

FROM THE EDITOR



In 2013, I was a second year doctoral student in the *City, Culture, and Community* program at Tulane University. Given my program's interdisciplinary approach, I was required to select elective courses that were relevant to my research interests. Every fall semester, the Newcomb College Institute (NCI) offers a *Women Leading Change* course for Newcomb Scholars and this particular year the course focused on leading change in organizations. I was not a Newcomb Scholar or an undergraduate student, but my research examined the ways in which progressive religious congregations reinforce gender inequality on organizational and societal levels. I considered the possibility of taking this course as a great opportunity to further explore my research agenda. After a few email exchanges, Dr. Sally Kenney, NCI Executive Director and course professor, agreed to my enrollment in the *Women Leading Change* course. It was here that I was introduced to the case study teaching method, which examines lived experiences of leaders facing professional dilemmas for the purpose of developing effective models of change.

NCI and Dr. Kenney present cases that apply the frames of feminism, gender, and sexuality to professional dilemmas experienced by women. By investigating the lived experiences and dilemmas of women in leadership, we are able to understand where we have been as well as identify paths toward progress. In this way, cases introduce tools for more effectively managing the structural and interpersonal obstacles that impact women in workplaces, organizations, and society overall. Furthermore, cases provide a critical lens for identifying organizational processes that reinforce hegemonic gender structures and perpetuate outcomes of gender inequality. Over the course of the semester, Dr. Kenney guided us as we developed our own cases examining barriers faced and decisions made by women leaders. As emerging scholars, this process granted us the opportunity to further develop theoretical and conceptual thought pertaining to feminism, gender, and sexuality as well as design more nuanced methods of change. As a doctoral student, I learned from the lived experiences of women leaders and received a pedagogical approach to integrate in courses I may teach in the future.

Several months after completing the course, I was given the opportunity to work as an editor on the *Women Leading Change* journal. It has been a privilege working with Newcomb Scholars as they further develop and refine their cases. This journal issue marks the culmination of hard work and investigation into the lived experiences of women leading change particularly in organizations. Specifically, this collection of cases illustrates women's leadership during times of significant organizational and societal shifts and addresses unique issues pertaining to the intersection of gender with race and sexuality. Furthermore, these cases are ordered chronologically thus demonstrating shifts in the women's movement, theoretical developments in gender, sexuality, and feminism as well as the increasingly complex issues of gender over time. These cases are the best of the best from three different Newcomb Scholar cohorts. I hope you read them, learn from them, and teach by them as they serve as remarkable tools for initiating and leading change in the face of gendered processes.

A handwritten signature in black ink that reads "Katie Lauve-Moon". The signature is written in a cursive, flowing style.

Katie R. Lauve-Moon