Book Group to Bullying Prevention: The Story of the Social Justice Reading Group, *Kate Muir Welsh and Kate Kniss*. Using Children's Multicultural Picture Books to Combat Bullying, *Kathy Brashears and Queen Ogbomo*. Restoring Relationships: How Restorative Justice Can Be a Multitiered Antibullying Intervention, *Olivia Marcucci*. Closing Thoughts, *Cynthia Reed*. About the Contributors.



Critical Perspectives on Black Education Spirituality, Religion and Social Justice

Noelle Witherspoon-Arnold, University of Missouri-Columbia; Melanie C. Brooks, Monash University;
Bruce Makoto Arnold, Louisiana State University

2014. Paperback 9781623967475 \$45.99. Hardcover 9781623967482 \$85.99. eBook 9781623967499 \$74.

While nation engages in debates concerning central issues of religion and religious diversity in education, the historic saliency of religion and spirituality in the Black community and in the education of its children continues to be largely ignored. Historically, religion and spirituality were foundational to the development and understanding of social justice issues, including, but not limited to, issues of protest, community up-lift, notions of care, and anti-oppression. Taking into account the historical significance of religion and spirituality in the Black community, it is essential for education scholars to cultivate these long-standing connections as a means for advancing contemporary struggles for social justice, religiosity in education, and counter-hegemonic praxis. The purpose of this book is to expand our understanding of spirituality and religion as related to the p-20 schooling of Blacks students.

Educational scholarship continues to explore the workings of social justice to ameliorate inequities for those who have not been well served in schools. Although the concept of social justice remains a somewhat inchoate term in educational literature, this book seeks to explore the historicity of religion and spirituality while offering a scaffold that links ordinary everyday acts of justice, religion, and spirituality in education to a culture that systematically and institutionally assaults

the worth of Black students. It is important to note that this book is grounded in a broad concept of religion and spirituality and the editors seek to be inclusive of all types, styles, and traditions of religiosity and spirituality.

CONTENTS: Acknowledgements. Introduction: The Critical Links Among Spirituality, Religion, and Black Education. Embracing Spirituality: African American Women Leaders Pushing the Evolution of Leadership Practice in Schools, *Whitney Sherman Newcomb and Irrekka L. Khan*. The Belief and the Practice: Self-Affirming and Resistance-Based Religion and Spirituality Among Black Students, *La Monica Everett-Haynes*. Black Mormonism as an Example of Model Minority Discourse, *Nicholas Hartlep*. The Training of Volunteer Adult Sunday School Teachers in the Wisconsin Jurisdiction of the Church of God in Christ, *William C. McCoy*. Born of Our Necessities: "Muhammad Speaks" Vision of School Reform, *Khuram Hussein*. The Assistant Principals: Racial and Spiritual Dynamics of Educational Leadership, *Lisa Niuwenhuizen*. Religion and Spirituality Are My Lifelines: "Religion and Spirituality Among Black Professors at Primary-White Institutions, *Cassandra Chaney*. "I'm Still Holding On": Bearing Witness to the Gospel Impulse in an Urban All-Boys School, *Lenny Sanchez, Gerald Campano, and Ted Hall*. Religiosity and Spirituality in Educational Leadership Programs: Perspectives and Reflections From Black Educators, *Brenda Marina and Arline Edwards-Joseph*. Thoughts on Narrative and Researching Religion and Spirituality, *Noelle Witherspoon Arnold*. About the Editors. About the Contributors.



Continuing to Disrupt the Status Quo? New and Young Women Professors of Educational Leadership

Whitney Sherman Newcomb, Virginia Commonwealth University

2014. Paperback 978-1-62396-640-9 \$45.99. Hardcover 978-1-62396-641-6 \$85.99. eBook 978-1-62396-642-3 \$74.

Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership was conceptualized as a follow-up to *Breaking Into the All-Male Club: Female Professors of Educational Administration* (Mertz, 2009), a book about and by many women who were the first women faculty admitted into departments of educational administration primarily in the 1970's and 1980's. This book offers narratives of those women new to the field of educational leadership and makes comparisons to those stories shared by the veteran women in the field to highlight both similarities and differences. *Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership* is a literary way to preserve and continue the tradition of the sharing/addition of voices to the field of educational leadership that was begun with *Breaking Into the All-Male Club*. It begs the question, "If the women from *Breaking Into the All-Male Club* are "firsts," "pioneers," and "groundbreakers," then who are we, the young and new women of the field? If the entrance of women into the field of educational leadership was threatening enough for the veteran women (and still is for many of the young and new women), then the addition of age and ethnicity as confounding factors has likely created a cacophony of dissonance forty years later! *Continuing to Disrupt the Status Quo?* represents a decade of stories (2002-2012) from young and new women to the field of educational leadership.

CONTENTS: Preface, *Whitney Sherman Newcomb*. *Breaking into the All-Male Club and Continuing to Disrupt the Status Quo*, *Whitney Sherman Newcomb*. *Cage Fighting in Higher Education: Same Old Fight in a 21st Century Ring*, *Whitney Sherman Newcomb*. *Navigating Uncharted Territories in Academe Through Mentoring Networks*, *Gaëtane Jean-Marie*. *Young, Gifted, Female, and Black: The Journey to Becoming Who I Am*, *April L. Peters*. *The Invisible Other: Ruminations on Transcending "La Cerca" in Academia*, *Azadeh F. Osanloo*. *My Transition to the Academy: Lessons and Community*, *Karen Sanzo*. *Having It All: Wait, What Does "All" Mean?* *Jennifer K. Clayton*. *Still I Rise: An Early-Career African-American Female Scholar's Told Truths on Surviving Academia*, *Cosette M. Grant*. *Navigating My Career as a Trailing Spouse*, *Melanie C. Brooks*. *Reflections on Perpetual Liminality*, *Katherine Cumings Mansfield*. *My Relationship with Academia as a Latina Scholar*, *Melissa A. Martinez*. *Earning a Doctorate in Educational Leadership: The Perspectives and Experiences of a Deaf Female Scholar*, *Catherine O'Brien*. *Since She is Gone, Who Will Get Me Through?* *Anjalé Welton*. *Sense Making: The Fight to Claim and Continuously Reclaim a Space in Higher Education*, *Whitney Sherman Newcomb and Catherine Ruziak Gorman*. *Then . . . and Now: Reflections on Women Faculty in Educational Administration*, *Norma T. Mertz*. *Chronology of Young and New Women Professors' Entry Into Departments of Educational Leadership and Their Ages Upon Entrance*. About the Contributors.



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