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Women in Higher Education: A Selected Bibliography

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A concern for human rights and the pressure for equal opportunity were apparent in the federal legislation, Title VII, Civil Rights Act of 1964. While discrimination on the basis of race, color, religion, sex, or national origin was prohibited, employees of educational institutions were excluded from coverage. The situation of academic women was changed with the extension of Title VII to apply to educational institutions with fifteen or more employees in the Equal Employment Opportunity Act of 1972. The legal status of women on campus was improved by further legislation in Title IX, The Higher Education Act of 1972, which forbade sex discrimination under education programs receiving federal funding. The special problems of women in higher education related to recruitment, promotion, tenure, salary, and other areas have been regulated within the provisions of Higher Education Guidelines, 1972, issued by the Office of Civil Rights of HEW. This led to the development of affirmative action programs for women; such programs require systematic review of policies toward women in universities receiving over one million dollars in federal contracts. Standardized compliance review procedures were established in 1974. Additional support for women's educational programs through grants from HEW was authorized in the Women's Educational Equity Act contained in the Education Amendments of 1974.

The question of equal opportunity for women in higher education involves consideration beyond this briefly summarized legal context. A historical perspective is needed to comprehend the inequalities of past practices as well as objective documentation. The books selected in the following bibliography may provide a background for understanding equity issues in the academic community.

Astin, Helen S. The Woman Doctorate in America. New York: Russell Sage Foundation, 1969.

Demographic characteristics of women doctorates are profiled to provide a background for understanding the factors related to career choices and development as well as work patterns. Descriptions of occupational achievements and leisure activities are extended by autobiographical sketches.

Bernard, Jessie. Academic Women. University Park: Pennsylvania State University Press, 1964.

A sociological approach provides the background for interpreting the effect of sex upon academic career patterns. Differential factors are examined in relation to institutional distribution, subject-matter areas, role performance, productivity, creativity, competition, conflict, and marital status.

Carnegie Commission on Higher Education. Opportunities for Women in Higher Education. New York: McGraw-Hill, 1973.

This is a comprehensive report on the special problems of women related to equality of opportunity for participation in higher education. Statistical data objectifies current practices and situations in regard to women as students, faculty members, administrators, and nonfaculty academic employees. Recommendations for changes in attitudes and policies are outlined.

Feldman, Saul D. Escape from the Doll's House. New York: McGraw-Hill, 1974. (This book is a report prepared for the Carnegie Commission on Higher Education.)

Sex-based inequalities in graduate education are empirically identified. The effect of sexual stereotyping is assessed in terms of women's academic performance and career choice.

Furniss, W. Todd and Graham, Patricia A., eds. Women in Higher Education. Washington, D.C.: American Council on Education, 1974.

Ideological principles are established for changes in the discriminatory practices of the academic community. Equity issues are raised for professional women and students in higher education; related questions of institutional accountability and social justice are viewed in regard to the Affirmative Action Program.

Howe, Florence, ed. Women and the Power to Change. New York: McGraw-Hill, 1975. (This is a volume of essays sponsored by the Carnegie Commission on Higher Education.)

Feminism, as an agent of change, has moved four women in singular positions in academia to progress from consciousness to ideology to discovery of their own "token" situations. The book contains the personal accounts of their ideas and experiences as shaped by this process of change in four essays as follows: "Toward a Woman-Centered University," "Inside the Clockwork of Male Careers," "A View from the Law School," and "Women and the Power to Change."

Kilson, Marion. "The Status of Women in Higher Education." Signs: Journal of Women in Culture and Society 1 (Summer 1976): 935-42.

Of particular interest is the essay "The Status of Women in Higher Education" by Marion Kilson, which surveys the vulnerability of the position of academic women in terms of patterns of status decline, inequality, and "amelioration" through 1975. A diversity of topics is included in other essays, which are unified by the theme of relationships between sexuality and society in this journal.

Mednick, Martha T.; Tangri, Sandra S.; and Hoffman, Lois W., eds. Women and Achievement. New York: John Wiley, 1975.

Social and motivational analyses of women's achievements are drawn from a variety of contexts. Changing patterns of women's accomplishments in academic and occupational areas are interpreted as indicators of the current status of women.

MLA Commission on the Status of Women. Academic Women, Sex Discrimination and the Law. Revised ed. New York: Modern Language Association, 1975.

Legal resources are summarized in this handbook aimed at both academic women and groups which are involved in sex discrimination cases. Federal laws are outlined and procedures for using the laws are specified.

MLA Commission on the Status of Women. "Unladylike and Unprofessional Academic Women and Academic Unions. New York: Modern Language Association, 1975.

The personal accounts of women faculty involved with academic unions and collective bargaining are offered in this pamphlet. Issues dealing with salary inequities within rank, discrimination in health benefits, inter-faculty conflict over peer judgment, and other concerns related to women in higher education are presented in the context of academic unionization.

Rossie, Alice S. and Calderwood, Ann, eds. Academic Women on the Move. New York: Russell Sage Foundation, 1973.

Systematic studies of the social status of academic women document information on recruitment, employment, career development, and sex discrimination. Resources for political action toward social change by academic women are made available.

Sexton, Patricia C. Women in Education. Bloomington, Indiana: Phi Delta Kappa, 1976.

An overview of women in relation to the functions of education is developed in the following six areas: schools, historical backgrounds, sexual democracy, work roles, law, and vocations. The two chapters on "Higher Education" and "Academic Women" provide introductory level summaries of concerns pertaining to faculty women.

Theodore, Athena, ed. The Professional Woman.
Cambridge, Massachusetts: Schenkman Publishing
Company, 1971.

Collected readings address a broad spectrum of issues related to the socio-economic role of the professional woman. A revealing analysis of the structural complexities of the current situation for female faculty is found in Graham's article "Women in Academe."