Book Series

*Research on Women and Education*

Series Editors
Janice Koch, *Hofstra University*; Beverly Irby, *Texas A&M University*

Over the past two decades greater numbers of courses and programs in colleges and universities have emerged that explore the lives and roles of women who have been engaged in shaping and determining the cultural contexts in which we live, yet parity for women and girls within schools, the workplace, and the academy have changed only slightly. The differential treatment between males and females in classrooms from the nursery school to the postdoctoral experience impact females’ academic and career opportunities, social treatment, and participation in power structures.

Simultaneous to the growth in courses, there has been a growing faction within the academy who have voiced the belief that the work on and for women and education has been accomplished. Perhaps because of this pervasive belief and because inequities have taken a subtler, but deeper form of expression, we have never been in greater need of a book series devoted to Research on Women and Education.

**Books in this series:**
- Leading from a Feminist Soul
- Women of Color in STEM
- The Duality of Women Scholars of Color
- Girls and Women in STEM
- Women Leaders
- Gender and Early Learning Environments
- Gender and Schooling in the Early Years
- Defining and Redefining Gender Equity in Education

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Most of the literature involving the work of women leaders has addressed barriers that historically have required women to struggle to “get to the top,” the “styles” of women leaders, and gender issues women leaders continue to face in society and the workplace. Nearly missing in the literature is the perspective that women who possess positional power also have a responsibility to make a positive, constructive difference with that power. Though many women have made that kind of a difference, the purpose of this book is to prompt other women leaders to ask themselves the question: “So, how does my leading make a positive difference to my organization, to my society, to my world?”

This book will offer inspiration, guidance, and affirmation to women who seek to lead from goodness, justice, and the power of difference they bring to the organization.

The book will include references to the authors’ autobiographical experiences as leaders in K-12 and higher education as well as to women whose stories of leadership are of particular interest: an artist, a philanthropist, a community activist, teacher and school leadership educators. These references will scaffold the construction of a theory of leadership that circles around awareness of self and others, and the social consciousness, courage, humility, and generosity of spirit that is characteristic of leading from the feminist soul.


Women of Color in STEM: Navigating the Workforce

Women of Color in STEM: Navigating the Workforce is an opportunity for making public the life stories of women of color who have persevered in STEM workplace settings. The authors used various critical theories to situate and make visible the lives of women of color in such disciplines and workplace contexts like mathematics, science, engineering, NASA, academia, government agencies, and others. They skillfully centered women and their experiences at the intersection of their identity dimensions of race, class, gender, and their respective discipline.

While the disciplines and career contexts vary, the oppression, alienation, and social inequities were common realities for all. Despite the challenges, the women were resilient and persevered with tenacity, a strong sense of self as a person of color, and reliance on family, community, mentors, and spirituality. While we celebrated the successes, it is critical that organizational leaders, whether in education or other workplace settings, draw from narratives and counter-narratives of these women to improve the organizational climate where individuals can thrive, despite their racial, class and gender identity. This book will assist educational communities, professional communities, and families to understand their roles and responsibilities in increasing the number of women of color in STEM.
The Duality of Women Scholars of Color
Transforming and Being Transformed in the Academy
Gaëtane Jean-Marie, University of Oklahoma; Cosette M. Grant, University of Cincinnati; Beverly Irby, Texas A&M University


The seven chapters address long-standing concerns from first-hand perspectives regarding women of color faculty in the academy, the marginalization of women of color scholars in the academy and the benefits of mentoring support. Discussion of such are threaded throughout this book. Mentoring has been a practice of leadership since Greek times, and research has documented the advantages of mentoring. Aligned with the authors espoused mentoring perspectives in this book, is the coined concept of “synergistic mentoring” Accordingly, “Synergistic mentoring is defined as a mentor and mentee working together collaboratively to (a) generate a greater good for both, (b) integrate diverse perspectives into the context, and (c) construct together an otherwise unattainable goal attempted independently.

The authors of this book seek to enlighten, dynamic and critical discussions by and about women of color in the academy. Conceivably the most intriguing part of each chapter is the methodological approaches used to address race, gender, and social justice in the academy. Qualitative methods dominate the chapters with effective use of personal narratives and the lived experiences of the participants. The voices of those often ignored or forgotten are examined building on the legacy of women of color in the academy who paved the way for this generation and future scholars of color. Moreover, the chapters presented herein challenge assumptions, perspectives and beliefs about the significance of women of color scholars in the academy. They are provocative and provide direction for future research that advance knowledge and understanding for a better society based on social justice, equity and equal opportunity. They also give voice to both the shared diverse and common experiences of this group of women scholars of color and provide useful guidance and new perspectives on transforming the world’s academics into more inclusive and equitable environments around the globe (Thomas & Hollenshead, 2001). Ultimately, outcomes from these collections of scholarly discourse, may have important implications for effective policy and program practice that raise important questions about institutional commitments that advocate for the advancement of women of color in the academy.

Encouraging the participation of girls and women in science, technology, engineering and mathematics (STEM) remains as vital today as it was in the 1970s. ... hence, the sub-title: “A Never Ending Story.” This volume is about ongoing advocacy on behalf of the future workforce in fields that lie on the cutting edge of society’s future. Acknowledging that deeply embedded beliefs about social and academic entitlement take generations to overcome, the editors of this volume forge forward in the knowledge that these chapters will resonate with readers and that those in positions of access will learn more about how to provide opportunities for girls and women that propel them into STEM fields. This volume will give the reader insight into what works and what does not work for providing the message to girls and women that indeed STEM fields are for them in this second decade of the 21st century. Contributions to this volume will connect to readers at all levels of STEM education and workforce participation. Courses that address teaching and learning in STEM fields as well as courses in women’s studies and the sociology of education will be enhanced by accessing this volume. Further, students and scholars in STEM fields will identify with the success stories related in some of these chapters and find inspiration in the ways their own journeys are reflected by this volume.

Gender and Early Learning Environments
Beverly Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University

The Research on Women and Education SIG of the American Educational Research Association presents the third book in its series, Gender and Early Learning Environments. Finding after the publication of Gender and Schooling in the Early Years, the second book in the series, that there was and is a paucity of published literature on early childhood gender issues, the editors determined that one additional book on early childhood and gender issues was warranted in this series. The latest book in the series, Gender and Early Learning Environments, is encompassing of a wide range of topics addressing early childhood influences on gender and development of the whole child. For early childhood educators, this book aids in making visible and exploring the definition of what gender means in contemporary culture.


Gender and Schooling in the Early Years
Beverly Irby, Sam Houston State University; Janice Koch, Hofstra University

In this volume, gender and schooling in the early years addresses a broad range of issues including, but not limited, to gender equity in education. We explore, for example, the complex world of play in Fromberg's chapter and are reminded that for young children, play involves issues of power and hierarchy in ways that parallel the role of gender in society. Miletta's study of preschool children in northern Italy, at Reggio Emilia, reveals a story of classroom interactions where gender differences are not part of the equation for the youngsters. Her chapter begs the question, "How does this environment empower all children, regardless of gender?" Two chapters provide a lens to the Montessori setting for young children. Wilgus studies the gendered patterns of young women teaching at a Montessori school, while Irby, Rodriguez, and Lara-Alecio explore the intersections of culture and gender at a bilingual Montessori public school. Further examining the preschool years, Plaster and Schiller address the current brain research and examine the ways in which the adults that
staff early child care programs, and the environments that they offer, play an important role in the development of our children.


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**Defining and Redefining Gender Equity in Education**

Beverly Irby, Sam Houston State University; Janice Koch, Hofstra University


In the past 25 years there has been an enormous increase in the amount of research exploring issues of gender and schooling. New journals have been established, and in the older journals, special issues have been devoted to addressing gender equity in education.

For the editors this has raised some questions and concerns as we organized the topics for this first volume of the Research on Women and Education book series.

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