

Recent Publications

BOOK REVIEWS

Women in Higher Education Administration. Ed. by Adrian Tinsley, Cynthia Secor, and Sheila Kaplan. San Francisco: Jossey-Bass, 1984. 96p. (New Directions for Higher Education no. 45). \$8.95 paper. LC 83-82747. ISBN 87589-995-1. ISSN 0271-0560.

The pervasive theme of this slim volume is that universities and colleges have a responsibility to place talented women and administrators in administrative positions, thereby enriching the expertise available to the university in its quest for increased vitality and for new vision.

A score of women who have been leaders in organized efforts to strengthen the status of women in higher education administration systematically detail programs since 1971 designed to identify, prepare, and promote talented potential women administrators. While the efforts have been substantial, and have certainly resulted in individual advancement for many women, it is less clear, as the editors point out, that commitment to advancement of women and minorities has been institutionalized by American higher education.

Millions of dollars (in excess of \$3 million each from the Carnegie Corporation and the Ford Foundation) in foundation and institutional support have gone into such programs as the National Identification Program of the American Council on Education (ACE/NIP) and the Higher Education Resource Services (HERS) Summer Institutes and Administrative Skills Program. Still, the number of women in the upper reaches of academic administration remains small. The Leaders in Transition Study (1982), here described by investigator Kathryn Moore, found that 20

percent of its sample of line administrators in four-year, accredited, degree-granting institutions were female. However, those women tended to be clustered at the lower levels of administration, in smaller liberal arts colleges, and in positions such as "head librarian, registrar, and director of financial aid."

Moore's analysis of the current status of women in higher education administration and the factors affecting careers in administration leads into descriptions of the various programs. Career mapping, skills development, networking, increased visibility within higher education and on individual campuses, and meetings that bring together senior male administrators and identified women in high visibility situations are basic components of the programs described.

The most significant chapters may well be the concluding three, which deal with the philosophy behind support for special programs for women, the responsibilities of senior women administrators to other women, and an analysis of emerging issues and recommended strategies. Especially valuable is Sheila Kaplan and Dorothy O. Helly's contribution, "An Agenda for Senior Women Administrators," which wisely dispenses not only a list of areas of responsibility for other women—faculty, staff, and students—but also describes political realities that make the task more difficult and potential strategies for implementation.

Alison R. Bernstein, a program officer at the Ford Foundation, critiques the strategies underlying foundation support for projects to advance women and minority administrators—identification, strength-

ening skills, promotion of potential candidates. She concludes that mobility for these individuals is severely limited by the way in which academic administrators are chosen. Selection from the ranks of faculty may well not be the best way to acquire competent administrators. Similarly, movement from community college administration to a college or university, or from a black college to a comprehensive university is very limited, and is particularly discriminatory to women and minorities whose administrative credentials might otherwise qualify them for serious consideration.

The editors list the following five-point agenda for the future. (1) Commitment to the advancement of women and minorities has diminished; new intervention strategies need to be designed. (2) Financial support for new strategies is crucial; where it is to come from must be addressed. (3) Longitudinal studies of both men and women administrators are needed to provide information about factors which hinder or promote advancement. (4) The reward structure and the status structure of higher education may change dramatically as the issue of comparable worth is addressed. (5) The first generation of leaders of the organized movement to advance women and minorities—among whom are the contributors to this volume—have largely moved on to other stages of their careers, and a new generation of leaders has yet to be identified.

This is an important source book on the status of organized efforts to advance women. It is essential reading for women and other library administrators who want to further their understanding of colleges and universities as social organizations. As a librarian, one finds that the position of women in academic administration, in general, is not unlike their position in libraries, and that the barriers and the strategies for overcoming them are much the same.—*Joanne R. Euster, San Francisco State University, California.*

Cronin, Blaise. *The Citation Process: The Role and Significance of Citations in Scien-*

tific Communication. London: Taylor Graham, 1984. 103pp. £10. ISBN 0-947568-01-8.

The use of citations is a crucial part of the creation and dissemination of information in both the natural and social sciences. Some sociologists of knowledge (the normative school) have held with Robert K. Merton that the citation process, like other aspects of scholarly communication, is conducted with widespread adherence to commonly accepted standards. But more recent work has contended that scholars, in their lust for rewards and recognition and with normal human carelessness and inconsistency, usually fail to adhere to standards. (The latter view is called the microsociological or positivist.)

Blaise Cronin's *The Citation Process* reviews the controversy between the normative and microsociological schools. Most of the book summarizes theoretical arguments and perspectives that have been brought to bear on various aspects of the controversy. While many of the arguments of the opposing sides are backed by powerful rhetoric, none are fully persuasive. All finally fail, Cronin reminds readers several times, because no student of the citation process can ascertain the motivation that inspired a citation at the moment it was made.

In his review of the literature, Cronin recounts some interesting research. He points to studies that high citation counts of the work of individual scientists have correlated positively with recognized quality indicators such as honorific awards and Nobel laureateships. At the same time, he describes research that contends that between one-fifth and two-thirds of citations are not essential to the papers that refer to them. Perhaps most revealing is his own experiment that tests for the degree of commonality of views on when an author should cite. In his experiment he distributed "unpublished journal articles denuded of their original citations to carefully selected samples of readers, asking them to suggest where citations were required." This resulted in "some evidence of a shared understanding as to how and where citations should be affixed