RACIALLY AND ETHNICALLY DIVERSE WOMEN LEADING EDUCATION: A WORLDVIEW
ADVANCES IN EDUCATIONAL ADMINISTRATION

Series Editor: Anthony “Tony” H. Normore

Recent Volumes:

Volume 16: Transforming Learning Environments: Strategies to Shape the Next Generation — Edited by Fayneese S. Miller

Volume 17: Successful School Leadership Preparation and Development — Edited by Karen Sanzo, Steve Myran and Anthony H. Normore

Volume 18: Identifying Leaders for Urban Charter, Autonomous and Independent Schools: Above and Beyond the Standards — Edited by Kimberly B. Hughes and Sara A. M. Silva


Volume 20: Collective Efficacy: Interdisciplinary Perspectives on International Leadership — Edited by Anthony H. Normore and Nancy Erbe

Volume 21: Pathways to Excellence: Developing and Cultivating Leaders for the Classroom and Beyond — Edited by Antonia Issa Lahera, Kamal Hamdan, and Anthony H. Normore

Volume 22: Leading Small and Mid-Sized Urban School Districts — Edited by Ian E. Sutherland, Karen L. Sanzo and Jay Paredes Scribner

Volume 23: Living the Work: Promoting Social Justice and Equity Work in Schools around the World — Edited by Christa Boske and Azadeh F. Osanloo

LIST OF CONTRIBUTORS

Majed Abu Jaber University of Jordan, Amman, Jordan
Rabaa AlSumaiti Knowledge and Human Development Authority, Dubai, UAE
Khalid Arar The Center for Academic Studies, Or Yehuda, Israel
Melanie Bennett-Stonebanks Bishop’s University, Sherbrooke, Canada
Mere Berryman University of Waikato, Hamilton, New Zealand
Prakash C. Bhattarai Kathmandu University School of Education, Hattiban, Lalitpur, Nepal
Ira E. Bogotch Florida Atlantic University, Boca Raton, FL, USA
Jeffrey S. Brooks Monash University, Clayton, Australia
Keri Chui Australian National University, Canberra, Australia
Alice G. Comahig Liceo de Cagayan University, Misamis Oriental, Philippines
Marilyn Davis University of New Mexico, Albuquerque, NM, USA
Soribel Genao Queens College, The City University of New York, USA
Diane W. Hodgins Northwest Florida State, Niceville, FL, USA
Shewanee D. Howard-Baptiste The University of Tennessee at Chattanooga, Chattanooga, TN, USA
Shazia K. Jan  Macquarie University, Turramurra, Australia
Sharona Jayavant  University of Auckland, Auckland, New Zealand
Gaëtane Jean-Marie  University of Northern Iowa, Cedar Falls, IA, USA
Brent E. Johnson  Forest Park High School, Forest Park, GA, USA; Gordon State College, Barnesville, GA, USA
Moosung Lee  University of Canberra, Canberra, Australia
Ann E. Lopez  University of Toronto, Toronto, Canada
Ellyn Lyle  Yorkville University, Fredericton, Canada
Dustin MacLeod  OC A Company, Commandant, Infantry School, Canada
Jamuna Maharjan  Niharika Public School, Lalitpur, Nepal
Katherine Cumings Mansfield  Virginia Commonwealth University, Richmond, VA, USA
Asmahan Masry-Herzalla  The Center for Academic Studies, Or Yehuda, Israel
Rabin Nickens  Consultant, New York City Department of Education, New York, NY, USA
Anthony “Tony” H. Normore  California State University Dominguez Hills and International Academy of Public Safety, Carson – Los Angeles, CA, USA
Jenala Nyirenda-Paradise  Transformative Praxis, Kasungu, Malawi
Roberto N. Padua  Bukidnon State University, Bukidnon, Philippines
Cristobal Salinas Jr.  Florida Atlantic University, Boca Raton, FL, USA
List of Contributors

Andrés P. Santamaría  Auckland University of Technology, Auckland, New Zealand
Lorri J. Santamaría  University of Auckland, Auckland, New Zealand
Fintan Sheerin  Trinity College Dublin, Dublin, Ireland
Gale Solomon-Henry  Peel District School Board, St. Mississauga, Canada
Christopher  Bishop’s University, Sherbrooke, Canada
     Darius Stonebanks
John Tait  Kaikoura High School, Kaikoura, New Zealand
Linda C. Tillman  University of North Carolina-Chapel Hill, Chapel Hill, NC, USA
Maribel G. Valdez  Bukidnon State University, Bukidnon, Philippines
Nathalis Wamba  Queens College City University of New York, New York, NY, USA
Carland Washington  New York City Department of Education, New York, NY, USA
Terri N. Watson  The City College of New York, The City University of New York, USA
Melinda Webber  University of Auckland, Auckland, New Zealand
Boyce Williams  National Alliance of Learning, Inc., Washington, DC, USA
Dianne A. Wright  Florida Atlantic University, Boca Raton, FL, USA
FOREWORD

*Racially and Ethnically Diverse Women Leading Education: A Worldview* edited by Drs. Terri N. Watson and Anthony “Tony” H. Normore represents a significant contribution to the literature and to our thinking about women in leadership, and particularly women of color. Discussions about race and gender have traditionally been framed in a Black-white paradigm and usually result in narrow interpretations of the term “women in leadership.” The publication of this book, however, challenges the existing Black-white paradigm and offers a broader interpretation, a paradigm shift if you will, in how we think about “women in leadership.” The paradigm shift includes a global perspective, the voices of racially and ethnically diverse women across the spectrum of leadership in education, and chapters co-authored by female and male scholars who are in leadership positions and who study leadership. These as well as other aspects of this book represent a unique approach to investigating and revealing the lived experiences of racially and ethnically diverse women from the United States and abroad who practice, theorize, and write about leadership. An undertaking such as this is much needed in the field of educational leadership/school administration as well as leadership in other areas of education. This volume allows us to begin to more fully explore the varied dimensions of “leadership” and how these varied dimensions intersect with the sometimes complex issues of race and gender.

Men, and particularly white men, have been privileged to be selected for leadership positions in many instances solely because of their gender. Their assumed credentials, leadership characteristics, abilities, and work ethic is rarely questioned. Rather, the prevailing theory has been that because *they are men* they should be in positions of leadership, no matter the profession. Rarely do the experiences of men in leadership match those of women, and particularly women of color who are more often questioned, criticized, doubted, dismissed, and viewed as alternative choices when it comes to how leadership is conceptualized and operationalized. Contributors to this book provide us with a body of scholarship that challenges the notions that leadership in education *should* be a male dominated field, and that women are “alternative” sources of leadership. Collectively, the contributors remind us that women of all races and ethnicities are quite capable of
managing and leading in K-12 schools, higher education, and education organizations in the United States and in the various contexts of education from Israel to New Zealand. Supported by rigorous research and thoughtful theoretical frameworks, this book is a testament to women of color who are assets to education leadership specifically and leadership generally.

The uniqueness of this work is the pairing of women with men as co-authors on each chapter. The result is that female scholars, working with male scholars, have produced an informative and much needed body of scholarship that will move our thinking forward as we continue to shift and expand traditional paradigms based on leadership, race, and gender. Male scholars who contributed to this work have helped to frame the arguments and added their unique perspectives as “insiders” — those who are often more likely than women to be in decision-making positions. The conversations between female and male scholars add to the richness of the chapters in this book.

Collectively, the chapters in this book also challenge prevailing notions that categorize women and minorities as a singular group, rather than attending to the distinct differences between majority women and women of color as well as the differences among “minorities” in general. As Coursen, Mazzarella, Jeffress, and Hadderman (1989) note, “what is true for blacks is not necessarily true for members of other racial minorities and may have nothing to do with women” (p. 87). Thus, in this book, women who are members of specific racial and ethnic groups conceptualize their work, tell their stories, and put their distinct imprint on what it means to be a female and a leader in education.

The book begins with a retrospective historical look at the research on U.S. women in educational leadership/school administration from 1980 to 2004 (the chapter by Watson, Hodgins, & Brooks in this volume). This chapter essentially sets the tone for the book and provides a framework for thinking about the ways in which patterns of under-representation and marginalization in positions of education leadership with respect to women have been conceptualized and maintained. Throughout the remainder of the book, authors weave the themes of marginalization and under-representation into their particular, self-defined narratives and present examples of marginalization as women and as members of specific racial groups. Placing the experiences of racially and ethnically diverse women in particular contexts is also an important aspect of the work in this book. From the United States to the United Arab Emirates, from Israel to New Zealand, and from the Philippines to Malawi, scholars discuss how women leaders in a specific racial, cultural, economic, political, and social contexts...
negotiate race and gender in the workplace, how women in leadership bridge theory and practice, work for the ideals of social justice, and use feminist leadership theories for the empowerment of women and to promote change.

The combination of a global perspective of leadership in education and female and male perspectives come together to make this volume an exceptional model of intellectual, cross-racial, and cross-cultural scholarship.

Linda C. Tillman, Ph.D.
Professor Emerita, University of North Carolina-Chapel Hill

REFERENCE