



## **Continuing to Disrupt the Status Quo?: New and Young Women Professors of Educational Leadership (New Directions in Educational Leadership)**

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# Continuing to Disrupt the Status Quo?: New and Young Women Professors of Educational Leadership (New Directions in Educational Leadership)

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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.

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