



SCHOOL of  
GRADUATE STUDIES  
EAST TENNESSEE STATE UNIVERSITY

East Tennessee State University  
**Digital Commons @ East  
Tennessee State University**

---

Electronic Theses and Dissertations

Student Works

---

5-2008

# A Study of Current and Former Women in Faculty and Administrative Leadership Positions at East Tennessee State University.

George Naholi  
*East Tennessee State University*

Follow this and additional works at: <https://dc.etsu.edu/etd>

 Part of the [Gender and Sexuality Commons](#), and the [Work, Economy and Organizations Commons](#)

---

## Recommended Citation

Naholi, George, "A Study of Current and Former Women in Faculty and Administrative Leadership Positions at East Tennessee State University." (2008). *Electronic Theses and Dissertations*. Paper 1927. <https://dc.etsu.edu/etd/1927>

This Dissertation - Open Access is brought to you for free and open access by the Student Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact [digilib@etsu.edu](mailto:digilib@etsu.edu).

A Study of Current and Former Women in Faculty and Administrative Leadership Positions  
at East Tennessee State University

---

A dissertation  
presented to  
the faculty of the Department of Educational Leadership and Policy Analysis  
East Tennessee State University

In partial fulfillment  
of the requirements for the degree  
Doctor of Education

---

by  
George Naholi  
May 2008

---

Dr. Terry Tollefson, Chair  
Dr. Kathryn Franklin  
Dr. Jasmine Renner  
Dr. Yousif Elhindi

Keywords: American Association of University Women, Femininity, Female Leadership,  
Civil Rights Act, Women College Presidents, Mentoring, Barriers, Role Models,  
Pay Discrimination, Stereotypes

## ABSTRACT

A Study of Current and Former Women in Faculty and Administrative Leadership Positions  
at East Tennessee State University

by

George Naholi

This qualitative case study was designed to determine the perceptions about female leadership among female faculty and administrators at East Tennessee State University. Participants were asked about the motivating and prohibiting factors (barriers) that affected their leadership capabilities at the institution. They cited motivating factors that led them to optimal performance. These included family support, mentoring practices, affirmative action, collegial working atmosphere, support from the top leadership, and encouragement from their colleagues. The dissertation was also to investigate how female leaders perceived their leadership roles and the factors that enhanced female leadership and the barriers that hindered female leadership at ETSU.

The women in this study talked about the impediments or barriers of their upward movement. These included salaries that were lower than those of their male colleagues, stereotyped thinking within the community with biases against females, family chores vis-à-vis work schedules, sexual discrimination, lack of role models, etc. The findings were: (a) Female leadership was uniquely relationship-oriented; (b) female leaders combined work and family and managed the two fairly well; (c) female leaders were more likely to mentor other women but also were often mentored by men; (d) female leaders worked at a more relaxed pace with details in mind and did not have the target of the big picture as a priority; (e) they worked hard to attain the positions previously held by men and are now at par in higher positions both in faculty and administration; (f) they worked hard to surmount the barriers placed in their way as they moved up the ladder in faculty and administrative positions; (g) they volunteered for positions in the staff and faculty senates without considering financial gains; (h) they were the majority in the lower ranks of the

administrative ladder of the university and played crucial supportive roles; and (i) their leadership styles were more humanitarian and on the relationship philosophy than were the leadership styles of their male counterparts.

## DEDICATION

This study is dedicated to my son, Thomas Herman Naholi, who had to be air lifted from Nairobi to Makerere University, in Kampala, Uganda, as the political strife became worse in Kenya during this study. My hope is that you value and never lose the love for learning. And to my wife, Agatha, who fearlessly looked after our children during the four years I was away for this study.

I am also indebted to my daughter, Millicent. Without her support I would not have completed this study; especially, when my poor health became worse with diabetes. And to my children in Dubai and Kenya, I dedicate this work to you for the constant company you gave me through e-mails and tele-conversations. To my mother, Margaret, I say thank you for always inquiring on my health during this study. I am grateful and I will always remember you.

## ACKNOWLEDGMENTS

The researcher is most grateful to individuals who have played a significant role in the pursuit of this goal.

Dr. Terry Tollefson, my committee chair. Thank you so much for holding my hand through this study – without which I would not have realized my dream. Thank you for being my mentor.

Members of my committee. Dr. Kathryn Franklin, Dr. Jasmine Renner, and Dr. Yousif Elhindi. To you I deeply express my undying gratitude for your support and encouragement in the pursuit of my dream.

Sarah Wilson and Lisa Speer. Thank you for the incredible time you put into reading the manuscripts and the patience you showed in putting this study into perspective.

Judith Nyabando and Michael Briggs. Peer reviewer and auditor, respectively. Thank you for the time you took to assess and authenticate this study and for keeping me focused.

## CONTENTS

	Page
ABSTRACT .....	2
DEDICATION .....	4
ACKNOWLEDGMENTS .....	5
LIST OF TABLES .....	10
Chapter	
1. INTRODUCTION .....	11
Background to the Study.....	11
Purpose of the Study .....	15
Significance of the Study.....	16
Scope of the Study .....	17
Statement of the Researcher Perspective .....	17
Research Questions .....	18
Definitions of Terms .....	18
2. REVIEW OF LITERATURE .....	20
Barriers to Women’s Access to Upper-Level Positions .....	21
Pay Discrimination (Pay Gap) .....	21
Stereotyping .....	24
Sexual Discrimination .....	26
Family Responsibilities .....	31
Proving Competence .....	33
Mentoring .....	38
Networking .....	41
Role Models .....	42

Chapter	Page
Women’s Ways of Working .....	43
Summary .....	45
3. RESEARCH METHODOLOGY .....	47
Qualitative Case Study .....	47
Interview Questions .....	47
Interview Questions .....	48
Data Collection .....	49
Interview .....	49
Purposeful Sample .....	49
Purposeful Sample Criteria .....	50
Interview Logistics .....	50
Interview Sites .....	50
Interview Organization .....	50
Length of Period for the Interview .....	50
Recording .....	50
Closure Question .....	51
Ethical Considerations .....	51
Confidentiality of My Participants .....	51
Other Ethical Considerations for Participants .....	51
Informed Consent Process .....	52
Interview Guide .....	52
Interview Questions .....	52
Document Review .....	53
Ethical Consideration for Document Review .....	54
Informed Consent .....	55

Chapter	Page
Document Review Guide .....	55
Observation .....	56
Purposeful Sample .....	57
Observation Logistics .....	57
Ethical Consideration in Observation .....	57
Informed Consent Process .....	57
Data Analysis .....	58
Interview Data.....	58
Coding Procedures.....	58
Document Review Data.....	58
Observation Data .....	59
Searching for the Patterns .....	59
Data Analysis for Interviews .....	59
Trustworthiness, Authenticity, and Credibility of the Study.....	59
Summary.....	61
Reporting the Findings.....	62
<b>4. DATA ANALYSIS .....</b>	<b>63</b>
Interview Questions .....	65
Observation and Document Review .....	115
Observation .....	115
Document Review.....	119
<b>5. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS TO IMPROVE PRACTICE AND FOR FURTHER RESEARCH .....</b>	<b>121</b>
Global Attitude about Female Leadership and Perceptions of Female Administrators and Faculty at ETSU .....	122

Chapter	Page
Perceived Contributions of Female Leadership to Institutional Effectiveness at ETSU .....	134
Recommendations for Further Research .....	138
Implications for Practice .....	139
Summary of the Study .....	139
Conclusion .....	140
REFERENCES .....	142
APPENDICES	
Appendix A: Average Salary Comparisons by Gender and Equal Employment Opportunity Comparison (EEOC) Codes, 1999 to 2006 .....	150
Appendix B: Average Salary Comparisons of Full-time Faculty by Gender and College, 1999 to 2006 .....	152
Appendix C: Average Salary Comparisons of Full-time Faculty by Gender and Rank, 1999 to 2006 .....	154
Appendix D: Average Age Comparisons of Full-time Faculty by Gender and Rank, 1999 to 2006 .....	156
Appendix E: Average Years of Service Comparisons of Full-time Faculty by Gender and Rank, 1999 to 2006 .....	157
Appendix F: Request for Interview Letter .....	158
Appendix G: Cover Letter for Questionnaire .....	159
Appendix H: Titles of Employees .....	160
Appendix I: Observation Guide .....	161
Appendix J: Document Review Guide .....	162
VITA .....	163

LIST OF TABLES

Table	Page
1. Pseudonyms and Titles of Participants .....	64
2. Proportions of Female Salaries as Compared to Their Male Counterparts (1996 and 2006) .....	131
3. Comparisons of Full-Time Female Faculty Salaries and their Male Counterparts by College (1999 and 2006) .....	132
4. Proportion of Female Salaries as Compared to their Male Counterparts by Rank (1999 and 2006) .....	133

# CHAPTER 1

## INTRODUCTION

### Background to the Study

The founders of the United States had divided views regarding the civil rights of women. This division has always posed challenges to the policymakers, up to the present. “Those who drafted the federal and state constitutions of the United States and were elected to its congresses and legislatures largely agreed with this conservative interpretation of women’s roles. Their governance could be only entrusted to property-holding men. Only the state of New Jersey, possibly due to the influence of Quakers, gave property-holding women the right to vote, but in 1807, New Jersey excluded women along with blacks and foreigners, on the grounds that barring women from the polls was highly necessary to the safety, quiet, good order, and dignity of the state” (Strom, 2003, p. 14).

According to Burns (1978), women had been deprived of leadership positions because it was assumed higher levels of power should be the monopoly of men. Over the centuries, femininity has been stereotyped as dependent, submissive, and conforming; and, hence, women have been seen as lacking in leadership qualities. Women in lower political offices, such as convention delegates, saw their roles as more “representative” and less independent than did male delegates. This leadership bias persists despite the political influence of the likes of Eleanor Roosevelt, Golda Meir, Indira Gandhi, or Margaret Thatcher (Burns).

Throughout U.S. history there has been continuous struggle about equality between males and females, especially in the workplace, despite the myriad of laws and regulations passed in respect of the Equal Employment Opportunities Commission (EEOC). According to Barenholtz (1994), in his article *The Corporate Dance: From Waltz to Tango to Achieve Women’s Equality at Work*, despite equal employment opportunity laws and affirmative action regulations, the struggle for equality in the corporate workplace continued to frustrate and elude

women seeking advancement among their male counterparts. This struggle has been evident in collegiate institutions that admitted women before the turn of the 20<sup>th</sup> century (Tidball, Smith, Tidball, & Wendell, 1999). Women have made great strides to hold 46% of the white-collar jobs and have succeeded in moving to the upper limits of management. Women in the 1,000 companies that make up the two Fortune 500 lists have made strides, although only 721, or 6.2%, of the board seats were held by women. Women have always worked amidst all the odds of gender administration for all this time. Before the passage of the 1964 Civil Rights Act, there were male jobs and female jobs. Job-advertising listings had men's sections with better-paying jobs being advertised compared to women's – high stakes jobs – engineering, law, medicine, business management, while females went for menial jobs or less paying ones like elementary school teacher, domestic work, nursing (then poorly paid), librarianship, etc. The situation was, however, made better by President Lyndon Johnson when he signed the Civil Rights Act into law on July 2, 1964. “The Civil Rights Act of 1964 and its associated antidiscrimination laws were the impetus for reducing some of the gender discrimination existing in the U.S. workplace” (Stroh & Reilly, as cited in Powell, 1999, p. 312). DuBrin (1972) cited inequality in employment and the professions. But perhaps what restricted women's rights most have been the constitutionally suspect laws that have been enacted, “laws that restrict the rights of married women to establish a legal domicile and, in some cases, engage in business; laws that exclude women from certain state colleges; laws that impose stiffer prison sentences on them; laws that govern the nation's arrangements regarding marriage, divorce, alimony and child support; and also, perhaps, laws that exclude women from the military draft” (pp. 33-34).

In 2001 women held 21.1% of all college and university president positions in the United States. At 2-year colleges, the percentage was 26.8%, and at doctorate schools it was 13.3%. Although the number of female college presidents has more than doubled in the past 2 decades, one might still wonder why four out of five college presidents are male (Corrigan, 2007).

After examining how female chief executive officers made decisions, gathered and dispensed information, delegated structure in their organizations, and motivated their employees, Helgesen (1990) concluded that female leaders placed more emphasis on relationship sharing and process than did their male counterparts. This conclusion was in complete contrast to that of Mintzberg (1973), who studied male CEOs. Male CEOs focused on completing tasks, achieving goals, hoarding information, and winning. Comparing those two studies leads to the conclusion that men were more concerned with systems and roles while women were more concerned with relations and atmosphere.

The American Association of University Women (AAUW) has come out strongly in assisting its members not only to become leaders in higher education, but also in their communities by providing an enabling environment through leadership-position resources and by supporting leadership development programs from kindergarten to retirement. AAUW has recently launched the Leadership and Training Institute, which should be a boost in further strengthening the capabilities of women and girls in leadership and administrative roles in higher education and other sectors of the economy. It is against this background that I have set out to study current and former women in leadership and administrative positions in higher education and at East Tennessee State University in particular.

Women's leadership development has come a long way since 1881, when Marion Talbot called a meeting of female college graduates to form what today is known as the American Association of University Women (AAUW). This landmark meeting was unique in that it ". . . addressed the question, "Why was a college education important to women beyond knowledge for the sake of knowledge? How could they make more of their degrees than just teaching, as they had been segregated so far?" (Navetta, 2006, p. 11). Despite the efforts made by the AAUW, women still face numerous barriers in administrative and other leadership positions in higher education and other sectors of the economy. In an article, "You've Still Got a Long Way to Go, Baby," Hurley (2006) cites critical issues as educational equity, retirement security, a fair

and balanced judiciary, civil rights, workplace equity, reproduction rights, healthcare reform, and equal pay which continue to affect women's progress contrary to the aims of the founding mothers of the AAUW. Hurley contrasts the present scenario when she imagines and rhetorically asks what the founders of the AAUW would say if they were to come back today, "Is this country still talking about the same education, work-place, and leadership issues that have plagued it since the late 1800's?" (Hurley, p. 24).

Although women have been active and successful in their campaigns for public office, Southern states are not as likely to elect women to public offices as are eastern and western states. Mississippi, Kentucky, Arkansas, and Tennessee had the lowest female voter participation rates of any of the 50 states in the first half of the 1990s. The states with the highest female participation rates tend to be in the North and the West. Thus, Montana, Oregon, South Dakota, Wyoming and Minnesota showed the highest female voter turnouts in 1992 and 1994. (Palley, 2001, p.248)

According to Karnes and Bean (1993),

Throughout history, men have always dominated leadership roles, yet women are creating a new force of energy. They are actively involved as leaders in business, health care, politics, education, and sports as well as on economic, social and environmental issues. This involvement of all people in leadership means that women will have more opportunities to lead people and develop [their] leadership skills." (p. 130)

In recent years, American women have made substantial progress in obtaining and fulfilling leadership roles. Women continue to make strides in higher education and the workplace. Helgesen (1990), in her study of women in leadership, found that women had their own unique leadership styles, different from that of men – they worked 24/7 with complex duties and family to attend to. Enrollment trends in colleges and universities throughout the United States clearly indicate that women are using education for upward mobility – to enhance their social and career status – and have made substantial progress in accessing higher education. Such progress has been slow; it has taken 35 years since the United States Congress passed Title IX of the Educational Amendments of 1972, which banned discrimination based on sex (Jacobs, 1999). Women have proven their academic qualifications by holding upper-level administrative

and faculty positions, but still they are in a minority. Previous research demonstrated that women did not move up as fast as men did in the educational hierarchy (Berrey, 1989; Brown & Burt, 1990; Tack, 1991). Crum and Williams (2007) of the Institute for Women's Policy Research, had this to report: A new fact sheet (Wage Gap Persists in 2006) released by the Institute for Women's Policy Research shows that the wage difference still exists between men and women and that it failed to narrow in 2006. According to data from the Bureau of Labor Statistics, in 2006 women's usual weekly earnings averaged \$600 compared with \$743 for men. Again, according to that same document, women earned an average of \$31,858 in 2005, as compared to men's \$41,386. It has become difficult to close this gap, and it appears that it might persist for some time to come (Crum & Williams, p. 141).

Women constitute over 52% of the population in nearly every nation and, by extension, in the world. However, when it comes to leadership positions in higher education these positions are skewed in favor of men. Why is this, 17 years after Helgesen's study was published and 39 years after Mintzberg's study (1968) on male leadership? Why should the situation be in its present form, where leadership is a preserve of men? As more and more women enter the field of higher educational leadership, the earlier theories whereby leadership was based on male constructed theories should be looked at afresh with a view to giving women their fair share of leadership. There is also a general perception that leadership may be gender related or based.

#### Purpose of the Study

The purpose of this study was to ascertain the perception of women in faculty and administrative leadership positions at East Tennessee State University (ETSU), how the perception affected or impacted their leadership approaches, and what barriers or constraints stood in the way of female advancement in leadership. In an attempt to get the perceptions of these female leaders, the researcher, using a qualitative approach, asked female leaders at ETSU to examine and explore their feelings, attitudes, and approaches to leadership in their

administrative and leadership positions. Their responses helped the researcher draw conclusions on the female leadership perceptions at ETSU. An understanding of the perceptions of female leadership could have a positive impact on the overall leadership and administrative performance of the institution. This could boost the growth and stature of ETSU as a regional university of choice for many students in the South of the United States.

The purpose of this study is, therefore, three fold:

1. To investigate how female leaders perceive their leadership roles
2. To investigate factors that affect female leadership at ETSU
3. To examine barriers that hinder female leadership at ETSU

The goal of this research is to develop a theoretical framework explaining the phenomenon of female leadership at ETSU.

#### Significance of the Study

As we enter the 21<sup>st</sup> century, we should embrace diversity whereby top leadership is no longer the domain of men. The leadership and administrative skills of women are equally important and should be enhanced. This is because more women and minorities are entering into leadership positions as a result of the change in demographics in the United States. Women form a big constituency, not only in the population of the United States but also in the higher-education institutions, comprising 52% of student enrollment (Mather & Adams, 2007). Finally, it is expected that this study will shed some light on the generally held and unsupported stereotypes of female leadership and thereby throw some light upon and lead to change in the perception of female leadership in higher education. Above all, it is important that women aspiring to higher-education leadership understand the dynamics of what it takes to be a leader in the higher-education sector.

### Scope of the Study

A qualitative inquiry strategy was developed for this case study. Through purposeful sampling criteria, 20 female leaders were interviewed and 2 observed. Three research questions and seven interview questions were developed by the researcher for the purpose of soliciting data from the participants. These participants were current and former female leaders who had the institutional memory of ETSU and were therefore expected to have an in-depth knowledge and understanding of issues affecting female leadership at ETSU. The interview questions asked focused on the participants' views as far as female leadership had developed through the institution's almost 100 years of existence, since 1911. The researcher also observed documents, particularly on early female leadership. The constant comparative analysis of data brought out an in-depth concept of what female leadership at ETSU entailed and the barriers that female leadership had to overcome on the journey to success.

### Statement of the Researcher Perspective

The principal investigator in this study, currently a doctoral research fellow at ETSU, is from the Republic of Kenya. Born and bred in Kenya, East Africa, he has known nothing but patriarchal dominance in public life – political, educational, and administrative. This researcher was challenged by the lack of female leadership among the Kenyan communities during his employment at the Kenya Constitution Review Commission to which he had been selected by the Kenya Government in 2000 as an Under Secretary. When it came to collecting and collating views on female affirmative action, the mood was such that many communities preferred to retain the status quo – the females to remain relegated to the lower ranks of leadership in public life. The researcher left for the United States before the referendum on the draft bill constitution was held in 2005. This scenario ignited the researcher's desire and interest to embark on this study.

### Research Questions

There were three research questions that guided this study:

1. How do female leaders perceive their leadership roles?
2. What factors influence female leadership at ETSU?
3. What barriers hinder female leadership at ETSU?

### Definitions of Terms

For the purpose of clarification and understanding of the various terms used in this study, the following terms are provided:

*Administrator* – “a person who works with and through other people to achieve organizational goals” (Owens, 2004, p. 427).

*Leadership* – “an instrument of goal achievement in helping group members achieve their goals and meet their needs. This view includes leadership that transforms followers through vision setting, role modeling and individualized attention” (Northouse, 2001 p. 2).

*Equity* – access to educational opportunities of employment at all levels and to policy and decision making forums (Belcher, 1989).

*Stereotype* – “our beliefs about other people – closely related to ethnocentrism” (Johnson, 2005, p. 41).

*Sexual discrimination* – to make a clear distinction based on sex, an act of prejudice, the withholding of rewards such as promotion, professional recognition, or prestige (Jones, 1983).

*Sexual harassment* – harassment especially of a woman in a workplace involving unwarranted sexual advances, obscene remarks, etc. (Shorter Oxford Dictionary, 2002).

*Gender harassment* – a behavior or remark that demeans women in general without being aimed at a specific person (Shullman & Fitzgerald, 1993).

*Glass ceiling* – a barrier for an individual, not based on the person’s inability to handle a high-level job, but rather a barrier that applies to women as a group who are kept from advancing higher simply because they are women (Morrison, White, VanVelsor, & the Center for Creative Leadership, 1987).

*Role models* – those who provide examples for others aspiring to be like them.

*Mentor* – “tutor, a close, trusted, and experienced counselor or guide” (Webster’s Third New International Dictionary, 1971, p. 1,412).

*Mentoring* – derived from Greek mythology, mentoring implies a relationship between a younger adult and an older, more experienced adult who helps the younger individual learn to navigate in the world of work (Lie & O’Leary, 1990).

*Old boys’ network* – dating to the 17<sup>th</sup> century, a concept referred to as the invisible college consisting of an in-group of scholars who claimed to have access to everyone of significance in a particular area of research, functioning as gatekeepers, controlling finances, reputation and the fate of new ideas (Lie & O’Leary, 1990).

## CHAPTER 2

### REVIEW OF LITERATURE

Over the last few years, women have made significant progress in the leadership and administrative field positions in higher-education institutions. According to O’Keefe (2006) in her article *Brave New World*, women outnumber men in most areas of postsecondary education, and the gap is even more pronounced among many non-white minorities. But in an article, *Barriers and Biases Toward Women: Impediments to Administrative Progression*, Fobbs (1988) has this to say:

Leadership image is one of the major problems facing women trying to rise to the top level of their professions, since role models are few. In colleges and university administration women administrators do “women’s work” and they rarely serve as deans. Factors such as differential rewards systems, discrimination in pay or promotion, and lack of support for professional growth affect them. Other findings include: the higher the rank, the fewer the women; the higher the prestige of administrative jobs, the fewer the women, and women are promoted more often in smaller steps while men are promoted less often but make greater leaps. (p. 3)

A number of factors or issues contribute to impeding women’s access and advancement in their careers not only in higher education but also in the corporate world. It is important to examine these factors from previous research. They are generally referred to as barriers. In a study done through workshops with 90 university employees funded by the U.S. Department of Labor (USDOL), Quinta, Cotter, and Romenesko identified barriers to women’s promotion which included the following:

1. Power within the system
2. Hiring and promotion practices
3. Lack of professional development
4. Tracking women in stereotypical areas
5. Lack of available information

6. Attitudes and stereotypes of administrators
7. Perceptions of peers and administrators
8. Family issues
9. The “old boy network”

(Cited in Collins, Chrisler, & Quina, 1998, pp. 219-220)

### Barriers to Women’s Access to Upper-Level Positions

Barriers that tend to limit women’s access to upper-level positions are two fold. Internal barriers include those societal attitudes and norms that are held by both men and women. External barriers include the organizational or structural barriers that limit their upward mobility. The barriers that impede the career development of women in faculty and administration are, but not limited to:

1. Pay discrimination
2. Stereotyping
3. Sexual discrimination
4. Family responsibilities
5. Proving competence
6. Mentoring
7. Networking
8. Role models (Vaughan, 1989)
9. Women’s ways of working – different than that of men (Helgessen, 1990, 1998)

### Pay Discrimination (Pay Gap)

As early as 1938 there was legislation to reduce or eliminate pay inequities between men and women. According to Cullen and Gaye (1999), pay equity is grounded in the Equal Pay Act (EPA) of 1963 as an amendment to the Fair Labor Standards Act of 1938 and Title VII of the Civil Rights Act of 1964. In simple terms, pay equity can be defined as the goal of a fair wage-

setting process, which eliminates sex and race discrimination. In a study carried out by the AAUW Educational Foundation and reported by Simon (2007), AP business writer, titled *Women Make Less 1 Year after College*, she reported there was still a disparity between females and males in terms of salary. The study found that women equaled only about 80% of the salaries their male peers did 1 year after college. After 10 years in the workforce, the gap between their pay had widened further. Ten years after college, women earned only 69% of what men earned. Over time the unexplained portion of the pay gap grew. Employees assumed that young women were going to leave the workforce when they had children and therefore didn't promote them. The study also found that women had slightly higher grade point averages than did men in every major, including those involving science and math. But women who attended highly selective colleges earned about the same as men who attend minimally selective colleges (Simon, 2007).

In a journal article of the *Monthly Labor Review*, Mary Bowler (1999) points to the differential scenario between males and females over the last 20 to 30 years. While women's earnings had improved relative to men's, full-time working women as a group found themselves making only about 76% of what men earned in 1998. Earnings for women with college degrees shot up almost 22% over the past 2 decades; but, for women without a post secondary education, there was little or no advancement.

In a study reported in the *Chronicle of Higher Education*, Wasley (2007) wrote, "The salary gap between men and women begins immediately after college and continues to widen throughout their careers." The report released by the AAUW Educational Foundation and based on new research continues,

Women now make up the majority of college students. And women's GPAs are on average higher than men's across all majors, including those in mathematics and the sciences. But women's salaries still lag behind men's despite the significant gains that women have made in higher education over the last three decades. (Wasley, 2007, pars. 1 & 2)

Still there is discrimination in women's salary as recently reported in the *Johnson City Press* of September 23, 2007, written by Hayes. McMillan, senior advisor to the Tennessee governor, recalled how she had once sponsored a bill to bring equal pay to women.

I thought who could be against a bill that would say that a woman who is doing the same job as a man ought to be paid the same? How can you be against that to a woman who is doing her job every day and working hard. . . that she ought to not get 70 cents on the dollar for what a man would get paid for the same job. It got killed in the committee . . . it got killed by the Republican women in the General Assembly. (cited in Hayes, 2007, p. 4A)

Pay or salary inequity based on gender has been a controversial issue not only in higher education but in all organizations. The ETSU Commission for Women Standing Committee (2007) recommended the following:

1. The committee recommends a gender equity review of annual salaries for all faculty and staff, making appropriate equity adjustments each year.
2. The committee recommends the reinstatement of a general pool of funds, adequate to address salary increases resulting from equity adjustments and job audits.
3. The committee recommends that a five-year cycle be established to review the responsibilities and complexities of all ETSU positions. (ETSU Report of Recommendations, 2007, p. 17)

The above recommendations arose out of the following assessment issues that generally seemed to favor men in the survey that the Commission carried out.

1. Over three fourths of respondents perceived men to have salaries greater than those of women.
2. Seventy-four percent of respondents reported the administration does not do enough to advance the salary status of women and 62% reported their department does not do enough.
3. No respondents reported that women had salaries greater than those of men.

4. Staff, more so than faculty, said their departments did not do enough to advance the salary status of women.
5. Sixty-seven percent of respondents said new responsibilities had been added to their positions without benefit of an audit.

At Duke University, in a report titled *The Duke University Women Initiative* (2003), cited in the ETSU Commission Report, salary inequity was identified as a concern. As a result, Duke “. . . instituted its first paid parental leave policy; created flexible work arrangements; and provided additional management training on professional development, pay equity, and respect for the work place” (p. 24).

### Stereotyping

Although stereotyping affects both men and women, there is a substantial body of research that demonstrates most all stereotypes favor men. Research has also found that sex-role stereotyping has served to lower women’s expectations and to limit their perceived life choices (O’Leary, Unger, & Wallston, 1985). As large numbers of women enter the workforce, their lowest socioeconomic status and their lack of access to same professions as well as what may be perceived as discrimination based on sex is causing stereotyping to become an increasingly important social issue. In the *Chronicle of Higher Education* article, *Where the Elite Teach, It’s Still a Man’s World*, Wilson (2004a) says that “the women who get hired at major research universities often find a toxic atmosphere.” Women also represent only a very small proportion of the scientists, mathematicians, and engineers working at the nation’s top research universities. Male faculty members outnumber female professors even in the few scientific disciplines where women earn more Ph.D.s than men (Wilson, 2004b). To a large degree, this is due to stereotyping and sex discrimination which has worked against the female’s advancement in the faculty. Stereotyping in academia was illustrated by the former president of Harvard University, Lawrence H. Summers. In January, 2005, he told a group of scholars that “women may have

trouble excelling in mathematics and science” because of what he described as “innate differences between the genders” (cited in Fogg, 2005, p. A12). These are the kinds of stereotyped beliefs that are outrageous about other people in guiding their interactions that in effect constrain the other person’s behavioral options (Schroeder, Johnson, & Jensen, 1985). However, there is a positive development to the enrollment side as far as females are concerned. Tollefson, Garret, and Ingram (1999) found that women outnumbered men in the community colleges by a ratio of 5.6 to 4.4.

While there is lack of empirical evidence to support stereotyped beliefs and thinking, research suggests that behavioral confirmation may account, in part, for why stereotypes have remained strong despite the lack of any empirical evidence to support them. The impact of the perceiver’s expectations on actual behavior is one example of the self-fulfilling prophecy effect. These expectancy confirmations arise out of a sequence of interactions in which participants

1. Form expectancies based on their general experiences with men and women
2. Interact with others in a manner that is consistent with the perception of greater competence and authority in men than in women
3. Consequently lead men and women to behave in a manner that maintains their original beliefs (Schroeder et al., 1985)

For some unexplained reasons, in most cultures, including the American culture, men are perceived as having a high status and women having a low status. This has been shown through research. High-status individuals are expected to be independent, dominant, rational, and ambitious. Those in low-status roles are expected to be dependent, submissive, emotional, and contented. It is easy to see that the high-status behaviors are those stereotypically assigned to men, while the low status behaviors are those stereotypically assigned to women. This constitutes another example of the self-fulfilling prophecy whereby men and women acquire traits as a function of status. What may be the most pervasive finding in research on

stereotyping is the theory of justification, or rationalization. Justification has been defined as “socially approved vocabularies that neutralize an act or its consequences when one or both are called into question” (Brissett & Edgley, 1990, p. 224). Recent studies in stereotyping which seem to fit with empirical evidence say that there are attempts to rationalize the sexual division of labor. The belief is that the differential participation of women and men in roles of homemakers and breadwinners is so evident that it would be unusual if people did not feel some need to rationalize the fact. The most powerful rationale is that there are inherent differences in males and females that make each other better suited for a particular role. People seem more comfortable in using gender stereotypes which are explanatory fictions that rationalize division of labor (Hoffman & Hurst, 1990).

Sczesny, Bosak, Neff, and Schyns (2004) reported the social image of the middle manager in the U.S. was still associated with men rather than with women; they referred to this phenomenon as “think manager – think male.” It was also reported that masculine related values of leadership focused on performance, assertiveness, and material success, while feminine work-related values focused on relationships, modesty, and quality of life. An example was given where “masculinity was represented by a high importance of the opportunity for high earnings, femininity by importance of the opportunity of a good working relationship with superiors” (p. 634). According to Madden (as cited in DiGeorgio-Lutz, 2002), “limited research on gendered ethnic stereotypes suggests that African American women are considered more aggressive and hostile than Asian native-Americans; Hispanic women are more deferent and passive than European-American women” (p. 120).

### Sexual Discrimination

As early as 1885, the Association of Collegiate Alumnae (ACA), the predecessor to AAUW, was responding and challenging the writings of Harvard University physician E. H. Clarke, who claimed that higher education jeopardized women’s health and stated in his book

*Sex in Education*, “Identical education is a crime before God and humanity that physiology protests against experience weeps over” (cited in Hurley, 2006, p. 24). The Sex Discrimination Act of 1975 makes it unlawful for an individual to be discriminated against in the workplace in relation to selection for a job, training, promotion, work practices, dismissal, or any other disadvantage such as sexual harassment. For a long time women have been discriminated against in higher education. “Historically, women were not permitted to enroll in institutions of higher education; the first co-educational colleges and universities emerged in the United States in 1833 with many of the Midwest land grant universities established as co-educational from their inception in the 1860s. As late as 1966, women constituted 42.6% of undergraduates, 33.8% of M.S. and 11.6% of Ph.D. students” (DiGeorgio-Lutz, 2002, p. 146). Again, institutions of higher education in the United States were historically aligned with patriarchy and, because patriarchy values were dominant, “women in higher education would thus be hard pressed to break with patriarchal, hierarchical structures within the institutions, suspicious of any benefits they might gain from the institutions, and wary of reproducing asymmetrical power relations as a result of their participation” (Aleman & Renn, 2002, p. 73). According to Hartmann, cited in Blaxall & Reagan (1976), “In our society the sexual division of labor is hierarchical, with men on top and women at the bottom” (p. 137).

Two women anti-slavery crusaders, Cady Stanton and Lucretia Mott, argued no special consideration for women but simply held the view of the United States Constitution as it applies to all. Having been denied the chance to attend the slavery abolition conference in London in 1840, they organized the Seneca Falls conference in which the Seneca Falls declaration stated, “these truths to be self evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness” (Gilligan, 1982, p. 128).

As women move through institutions of higher education, obtain graduate degrees, and begin their careers, they often face societal perceptions that limit their access to certain

professions. Despite the fact men and women are raised in the same culture and receive like degrees, data indicate that “informal psychological barriers limit the opportunities (in many professions) to men” (Cosell, 1985, p. 63). As more women move into the workforce, where their numbers have been limited, and, in spite of the emphasis on equal opportunities for men and women, negative attitudes remain high and in some cases have intensified. Previous research has suggested that one of the primary barriers to women in higher education administration is sexual discrimination (Wheeler & Tack, 1989). The issue of sexual discrimination is not new to higher education or to any other field where women are gaining access to areas that have previously been male dominated. It is usually manifest through hiring and promotion patterns observed when females who are equally qualified and have the same experience and ability are not treated equally in hiring, promotion, salaries, prestige, or professional recognition (Jones, 1983). Robinson, cited in Rossi and Calderwood (1973), states that “The fact that women are plentiful in the lower ranks and scarce at the higher ranks constitutes indirect evidence of discrimination with respect to promotion” (p. 214).

Research shows that in the distribution of academic administrative positions women are more likely than men to hold lower-level positions and to be at community colleges (Warner, Brazzel, Allen, Bostick, & Marin, 1988). They are also more likely to be concentrated in what are perceived as typically female occupations, such as learning resources, student services, and health programs. According to Valian (1998), women may have identical qualifications as men but those qualifications may bring a man a higher rank than a woman. This attitude has a lot to do with old fashioned myths “which are based on half truths, insufficient information, on pre-conceived ideas or unsupported notions” (Rogalin & Pell, 1975, p. 20). Rogalin argues that “it is the men who have always kept women in the less responsible positions, the lower paying jobs, the jobs that carry with them less authority and jobs whose titles stand for insignificant duties” (p. 20).

Tinsley (1985) found that institutions of higher education tended to have a pyramidal structure with women most often clustered at the bottom of the pyramid. Women were usually associate vice presidents rather than presidents, vice-presidents, deans, or directors. The study also concluded that women most often work in programs or areas that deal with women's studies, developmental studies, special advising centers, home economics, and social-work programs but seldom as deans of business, engineering, or technology.

Previous studies have shown several reasons for the lower number of women in upper-level administration positions. Two of the most often cited are biases on the part of the hiring committees and the tendency of organizations to hire those most like the individuals already in administrative positions (O'Leary et al., 1985), and yet this procedure is against the law.

Although sex discrimination in employment has been illegal since 1964, under federal law and even longer under some states civil rights laws, it persists in many employment settings. Furthermore, systematic discrimination against women such as occupational segregation and depressed wages for employees in female dominated occupations remains a serious social problem. (Arliss & Borisoff, 2001, p. 172)

Koziara, Moskow, and Tanner (1987) discovered that "female applicants for managerial positions tend to be rated as less qualified than male applicants with identical resumes" (p. 128). Eaton (1981) found that in instances where women had achieved positions of power and authority there was a very limited likelihood that they would receive the same acknowledgement for their accomplishment as men would have. Positions are often considered less powerful and important if they are occupied by women. The situation in many African countries as far as gender equity is concerned has remained elusive because most of them gained independence in the 1960s, especially in political leadership. A report by Tim Querengesser, in the widely circulated Kenyan *Sunday Nation* paper of September 9, 2007, states that, with a population of 34 million people and with a slim majority of people being women, only 18 of the 210 elected seats in parliament (Congress), or about 8%, were occupied by women. However, the same report states,

But as the influence of Africa's dictators begins to fade, as the terror in Rwanda gives way to forgiveness and as the economies in several African countries hit their strides, women have taken a collective leap forward. They now occupy 39 of 80 seats in Rwanda's lower chamber which, at 49%, is the highest proportion of any state in the world. Women comprise 35% of the Mozambique parliament, nearly 30% in South Africa, and 23% in Tunisia. In 2006, Africa took another bow on the global stage when Ellen Johnson-Sirleaf became President of Liberia.

Jackson (2004), as part of her dissertation, conducted a qualitative study about female academic leaders in Catholic institutions founded by male religious organizations. She found that female leaders working in all-male schools are an anomaly in their working places. They are not accepted easily as members of the inside community.

In October 1967 President Lyndon Johnson issued an executive order barring sex discrimination and other forms of bias in hiring by federal contractors. Executive Order 11246 required federal contractors to take affirmative action to ensure that applicants are employed and that they are treated during employment without regard to their race, color, religion, sex, or national origin. But the courts have been, at times, a hindrance rather than a facilitator to women's sex desegregation. In a court ruling on December 7, 1976, the U.S. Supreme Court ruled that General Electric could exclude pregnancy from its employees' disability insurance benefits without violating the 1964 Civil Rights Act. Writing for the court's 6-3 majority, Justice William H. Rehnquist said the exclusion was not discrimination because there was no risk from which men were protected and women are not . . . ! In dissent, Justice William J. Brennan, Jr., wrote, "Surely it offends common sense to suggest that a classification revolving around pregnancy is not at the minimum, strongly 'sex related'" (Gimlin, 1977, p. 39). De Crow, President of the National Organization for Women, called the ruling a slap in the face to motherhood and added, "If people are paid sick leave when they are out for nose jobs, hair transplants, and vasectomies, why not for childbirth?" (cited in Gimlin, 1977, p. 40). Sex discrimination is further witnessed with the perception of what a president should look like. June (2007) has aptly put it a real stereotype. "The remarkable thing about the profile of the

typical college president – a married, graying white man with a doctoral degree – is how little it has changed over the last 20 years. A study carried out in 2006 showed that 86% of presidents were white and 77% of them were male. In 1986, when the study was first conducted, 92% of presidents were white and 91% were male” (p. A33).

### Family Responsibilities

In an article in the Johnson City Press, Monday, July 16, 2007, “More Mothers Would Prefer to Work Part-Time, New National Survey Finds,” AP national writer Grary reported the findings from a survey carried out by Pew Research Centre:

1. A sharply divided portion of America’s working mothers say their ideal time situation would include a part-time job, rather than working full time or staying at home.
2. Twenty-one percent of working mothers with children under 18 viewed full-time work as the best arrangement, down from 32% in 1997.
3. Among stay-at-home mothers, only 16% of them said their ideal situation would be to work full time outside the home, down from 24% in 1997. Conversely, 48% of them now say that not working at all outside the home is the best arrangement, up from 39% who felt that way in 1997.
4. Fathers with children under 18 had a different outlook. Seventy-two percent said the ideal situation for them is a full-time job, 12% said they would prefer part-time work and 16% said not working at all outside the home would be best.
5. According to the latest federal figures, 70.5% of American women with children under 18 work outside the home – including 60% of mothers with children under 3; three-quarters of the working mothers have full-time jobs. (Grary, 2007, p. 11A)

Koahane, as cited in the ETSU Report of Recommendations (2007), commissioned a study of the women’s experiences at Duke University which revealed that family responsibilities were an important considerations in the lives of female faculty members, especially the

untenured, and that childcare was a problem for the younger faculty. The ETSU Report of Recommendations (2007) related to the ETSU Survey for Faculty & Staff Women recommended “. . . the need to examine issues of childcare, especially for women” (p. 16). The family is at the center of the working life of family members and particularly so for the female member of the faculty or staff. Duke University found in its study *Women’s Initiative* (as cited in the ETSU Report of Recommendations, 2007) “it is still most likely to be the woman in any given family who takes primary responsibility for child care, either personally or through making arrangements that allow for professional activity” (p. 7). The quality of that enjoyment is even more important than quantity of time spent; it is absolutely possible to have paid work and be a good mother” (p. 19).

Another barrier women have faced in being hired for academic administrative positions is the reluctance of some male recruiters to hire women because of the belief that the women would be unwilling or unable to accept positions that required relocating. Although women have been socialized to follow their husbands based on career decisions, this is also beginning to change. It has been found that the occupational and geographical mobility of female doctorate holders follows a pattern very much like that of males with doctorates (Whitaker & Lane, 1990). Astin and Leland (1991) interviewed women leaders and found, “Consistent among the women leaders being interviewed was the sense that parents and families modeled, encouraged, or, at the very least, allowed them to develop as independent women infused with strong beliefs in social justice and work ethic” (p. 42).

Madden (as cited in DiGeorgio-Lutz, 2002), about balancing work and family, quoted the words of Hensel. “Lack of a supportive environment for combining family and work may be the biggest barrier to women’s advancement in academia. . . . Women in high level administration face even more challenging questions when they have small children or become pregnant. Never ending work, the availability for early morning meetings and evening events make the balance difficult. The need for academic administrators to continue to engage in scholarship compounds

this problem because their days are filled by administrative duties, and the only time for research may be nights or weekends” (p. 142). Administration involves hard work and long hours at work which can be as many as 70 hours a week. This may conflict with family responsibilities, leading to stress (Evelyn, 1998). Evelyn reported that African American women as well as white women are often asked at interviews if their family would be willing to relocate, something which is rarely asked in an interview with a male.

### Proving Competence

Some studies have indicated that women who aspired to leadership positions in higher education had to deal not only with stereotyping and sexual discrimination but also with the added stress of being “stand ins for all women . . . symbols of how men can do” (Kanter, as cited in Morrison et al., 1987, p. 17). Women often have reported feeling they lived in “glass houses” and dreaded even the thought that they might fail because it could affect not only their own positions but limit the opportunities of other women who could come after them (Morrison et al.). Sandler (as cited in Reisser, 1988) found that the small number of women in educational administration heightened their visibility and brought with it the likelihood that their abilities would be “questioned, downgraded or trivialized; that difficulties with collegiate result in feelings of isolation; and that women are more likely to be judged by appearance than achievement” (p. 7).

Women who attain positions of leadership that were formerly occupied by men have been found to experience intense scrutiny by the males in the group they are moving into and by the females in the group they are leaving. Because they gain a higher profile, their successes or failures are witnessed by more people (Berrey, 1989). This has been found to be especially true in situations where they are 1 of only a few females in a particular position. Women have made strides in the last few years and, according to Sequin (2006), “women represent 9% of presidents at private, doctoral-granting institutions. About 28% of public 2-year institutions; presidents are

women Overall, women hold about 21% of college and university presidencies and represent about 40% of all faculty and senior staff” (p. 1). Twenty to 30 years ago such a scenario would have been unthinkable. A study of 30 young managers and professionals just beginning their careers revealed they had to not only prove themselves but to disprove the negative stereotypes about women. They were learning that women are expected “to be maybe not 100% better than a man, but 150%. An average woman is not tolerated. You have to be exceptional” (Milwid, as cited in Morrison et al., 1987, p. 53). Research has found that women must be extremely well qualified, have proven records of accomplishment, and be over prepared for their positions (Eaton, 1981; Loden, 1985; Shavlik & Touchton, 1988). Among the reasons given for this scenario was that women were not expected to do as well as men in administrative positions and thus had to prove themselves without question. Unfortunately, women who achieve in their professions are considered as extraordinary performers, as exceptions to the rule (Lie & O’Leary, 1990). Yet women have been “tailor made” for educational leadership over the centuries and women teachers have outnumbered men for many years although the opposite is true for educational administration. One of the proponents of women in public school administration was Ella Flagg Young, who had a vision for women in educational leadership at the start of the last century (Shakeshaft, 1989). Shakeshaft’s work included a quotation made in 1909 by Flagg.

Women are destined to rule the schools of every city. I look for a majority of big cities to follow the head of Chicago in choosing a woman for superintendent. In the near future, we will have more women than men in executive charge of the vast educational system. It is woman’s natural field, and she is no longer satisfied to do the greatest part of the work, and yet be denied leadership. As the first woman to be placed in control of the schools of a big city, it will be my aim to prove that no mistake has been made and to show critics and friends alike that a woman is better qualified for this work than a man is. (p. 18)

In a study carried out by Belenky (1986) and based on the premise that all learning is based on men's perspectives the authors grouped women's perspectives on knowing into five major epistemological categories. These were

. . . silence, a position in which women experience themselves as mindless and voiceless and subject to the whims of external authority; received knowledge, a perspective from which women conceive of themselves as capable of receiving, even reproducing knowledge of their own; subjective knowledge; a perspective from which truth and knowledge are conceived of as personal, private and subjectively known or intuited; procedural knowledge; a position in which women are invested in learning and applying objective procedures for obtaining and communicating knowledge; and constructed knowledge, a position in which women view all knowledge as contextual, experience themselves as creators of knowledge, and value both subjective and objective strategies for knowing. (p. 15)

Even though men continue to dominate educational administration, especially in school superintendent positions, the percentage of women in these jobs continues to increase.

“However, once women reach the mid to upper levels of educational management, they will encounter many barriers to advancement. Female superintendents are much more likely than their male counterparts to be single, widowed, or divorced or to have commuter marriages. They are also more likely to be responsible for domestic chores” (Reed & Patterson, 2007, p. 91). In a qualitative research study by the same authors, based on interviews of 15 female superintendents in New York State, data analysis revealed five themes associated with female superintendents becoming more resilient in the face of adversity. These themes were:

1. Superintendents focus on being value-driven, not event driven leaders.
2. Resilient leaders do whatever it takes to comprehensively assess past and current reality. They need to know the bad news as well as the good news of a given situation so they can make the most informed decision possible.
3. In the face of adversity, resilient leaders stay positive about future possibilities. They believe something desirable can come from setbacks, but they also know nothing is guaranteed.
4. Strong leaders draw on a base of caring and support during tough times.

5. Resilient leaders act on the courage of their convictions. They realize that convictions without corresponding actions are nothing more than promises unfulfilled. (p. 98)

Noddings (1984) compared women leadership to the philosophical approach to leadership as that attributed to Martin Buber. This philosophy is one of I and Thou. Although applied to educational leadership, it can be applied to any leadership situation. According to Noddings, this is a feminine style of leadership that is broadly used in all spheres of leadership. Regan and Brooks (1995) point out that collaboration is one hallmark of women in leadership and is the glue that holds them together. These authors also attribute female leadership to factors such as collaboration, caring, intuition, and vision. Cedja (2006), in a study to find out the leadership perceptions that propel women chief academic officers (CAO) in community colleges, found that current women CAOs held that professional activities were important in their career advancement. “It appears that the woman who is doing something in the area of professional development is more likely to advance to the CAO position than the woman who does nothing” (p. 175). Kolb, Williams, and Frohlinger (2004) give five key challenges for “proving up” for women leaders. These are summarized by Davenport (as cited in Kolb, Williams, & Frohlinger, 2004) as:

Intelligence - women leaders need to have the right information to make good decisions.

Backing of key players – women leaders need support from others to succeed.

Resources – the credibility of women leaders is dependent on the ability to procure resources.

Buy-in – women leaders’ success is dependent on support from their peers as well as their direct reports.

Making a difference – women leaders cannot make a difference unless their contributions to the organization are recognized. (p. 205)

Larson (2005) offers 10 leadership tips for university or college women leaders, and these are:

- Learn your leadership style.
- Learn about your organization, history and culture.
- Begin with the end in mind.
- Hone your communication skills.
- Learn to negotiate.
- Say what you are going to do and then do it, fix it and try it.
- Help create future leaders by taking time to mentor and or be mentored.
- Empower people at all levels.
- Develop your networking skills
- Keep your sense of humor. (pp. 1-2)

According to Bell, Schwarzwald, Sullivan, Sunami, and Conte (2005), “Young women should give careful thought to, not so much the position of role, but more to the personal characteristics within them that draw them to certain career opportunities” (p. 5). Scheckelhof (2007), a female education administrator of over 25 years, in an article *Author’s Reflections on ‘What Works in Leadership’* has this to say: “I have come to realize that successful leadership is grounded in communication, integrity, honesty, passion, and vision. Much like Warren Bennis’ thoughts, without integrity, honesty, passion, and vision, true leadership can never be achieved. People must be able to predict that you will always be honest and genuine with them, as evidenced over time. Integrity must be a foundation on which a leader builds his/her work. Without integrity, what else matters? Leaders must have passion and excitement to inspire and motivate other people to make change to support the forward movement of the organization or work. Communication is the foundation on which leadership rests. Without effective two-way communication, work and efforts will not be maximized. People want/need to be informed and

educated; they need to hear the passion in your heart as a leader; they need to be heard.

Listening to others provides information and direction about the future” (p. 144). For women leaders to be competent Karnes and Bean (1993) give the following boosters for inspiration:

- “Love what you are doing. Believe in what you are doing. Select good people.” By Debbie Fields, CEO and President, Mrs. Fields, Incorporated.
- “It is important that we, as women, pursue our goals and dreams that shape who we are as individuals.” By Elaine L. Chao, Director, Peace Corps.
- “Be the absolute best you can.” Cathleen Black, President and CEO, Newspaper Association of America. (p. 137)

Women’s competence is summed up by Wilson (2004) when she posits that the future of women depends on their leadership by not replacing men but by transforming their options alongside men.

### Mentoring

Mentoring is a “personal learning partnership between a more professional who acts as a guide, role model, coach, teacher, and-or sponsor and a less experienced professional. The mentor provides the protégé with knowledge, advice, challenge. Counsel, and support in the protégé’s pursuit of achieving professional and-or personal goals” (Searby & Tripses, 2006, p. 182). Mentoring is an important factor for newly hired administrators and leaders. Research on mentoring has shown that it is an underutilized resource for women aspiring to leadership positions (Kanter, 1977; Morrison et al., 1987; Pellish, 1988, Warner et al., 1988; Roueche, Baker, & Rose, 1989). Mentoring is important both in educational leadership and administration as well as in business and industry. There is a distinct difference between mentor and role model. While it is not necessary to interact with a role model, mentoring requires a close ongoing relationship. It is important to note that the most critical element of mentoring is the recognition that it should carry reciprocal benefits, including opportunities for advancement, the creation of a support system, access to more resources, help in developing reputations and

personal satisfaction (Keele & LaMare-Schaefer, as cited in Lie & O’Leary, 1990). According to Hill (1994), mentoring can advance effective learning skills by guiding, training, and supporting a less skilled or experienced employee. The main purpose of mentoring is to “improve management, promote leadership, sustain quality and inspire interest and talent among personnel” (Pellish, p. 15). Data from a national survey conducted to determine the differences in the career paths in higher education administration of men and women could be attributed to the fact that women more often lacked strong sponsors than was the case for men. Female administrators were more likely to have been recruited or nominated (Warner et al., 1988).

A number of problems that have been identified in mentoring include status-quo seeking mentors who often preserve sameness rather than helping to make a difference and teaching managerial other than leadership behavior (Tack, 1991). Although most advocates of mentoring recommend that the mentor and mentee be of the same sex, some studies have shown that women often prefer and believe that they get the most benefits from having male mentors (Lie & O’Leary, 1990). It has also been found that some men are reluctant to sponsor a woman because of the risks involved if she fails. “They want to get as close to a performance guarantee as possible” (Morrison et al., 1987, p. 126). Another problem that has been identified with same sex mentoring is the fact that there are so few women in upper-level administration that the mentoring relationship can become burdensome (Lie & O’Leary). One solution that has been suggested that might remedy this problem is co-mentoring with peers providing the role of mentor for each other (Andrea, as cited in Gentry, 1991).

Mentoring and networking go hand in hand and it is one of the promising methods of bringing more women into upper-level administration and leadership. All in all, mentoring seems to be a major boost to female administration and development of their careers. Madden (as cited in DiGeorgio-Lutz, 2002) stresses the importance of mentoring. “The importance of mentoring is stressed in virtually every discussion of women in higher education administration.

The loneliness and liability of isolation is a common problem for women who are token solos and barrier breakers in their departments and institutions” (p. 140).

In an article review of Johnson’s *On Being a Mentor: A Guide for Higher Education Faculty*, Brown (2007) gives the positive attributes of mentoring. “Compared to non-mentored individuals, protégés with mentors tend to be more satisfied with their careers, enjoy more promotions and higher income, report greater commitment to the organization or profession, and are more likely to mentor others in turn” (p. 154). The ETSU Commission for Women Standing Committee under 2-B said:

- The committee recommends the creation of a mentoring program to aid women in the development of individualized career paths that reaches beyond current efforts and targets both faculty and staff with particular emphasis on new hires.
- The committee suggests that a task force comprised of deans, chairs, and department/division heads, develop a model for campus-wide implementation of the program.
- The committee believes a mentoring program for faculty and staff women will assist in retention and development of existing staff and faculty women, prepare them for academic discipline and campus leadership positions, and facilitate their participation in administrative decision making. Further, such a program will help to attract quality new hires. (p. 13)

In a study entitled “Breaking Perceptions of ‘Old Boys Networks’: Women Leaders Learning to Make the Most of Mentoring Relationships,” Searby and Tripses (2006) found that lack of mentors and access to informal networks of advice, contacts, and support is a common obstacle. They also found the “Queen Bee” phenomenon that sometimes operates – women who reach positions of influence enjoy their status among the few females at the top, thus taking no responsibility to assist the less experienced women to reach their leadership potential. In a study for her doctoral dissertation, Bowyer-Johnson (2001) found evidence that “the women who received mentoring believed it to be beneficial to their careers. These women described the insight, advice, and guidance that they received as beneficial in giving them the insight into their

leadership skills” (p. 123). Goleman (2000) views mentorship as important for career development and also for boosting emotional development.

### Networking

Much of the literature on the value of networking deals with men, but it does tend to suggest that women would be well served by establishing their own networks. These are not seen as a reaction to the exclusion from men’s networks but as a means for women to express the value of each other’s work, experience, and support. Simeone (1987) pointed out that “there are some who would argue that these networks constitute the most vital development within the recent history of American higher education” (p. xii). Research by Caplow and McGee (as cited in Fobbs, 1988) tends to agree. They feel that women scholars are not taken seriously and cannot experience a normal professional career, not because of their low prestige but because they are outside the prestige system entirely. For this reason, it is especially important for women to seek out and provide opportunities for other women (in order to share their survival strategies).

Networking is an important aspect of leadership not only for men but also for female leaders. As noted by Hill (1994), networking is an organizational skill and requires commitment and devotion. In many ways networking goes hand in hand with mentoring. In her doctoral research dissertation, Johnson (2005) concluded that mentoring and networking were important facilitators of success to female leadership.

According to Brown, Irby, and Yang, in a Delta Kappa Gamma bulletin (2006), the following factors prevent women from networking and by extension advancing in their careers:

1. Age (i.e., youth and lack of social and emotional maturity)
2. Lack of geographic maturity
3. Ethnicity other than Caucasian
4. Incomplete knowledge of job expectations and organizational politics
5. Inadequate “connections”

6. Having to be “Wonder Woman” in both workplace and home
7. Coping with established “good-old-boy” mentalities and rules (p. 34)

### Role Models

Scarcity of role models has been found to be a factor influencing the under representation of women in academic administration (Astin, 1984; Fobbs, 1988; Gottfredson, 1981; Hoferek, 1986; Pearson et al., 1989; Simeone, 1987), it would be important for women to see other women who are successful in a variety of fields and to understand how they have dealt with some of the problems confronting them as they move into non-traditional fields. Simeone (1987) stressed the importance of examples of women who have devoted a “substantial amount of energy, efforts and ability toward reaching hard-to-attain goals” (p. 106).

Gottfredson (1981) and Astin (1984) discussed the socialization of women and how that often limits the options many women see for themselves. They felt role models could help break down the belief that occupations are best suited for one sex and stressed the importance of women in faculty, staff, and administrative positions in higher education. Hoferek (1986) stated that “it cannot be emphasized enough that role models are important determinants of how neophyte professionals see themselves” (p. 39). Because their numbers are disproportionately small, it is important that women serving in those positions recognize the role they can play in providing encouragement to aspiring female administrators (Nieboer, as cited in Fobbs, 1988).

Gilbert, Gollent, and Evans (as cited in Lie & O’Leary, 1990) also found evidence that same sex role models were important to students’ professional development. In their study of women graduate students, those who identified women professionals as their role models also viewed themselves as more career oriented than those who identified male role models. Given that there are large numbers of women students in American colleges and universities, it is of critical importance that women be viewed as leaders in their own right. In reference to women’s leadership styles, Desjardin (1996) classifies women leaders as caring and connected in their lives leading to their peculiar leadership style. “Moral orientation is important when studying

leadership because it is the manner in which people view their world and the manner in which they respond to moral dilemmas. This forms their concept of reality and becomes a major influence on their values, their behaviors and therefore their leadership styles” (p. 14). Lack of role models has often been cited as one of the barriers contributing to females not moving up the ladder in higher education administration, particularly in the case of African-American females. According to Jackson and Harris (2007), “Another difficulty is that the limited number of African-American female college and university presidents makes it difficult to find African-American role models who have been successful in breaking through the barriers of race and gender” (p. 119). Williams (1991) considered Ella Ross as a role model whom girls at ETSU could look upon for guidance. “For several decades Cooper Hall was an elegant home for ‘Ella’s Angels’ – senior girls selected for exemplary behavior and scholarship” (p. 98).

### Women’s Ways of Working

Helgesen (1990) has said that women had their own distinct ways of working, as contrasted with men. In her book, *The Female Advantage: Women’s Ways of Leadership*, Helgesen shadowed four female executives and noted their patterns of working. These were:

1. Women worked at a steady pace but with small breaks – scheduled throughout the day. Approximately 40% to 60% of their time was spent in formal, scheduled meetings. The rest of their time was for unscheduled tasks such as returning phone calls and client follow-up.
2. Women did not view unscheduled tasks and encounters as interruptions. All four women in this study made a deliberate effort to be accessible, particularly to subordinates. They focused on keeping the relationships with others in good repair.
3. Women made time for activities not directly related to their work. They made family time a priority as well as work.
4. Women preferred live action encounters but scheduled time to attend to the mail. They were similar to Mintzberg’s men in their preference for dealing with people by telephone or in brief, unscheduled meetings.

5. Women maintained a complex network of relationships with people outside their organizations. In this area they were very similar to Mintzberg's men who considered representing their companies major aspects of their jobs.
6. Women focused on the ecology of leadership. Women looked at the big picture.
7. Women saw their identities as complex and multifaceted, whereas the men identified themselves with their positions.
8. Women scheduled time for sharing information while men tended to hoard information. (p. 27)

Helgesen (1990) has thus graphically analyzed women's ways of leadership. Helgesen (1990) shadowed or observed female leaders in a study similar to Mintzberg's (1968), specifically to determine what women leaders did differently from men. Because of the women's characteristics of care, connectedness, inclusion, and other positive attributes, she found that the world of women's leadership was quite different from that of men. Women leaders had broken from the traditional male leadership styles where leadership was at the center and not at the apex of the organization's pyramid, where information and power were not hoarded, and where office and home were merged.

Gilligan (1982) provided new insights into women's psychological and moral development and attempted to seek to understand how women made decisions on their own. This was in contrast with the work of Lawrence Kohlberg, which basically described male moral development but generalized to females. On the other hand, Helgesen (1990) showed that women had distinct leadership styles. Giving an insight into the leadership opportunities of women over the last 20 years, Boatman (2006), in her keynote address given at the 20<sup>th</sup> Annual Women in Educational Leadership Conference (October 9, 2006), had this to say: "Twenty years ago we were just beginning to think about leadership in a broader way that simply was a series of skills and abilities" (p. 69). Loden (as cited in Boatman, 2006) suggested that "while a typical male framework was hierarchical, competitive, and based on political power, a typical woman's framework was team oriented, cooperative, and based on personal power" (p. 70).

Female leadership is best defined by Boatman (2006): “Leadership involves power and influence; Eleanor Roosevelt is considered in some quarters the most influential woman in recent history because of the choices she made regarding how she used her leadership. Hillary Rodham Clinton adjusted her approach as Senator and achieved much more credibility than she had as First Lady. Rosa Parks moved into perpetual leadership by her refusal to give up her seat on the Montgomery bus and Mother Teresa always behaved in ways to allow her to do the best for those with the least” (p. 71).

Helgesen (1990), after interviewing and reviewing diaries of women, stated, “Each has mastered the warrior skills of discipline, will, and struggle necessary to achieve success in the public realm but then moved beyond them to provide models of what leadership can become when guided by the feminine principles” (p. 258).

Helgesen (1990) states that females have brought and continue to bring innovative ideas and practices to organizations and also to bring about organizational change. However, Brown and Irby (2004), after talking with female leaders, concluded that, related to attitudes, beliefs, and values, some women have felt the need to switch styles to obtain men’s approval. There were also external forces affecting women’s leadership. Those forces included (a) demographics, (b) economics, and (c) the political and cultural climate that was outside the leader’s employing organization’s control. It was also felt that communities held different expectations for women and men.

### Summary

The literature that was reviewed pointed to factors that affect women’s progress in leadership and administration in higher education. These factors included family responsibilities, stereotyping, role models, insufficient mentoring, sexual harassment, networking, ability to perform, and finally women’s ways of leadership. Most of the factors cited point out the negative perceptions of female leaders and administrators in higher education

and even in business and industry. This literature, however, identifies a major point that is overlooked – that women work against great odds, in a hostile male chauvinistic climate, and to succeed they need not only the high qualifications that are a prerequisite but also change from the male-dominated world.

## CHAPTER 3

### RESEARCH METHODOLOGY

The purpose of the qualitative case study was to investigate the perceptions of female leaders in administrative and educational leadership positions at East Tennessee State University.

#### Qualitative Case Study

A qualitative case study is “an exploration of a ‘bounded system’ or a case (or multiple cases) over time through detailed in-depth data collection involving multiple sources of information rich in context. This *bounded system* is bound by time and place, and it is the case being studied – a program, an event, an activity or individuals” (Creswell, 1998, p. 61). Thus, I was asking female leaders about their perceptions of the opportunities and obstacles for women in leadership positions at ETSU. The primary method I chose for this study was a qualitative one. A qualitative methodology was appropriate for most of this study because of the inductive nature of the research and the reliance on self reporting (Marshall, 1989). Perez-Green (1993) said that, “. . . a qualitative study is performed with key participants for the purpose of eliciting a particular subject for in-depth understanding” (p. 105). One small but important part of the research methodology employed in this study is descriptive quantitative questions to determine comparisons between male and female employees data and to compare those data to national data.

#### Interview Questions

Participants in this study were asked questions that explored their perception of female leadership at ETSU. This was in the form of individual interviews, or one to one interviews. “In qualitative case study research, the main purpose of an interview is to obtain a special kind of information. The researcher wants to find out what is ‘in and on someone else’s mind’” (Patton,

1990, p. 278, as cited in Merriam, 1998, p. 71). Patton explains further: “We interview people to find out from them those things we cannot directly observe. . . . We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world – we have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person’s perspective” (Patton, p. 196, as cited in Merriam, p. 72).

### Interview Questions

1. Who was the earliest female leader among ETSU (or East Tennessee State College) faculty and staff members that you can identify? Over approximately what period of time did she work here? What was her position and what were some of her most important accomplishments? What barriers did she have to overcome? Can you name and tell me about two or three other women who made the most important contributions as leaders at ETSU?
2. What can you tell me about gains that women have made as ETSU faculty and staff members in recent years? To what degree do you think those gains were associated with the feminist movement or the civil rights movement in general?
3. What other factors can you identify that have led to improved opportunities for female leaders at ETSU?
4. How would you compare the leadership opportunities for women at ETSU today as compared with those for men? Please consider job titles, salaries, elected and appointed university service roles, such as Staff Senate, Faculty Senate, etc.

5. What remaining obstacles, if any, exist to prevent women at ETSU from having employment and leadership opportunities that are equal to the opportunities for men?
6. What advice would you give to a woman who aspires to be a successful leader at ETSU?
7. In what way are women mentored for leadership at ETSU?

### Data Collection

#### Interview

Purposeful sample. I used purposeful sampling and not random sampling. I had 22 participants (20 were interviewed and 2 were observed or shadowed). “The idea behind qualitative research is to purposively select participants that will best help the researcher understand the problem and the research question” (Creswell, 1998, p. 185). Selection and recruitment of sample is an important point in both quantitative and qualitative research. In recruiting a sample, a researcher has to consider sampling procedures used as the rationale for selecting a given number of participants and the source of the participants. Also what type of sample I will draw is important (random, stratified, or purposive). As a researcher, I should also consider whether the sample is the ideal research participants and if they also fit within the phenomenon I am inquiring. I should also consider whether the group I am interviewing is homogenous or heterogeneous and what number is appropriate to give me a fair picture of my investigation and how representative it is to explore the phenomenon. I should also consider whether the participants selected give maximum variation in their perceptions.

I had 22 participants, all current and former female leaders at ETSU. “The idea behind qualitative research is to purposively select participants that will best help the researcher understand the problem and the research question” (Creswell, 1998, p. 185).

The 22 participants had experience in either faculty or administrative positions, or both. Three had served at ETSU and retired, and 19 were still employed at ETSU.

I went to the “reservoir” or data bank where women leaders were found, and I had in mind three places: Women’s Resource Center, Women’s Studies program, and recommendations from senior and experienced faculty in Educational Leadership and Policy Analysis (ELPA). These are the three places that were promising in terms of getting the participants that could fulfill my study objective.

Purposeful sample criteria. I recruited the participants through purposeful sampling as stated above. The participants were female leaders at ETSU (present and past) who had the institutional memory through their experience to give their impressions to enable me to get a better perspective of female leaders and the challenges they had faced. In a purposive sampling of this nature, an estimated 15 or more participants could be used to the point where “redundancy” occurs. Participants were selected based on their current or former position in leadership at ETSU.

### Interview Logistics

Interview sites. I carried out the interviews in the participants’ offices except for one whom I interviewed at her home and one e-mailed me the responses. The arrangement was quite flexible to suit the participants.

Interview organization. The researcher contacted participants by telephone, e-mail, or personal visit to explain the nature of the research and to solicit the participation of the interviewees. Majority of the participants held the positions of Associate Vice-President, Assistant Director or Director, Chair, or Dean.

Length of period for the interview. Interviews took an average of 45 minutes to an hour each. The observations took half a day each.

Recording. I had a tape recorder at each interview. Before the interview began, each participant was given an informed consent form that informed the participant of the research

details (Rubin & Rubin, 2005). I tape recorded the interviews with the permission of the participants.

Closure question. I structured questions that were expected to coalesce into conversation, after which I as the investigator was to transcribe the interview into a transcript. At the end of my interview with the participant, I had an overarching question-statement: “Please tell me anything else important to this topic that I may have overlooked.”

### Ethical Considerations

It is a Federal requirement that researchers need to have their research plan reviewed by the Institutional Review Board (IRB) on their college or university campus. In accordance with the policies of East Tennessee State University (ETSU), I filed the appropriate applications to the IRB. All the participants of this study signed the Informed Consent. All participants agreed to be audio taped and understood that they had the right to decline further participation at any time.

Confidentiality of my participants. Participants understood that confidentiality was maintained at all times and that their identity would not be disclosed anywhere in the research. They also understood that any audio tapes would be destroyed when they were no longer deemed necessary for this research.

Other ethical considerations for participants. Rights of the participants included confidentiality, privacy, dignity, and integrity of the institution (East Tennessee State University). As a researcher I respect the rights, privacy, dignity, and sensitivities of the research population and the integrity of the institution (ETSU) within which I carried out this research (Rudestan & Newton, 1992). In the planning, conduct, and reporting of my research, I had the responsibility to be mindful of the cultural, religious, and gender aspects and their significant differences within the research population. Once again, I took appropriate precautions to protect the confidentiality of both participants and data. I also made aware those

being studied of the various data gathering technologies to be used in the investigations so that they could make an informed decision about their participation. It was also made clear to participants that despite every effort to preserve it, anonymity may be compromised.

### Informed Consent Process

I informed the participants of all aspects of the research that might reasonably be expected to influence willingness to participate and explained all other aspects of the research about which the participants inquired.

Why was the participant singled out for participation? “Why me?” I let the participant know the answer to this question. For example, I explained, “You have been selected to participate in this study because you are a female leader at ETSU and we are particularly interested in your experience of leadership in education.”

As in most research, there were no benefits to be expected by the participants. I thanked and congratulated them for being good in helping me collect data on this study. The principles of confidentiality and anonymity as explained were respected.

### Interview Guide

My two overarching questions were to set the mood for the interview with two major questions. The two overarching questions were:

1. What is the global attitude about female leadership at East Tennessee State University from a policy perspective and the perceptions of female administrators and faculty?
2. What are the perceived contributions of female leaders to institutional effectiveness at ETSU?

### Interview Questions

1. Who was the earliest female leader among ETSU (or East Tennessee State College) faculty and staff members that you can identify? Over approximately what period of

- time did she work here? What was her position and what were some of her most important accomplishments? What barriers did she have to overcome? Can you name and tell me about two or three other women who made the most important contributions as leaders at ETSU?
2. What can you tell me about gains that women have made as ETSU faculty and staff members in recent years? To what degree do you think those gains were associated with the feminist movement or the civil rights movement in general?
  3. What other factors can you identify that have led to improved opportunities for female leaders at ETSU?
  4. How would you compare the leadership opportunities for women at ETSU today as compared with those for men? Please consider job titles, salaries, elected and appointed university service roles, such as Staff Senate, Faculty Senate, etc.
  5. What remaining obstacles, if any, exist to prevent women at ETSU from having employment and leadership opportunities that are equal to the opportunities for men?
  6. What advice would you give to a woman who aspires to be a successful leader at ETSU?
  7. In what ways are women mentored for leadership at ETSU?

### Document Review

This involved purposeful sampling, and my intention was to arrive at 10 documents to reach my saturation level. I found most of the documents in the Sherrod Library but also the Reece Museum and the ETSU President's Office. These included a rich collection of documents, such as minutes of meetings, newspapers, journals, diaries, letters, and audiovisual materials – photographs, videotapes, art objects, or film. These instruments helped me obtain information relevant to the research by reflecting on the importance of these documents with relevance to the information I wanted to get to answer my research questions. The documents I

envisaged to have at East Tennessee State University with relation to my study were of three types: “public records, personal documents, and physical material” (Merriam, 1998, p. 113). Because my interest was in women’s leadership at East Tennessee State University, public documents were bound to focus on educational issues in women’s leadership and the documents were mainly, for example, agency reports; individual program records concerning the university since its inception in 1911 as a normal school to train teachers; the records that showed the early women administrators (those that were available) at the university’s Appalachian Archives in the Sherrod Library and private communication concerning women’s issues over time.

Personal documents were also important as they “refer to any first-person narrative that describes an individual’s actions, experiences and beliefs” (Bogdan & Biklen, 1992, p. 132). These documents included letters, photos, and drawings. These were particularly important in gathering information from past women leaders at ETSU.

#### Ethical Considerations for Document Review

It can safely be said that all the documents I found in the Sherrod Library were in the public domain and therefore in public knowledge. These were newspapers and newspaper clippings, ETSU policy on employment and employment criteria, policy papers on diversity and employment as per the Human Resources circulars, affirmative action policy documents in the President’s Office (which were confidential and which should be treated as confidential and secret materials). I was more open with the public documents but used the confidential and secret information without divulging the persons and also deciphered the information without giving away confidential information (Merriam, 1998). I also kept confidential the source of data from private documents. In this way I kept the confidentiality of my participants.

Ethical considerations in document review generally would hinge on the question as to whether they (the documents) are public or private. Public documents or records are open to the public and at the discretion of anyone’s scrutiny. However, the catch in ethical terms is that

documents might be carrying scandals; for example, a university program that reveals misappropriation of funds. But of more critical ethical dilemma are personal documents. These pose ethical problems unless they are willingly surrendered for research purposes. Also, the documents surrendered must be used for the intended purpose for which the respondents have agreed to provide the document or information.

### Informed Consent

As in interview protocol, I got consent from the participant to allow me, the researcher, to collect data and use them for the intended purpose – a study of women in faculty and administration at ETSU.

### Document Review Guide

I reviewed the documents with a focus on my study. I reviewed the following documents:

1. Letter from Congressman Carroll Reece dated August 6, 1941
2. Certificate of 35 years' service to Ella Ross dated May 31, 1971
3. Certificate of Endowed Scholarship in honor of Ella Ross dated February 15, 1986

I reviewed these documents for their special place in the history of ETSU. They belonged to a female leader who worked at ETSU for 35 years as dean of women and contributed to the development of this school in no mean measure. Ella Ross was one of the most important female leaders in the history of ETSU. Hence the selection of these three documents. I examined these documents after getting a letter of authority from the daughter of Congressman Carroll Reece. As I reflected on my study, I came up with questions that could answer my curiosity on the subject. The questions I identified were:

1. At what point in time did women become leaders in ETSU (historical record)?
2. Who was the first highest ranking female leader at ETSU?

3. What are the comparative salaries paid to men and women leaders/administrators at ETSU?
4. What obstacles do women face in their career progression at ETSU?
5. In which categories in the employment ladder are female leaders employed?
6. What evidence is apparent in the document that women are encouraged to pursue leadership positions?

I developed these questions not only from my experience but also from my main research questions and the literature review that I had covered. The literature that I read covered various factors and perceptions affecting female leadership, in higher education in particular. A quick review of this literature would suffice: distinct ways of female leadership – collaboration and inclusiveness (Gilligan, 1982; Helgesen, 1990), keeping good relations, and caring (Desjardins, 1996). Literature also described various factors associated with female leadership; e.g., barriers and biases toward female leadership (Vaughan, 1989). These factors are mainly summarized as pay discrimination (Simon, 2007), stereotyping (O’Leary, Unger, & Wallstone, 1985), sexual discrimination (Sex Discrimination Act of 1975), and family responsibilities (Cosell, 1985).

#### Observation

Observations took place in employment settings for the 19 female leaders who were still employed at ETSU. Observational data represent a first-hand encounter with the phenomena of interest rather than a secondhand account of the world obtained in an interview (Merriam, 1998). Observation is therefore very important as a tool of data collection.

### Purposeful Sample

I selected three female leaders who had the institutional memory of ETSU through their experience and who could give me the maximum variation in their perceptions of women's leadership at ETSU. However, due to official commitments, I was only able to observe two.

### Observation Logistics

I shadowed the above women leaders in their offices or in meetings for half a day each and recorded the observations in my notebook in the form of field notes. At the end of my observation, I had a closure question: "Is there anything you would like to tell me about this topic?"

### Ethical Consideration in Observation

In observation there are a number of ethical considerations that I followed. First I did not observe people without their knowledge and permission. I also sought the permission of those in charge of the site, "the gate keepers," and was not disruptive of the site's program (Creswell, 1998).

Protection of the confidentiality of the participants is very important in qualitative research. Before observing a participant, she signed the informed consent form in which I communicated the details of the research to the participant. Participation in the study was voluntary. In one meeting where my intention was to shadow one participant I had to explain and seek the consent of the "second party" because I could not shadow only one person in a meeting of, say, four or five people.

### Informed Consent Process

I gave the informed consent form to the participant and asked her to sign it for me, the researcher. In the form I communicated the details of the research including anonymity and withdrawing without penalty.

## Data Analysis

### Interview Data

When data are collected, they should be analyzed concurrently by looking for possible interpretations through the Constant Comparison Analysis method of Strauss and Corbin (1998). The steps are as follows:

### Coding Procedures

Coding consists of organizing materials into chunks, categorizing and labeling those categories with a term based on the language of the participants. These then form themes which may be developed into patterns and theory (Strauss & Corbin, 1998). Data should be reviewed many times, looking for emerging codes. Findings will be categorized with index cards, compared, and interpreted. The explanations of such conclusions will provide answers to research questions (Creswell, 2003).

After the transcription of the interviews, I examined them and sorted information into like groups. Data analysis revealed themes that I presented in a thick rich description. These themes were arrived at using the constant comparison step and step method of Glaser and Strauss (1967), who say that when data are collected they should be analyzed concurrently by looking for possible interpretations. This involved coding procedures. Coding consists of naming and categorizing data, which then forms themes that may be developed into patterns and theory (Merriam, 2001). Data were reviewed many times looking for emerging codes. Findings from interviews and documents were categorized, compared, and interpreted. Conclusions were drawn from data that had been analyzed and interpreted. These are the ones that provided answers to my research questions.

### Document Review Data

Data should be relevant to my study. This is not different from using interviews or observations. Finding relevant materials on this subject is the first step. I typed the field notes

and did the coding process – analyzing data, themes, or issues pertaining to my study. Then the coding was done – which is organizing materials into chunks and labeling them accordingly. This generated my description of the setting of my documents and enabled me to make a proper interpretation of the meaning of the documents.

### Observation Data

Searching for the patterns. Again, I followed the same method as in the interview and the document and used the constant comparison method of step by step as advocated by Glaser and Strauss (1967). I sorted the information into groups or chunks and then used codes that revealed themes which were developed into patterns. I compared and interpreted the meanings. These interpretations were the basis for answering my research questions.

1. How do female leaders perceive their leadership roles?
2. What factors influence female leadership at ETSU?
3. What barriers hinder female leadership at ETSU?

### Data Analysis for Interviews

Once the interview had been completed, the recorded tape was transcribed into a word document according to each question and answer (word for word). This sets the stage for the first analysis of the data by the researcher –the coding process. According to Wolcott (1994b, as cited in Creswell, 1998), data analysis is a sorting procedure –“the quantitative side of qualitative research” (p. 152). These codes are determined by looking for the key words or phrases by examining the transcript line by line looking for specific examples, descriptions, figures of speech like metaphors, etc. This is referred to as axial coding.

### Trustworthiness, Authenticity, and Credibility of the Study

There are various ways in which the researcher can establish the trustworthiness of the qualitative case study. As stated by Creswell (2003), there are eight ways the researcher can

ascertain that the qualitative study is trustworthy. I used the following methods to ascertain the validity of this study:

1. Triangulation: Going to different sources of information and examining them to build justification for the themes arrived at. “Triangulation is an important way to strengthen the study design through a combination of methodologies in the study of the same phenomenon or programs” (Patton, 1990, p. 187).
2. Member check: Confirm or determine the accuracy of the findings through taking the final result back to the participants to see if they are accurate.
3. Rich thick description: This is a feature of qualitative research and appeals to the reader’s sense of sharing. In this way the reader can confirm the authenticity as well.
4. Bias: As a qualitative researcher one carries certain biases to the study and it is only proper that these biases are shared by the reader to give the researcher’s insight.
5. Negative views: A researcher should not shy away from a negative piece of information that runs counter to the themes because it could add credibility to the reader.
6. Repeated field visits: Visiting and revisiting the participants in the field to cross check the information adds credibility to the study.
7. Peer debriefing: Peer debriefing can enhance the accuracy of the account. A peer debriefer reviews and asks questions about the qualitative study so that the study will “click” with people other than the researcher.
8. External auditor: In the same way a fiscal auditor examines the accounts of an organization, so does the external auditor review the entire project and raise questions where there is doubt. This gives credibility to the study. (Creswell, 2003, p. 169)

## Summary

This chapter described the methodology and the design that was used to conduct research to ascertain the perception of female leaders at East Tennessee State University. A qualitative approach was used for data collection. Interviews, document review, and observation were used to answer the following questions:

1. Who was the earliest female leader among ETSU (or East Tennessee State College) faculty and staff members that you can identify? Over approximately what period of time did she work here? What was her position and what were some of her most important accomplishments? What barriers did she have to overcome? Can you name and tell me about two or three other women who made the most important contributions as leaders at ETSU?
2. What can you tell me about gains that women have made as ETSU faculty and staff members in recent years? To what degree do you think those gains were associated with the feminist movement or the civil rights movement in general?
3. What other factors can you identify that have led to improved opportunities for female leaders at ETSU?
4. How would you compare the leadership opportunities for women at ETSU today as compared with those for men? Please consider job titles, salaries, elected and appointed university service roles, such as Staff Senate, Faculty Senate, etc.
5. What remaining obstacles, if any, exist to prevent women at ETSU from having employment and leadership opportunities that are equal to the opportunities for men?
6. What advice would you give to a woman who aspires to be a successful leader at ETSU?
7. In what way are women mentored for leadership at ETSU?

## Reporting the Findings

In qualitative research, narrative text has been the most frequent form of display for qualitative data (Miles & Huberman, 1994). This is a naturalistic study and therefore results are presented with a rich, thick descriptive narrative form rather than a scientific report, thereby giving the impressions of female leaders under study.

The analysis of the data is presented in Chapter 4.

## CHAPTER 4

### DATA ANALYSIS

The purpose of this qualitative study was to determine the perceptions of current and former female leaders at East Tennessee State University regarding their opportunities. The participants in this study were selected using a purposeful sampling strategy. All the female leaders were either serving at ETSU currently, ranging from a period of 10 years to 30 years, and one long-serving leader in the faculty was retired after serving for over 30 years. Their positions were as follows: Professor (retired), 2; Vice President, 1; Assistant Vice President, 2; Executive Assistant, 1; Executive Aide, 1; Dean, 4; Manager, 1; Vice Provost, 1; Chair, 2; Associate Vice President, 2; Special Assistant, 1; Director, 2; Vice Provost, 1; and Executive Assistant, 1. Total participants equal 22. Of these participants, I observed 2 for half a day each in their work place.

Each of the participants was contacted by e-mail, with an attachment and a letter requesting their voluntary participation, and a questionnaire; and, in some cases, I followed up with telephone calls to request the leader's participation. We arranged and agreed on the time, and each interview and observation took place at the location of the participant at the campus. In one case, I visited the retired ETSU employee in her home. In another case, I carried out the interview at the Quillen College of Medicine at the Veterans' Administration Hospital. The informed consent was fully explained to the participants and the consent obtained before the interviews were held. The interview guide which had been sent to the participants in advance was used in the interview process, varying the questions along as the situation necessitated.

Table 1 gives the pseudonyms of the participants and the positions they hold at ETSU, or held in the case of the retirees.

Table 1

*Pseudonyms and Titles of Participants*

Pseudonym	Title
Dr. Agnetta King	Vice Provost
Dr. Blaney Houston	Dean
Dr. Brenda Brandon	Vice President (observation)
Dr. Christina Sheppard	Associate Vice President
Dr. Freda Lamuell	Associate Vice President
Dr. Grace English	Professor (retired)
Dr. Helen Frazier	Director
Dr. Hilda Fields	Executive Assistant
Dr. Jane Holland	Professor (retired)
Dr. Jenny Cumberland	Assistant Vice President
Dr. Julia Higgins	Vice Provost
Dr. Lovell Kent	Dean
Dr. Naomi Stout	Chair
Dr. Ruth Gardner	Dean
Dr. Sarah McMaster	Chair
Dr. Sophia Edna	Director
Dr. Tiffany Melrose	Assistant Vice President (observation)
Ms. Faith Mooney	Manager
Ms. Joan Elderkin	Special Assistant
Ms. Lavenda Montgomery	Director
Ms. Samantha Carpenter	Executive Aide
Dr. Jane Orchard	Dean

My doctoral committee chair, research specialist, and I continuously examined the list of interviewees until a saturation level was reached. An auditor was briefed on the participants and the procedure followed on the selection of the participants, the document review, and

observation that was to be used. Lincoln and Guba (1985) suggested enlisting an outsider to audit the interpretations and analysis of the field work notes and the interpretations. To set the stage, the participants were each asked the seven interview questions, starting with question 1.

### Interview Questions

#### Question 1

*Who was the earliest female leader among ETSU (or East Tennessee State College) faculty and staff members that you can identify? Over approximately what period of time did she work here? What was her position and what were some of her most important accomplishments? What barriers did she have to overcome? Can you name and tell me about two or three other women who made the most important contributions as leaders at ETSU?*

Question 1a. *Who was the earliest female leader among ETSU faculty and staff members that you can identify, and over approximately what period of time did she work here?*

Various scenarios to this question unfolded as sections of the data analysis will show in the participants' own words. Dr. Jane Holland, who had just retired from the medical school at ETSU, had this to say on the first faculty female leader that she could remember:

Dr. Jeanne Smith was a physician and probably the first female physician on campus. She was in the Department of Internal Medicine, and she set up an allergy clinic. And this was before the medical school – before we even had students – very early. That was 1976. She was here from 1976 to 1978. She and her husband had come from the University of Iowa to set up the Department of Internal Medicine. Earlier on, I would say Dr. Anne LeCroy. Dr. LeCroy retired from the Department of English, and she followed me as President of the Faculty Senate, maybe after a year or two. She was one of the early people.

Dr. Ruth Gardner, a very experienced dean, had this to say of the early female leadership at ETSU:

Ah... the thing you've got to remember is that I have been here since 1991 and did not get into administration until 1998. So I have only 10 years of experience. There are probably three women that come to my attention. One was Mary Jordan; the other was Dr. Linda Doran. She used to work with Dr. Bach in Academic Affairs, and she is now

at Tennessee Higher Education Commission. And the third was Dr. Nancy Dishner, and at the time she was the Director of Admissions. I think those are the three female administrators that I knew of.

Dr. Sophia Edna, who was an accomplished director of an organizational unit at ETSU, had a long story to tell about the early leadership of women. Having stayed at ETSU for over 30 years, she recalled a lot of details with ease and nostalgia.

Well, I was thinking about that when I got your e-mail with your attachment. I did not know whether you wanted me to go back in time or if you wanted me to talk about contemporary leaders. I will name a couple, one who actually I learned about when I was a high school student. I started here as an undergraduate in 1967 so I earned my bachelor's and master's degrees here. And, in high school, I had an English teacher who praised a woman named Christine Burleson.

She continued:

Other women, who were affiliated with the university that I did not know personally, but their names were in the community when I was a very young woman, as women who were important to the University include May Ross McDowell and, I believe, her sister, Ella V. Ross. Another woman who, I believe, became the first female dean of our graduate school was Elizabeth McMahan. She is one of the first female deans that I was aware of, and I was very impressed by her and her leadership.

Ms. Samantha Carpenter was curt and to the point about the early female leadership at the University. She said:

Dr. Nancy Dishner, Dr. Wilsie Bishop, and Dr. Rebecca Pyles. . . . I have these three written down for you.

When asked what period of time they were here, she said:

I can't be firm; however, Dr. Nancy Dishner was here for 20 plus years. Dr. Bishop and Dr. Pyles both are still here.

Dr. Sarah McMaster, regarding her assessment of the early female leadership at the University, was more candid. She said:

I am just not familiar with it. We do have, and you will hear this from a lot of people – there is only one female vice president ever, Dr. Wilsie Bishop. She has been here for, I

think, 27-28 years. So she is certainly, over the last quarter of the century, has been probably the most visible female in leadership at ETSU. We have never had a woman before as a vice president.

One of the longest serving female leaders, Dr. Jenny Cumberland, had this to say on the early female leadership at ETSU:

I came here in 1969, in the fall, and the woman leader that I remember seeing that first year was Willene Paxton. She was the Dean of Women. We don't have deans of women any more; but, at that time, we had a dean of women and the dean of men. Most universities did at that time. And, I don't know, she was here when I came, so I don't know when she was hired. But I would guess she was hired sometime in the 1960s, and she was here through the 1980s. But I am not sure when she left – maybe '90s or early 90s. I am not certain.

Dr. Helen Frazier, who had been at the University for a decade, had much to say but singled out two female leaders before delving into others and going on to elucidate what constituted female leadership. She said:

I have been here since 1997, so the people that I recall are people like Pat Robertson in the Department of Human Development and Learning and Wilsie Bishop who was, at the time, Dean of Allied and Public Health. So I didn't know, then, who my foremothers were on campus.

Dr. Blaney Houston, who has served at the University for the last 17 years, remembered a very charismatic leader by the name of Cynthia Lenz:

Well, if I think about early leaders in the College of Nursing, my first thought would be Cynthia Lenz, who was the dean when I came in 1990. She had become the dean in the late 1980s. Until 1993 she was Dean of the College of Nursing. It was very clear to me back then that she was pretty well a mover and a shaker. She was very assertive in her manner; she was very sure of herself; very confident in her approach; and she was instrumental in bringing the College of Nursing into the forefront. For example, she initiated our grading system in 1990.

Dr. Jane Orchard, a dean in one of the prominent Schools at the University, has been at the University for 8 years. This is her impression of the early leadership relative to her period of stay:

You know, my experience at ETSU has been somewhat limited. I am entering my eighth year now as dean. With that in mind, I would almost have to look back to some of my colleagues, and these are people who are actually still in positions but have had a long history with ETSU, one of whom is Wilsie Bishop. . . . I must really have been consistently impressed with Wilsie. She is devoted to her job. . . . Wilsie has been at ETSU probably 20-25 years. Not only does she see the importance of her job but sees herself as an upward representative of the University as well as the other women at the University.

An executive assistant, Hilda Fields, who has been at the University for over 30 years, has one leader in mind that stands out according to her. She says:

I came to the University for the second time in 1977 and had spent a brief time here in the late '60s teaching in the College of Nursing. The first person who stands out in my mind and who has been here approximately 29 years is Dr. Wilsie Bishop, who is now Vice President for Health Affairs. She is the one that stands out for having been here for a long time. Dr. Bishop has held several high positions within the University.

A director with a women's department, Ms. Lavenda Montgomery, had these words regarding the early leadership at the University:

I don't think there were any women who went above the position of dean when I came to school here in 1973. There were no female vice presidents.

A special assistant, Joan Elderkin, who has been at the University since the '80s, recounted some of the female leaders who were outstanding.

Well, I am not really sure; but, in terms of looking at leaders when I came in the '80s, some of the women who were in leadership at that time then were Norma MacRae, who was Dean of Education; Willene Paxton and Joan Dressel; and, on the Student Affairs side, Willene had been Dean of Women. And those are the people I can recall because I came to ETSU late in its history.

A manager with an important utility department, Faith Mooney, had a few words, mostly of a personal nature, concerning female leadership at ETSU:

The first female leader I recall at ETSU is my mother-in-law, so it is a personal connection. Her name is Betty Moore Davis, and you might know her. I have known her for over 20 years. She worked at ETSU and retired from here. Ms. Davis began her position in the early '80s, probably around 1984. I am not sure. And she stayed for

about 20 years teaching both in the College of Biology as well as serving as a biology instructor at the University School.

A chair in one of the crucial departments of the University, Dr. Naomi Scott, has been at the University for the last 15 years. Dr. Scott had words on one woman whom she remembers as having been outstanding concerning female leadership at ETSU.

When I came here 15 years ago, Norma MacRae was Dean of the College of Education so I would have to begin my discussion of female leaders with Dr. MacRae, as she is the earliest I can recall. She was, I think, one of the two female deans on campus, Nursing being the other one. This is my recollection.

A female leader of the University who has served for a record 30 years, Dr. Christina Sheppard, had an array of praise for three women whom she felt were in the forefront of women's leadership during her early years.

Well, I have been here for 30 years; this is my 30<sup>th</sup> year. What I can tell you is that when I got here the woman that had a lot of influence on me was Dr. Liz McMahan, and she was Dean of the Graduate School. My office was on the first floor of the administration building, and her office was on the other end of the building. She was a very bright woman and very fair – very easy to talk to, very able to represent her area well. There are a few other women who had a long-term influence on me, and one of them is Dr. Wilsie Bishop, who is still here in a chief position. Another one is Dr. Nancy Dishner, who has retired in the last couple years. Those three women had the most influence on me.

A retired professor who served at the University for over 30 years and retired seven years ago, Dr. Grace English, remembered the female leadership, particularly in the faculty, as follows:

There was a woman named Dr. McCracken in the English Department. I think she was an associate professor; I am not sure. She may have been promoted to full professor. All the other women in the department had master's degrees, and their salaries were not what you would call really, really good. When I entered ETSU with a doctorate, I entered as an instructor and I had been an assistant professor at the University of New Mexico. For one year I was an instructor, and ETSU, then, they jumped me into the position of an assistant professor. Most of the department consisted of females, or assistant professors. They never went any higher and were not encouraged to go back to graduate work, not in

the unit of humanities anyway. The only one who was in the administration, as I said, was Ella Ross as Dean of Women.

Dr. Freda Lamuell, an associate vice president, had the following words to capture the scenario for the early days:

You know, I am trying to think if there was any other woman here when I came. When I actually came, the only full-time African-American was a black male in the English Department. So, as far as faculty, actually, I may be the first full-time African-American female at least. I really tried to think about it, but there was one adjunct at that time and she was in the Social Work Department. Her name was Y. Kinkey. But I don't think they had any female faculty when I came. Staff – there were a couple at the Physical Plant. I don't know if there were any apart from, as I said, in the Physical Plant.

A theme that consistently kept coming up was the contributions/accomplishments that female leaders made to ETSU. This was in reference to the second part of my first interview question.

Question 1b. *What was her position and what were some of her most important accomplishments/contributions?*

A reference to this was made in overlapping terms like the following:

Good leadership and mentorship. Dr. Jenny Cumberland, Assistant Vice President, had the following sentiments as far as mentorship and good leadership were concerned:

Yes, a former Dean of the Graduate School, Elizabeth McMahan, was quite influential and she was for a period of time Interim Vice President for Academic Affairs. When we had a turnover, she stayed in that position on an interim basis, and she was a good leader for the Graduate School, giving recognition to graduate programs and assistantships as well as providing more money for assistantships and other things. Another person that I knew more closely was Evelyn Powers, and she was one of my colleagues in the Sociology Department. Powers was a professor and then became Associate Dean in the College of Arts and Sciences for three or four years – I can't remember for how long – and then went back to Sociology. It was a short-time type of assignment, but she did a lot of good things and she was a good mentor to me.

In academic and student affairs. Ms. Samantha Carpenter, an executive aide in one of the prominent departments at ETSU, had this to say of the accomplishments by female leaders in the early days:

Dr. Dishner worked in academic affairs twice, and she was instrumental in getting the Board of County Instate Tuition. That is the only thing I know specifically about her. Dr. Bishop was the department chair of Public and Allied Health and then she went on to become the Vice President of Student Affairs. . . . And I think Dr. Pyles was the department head/department chair and now she is Dean of the Honors College.

Dr. Ruth Gardner, an experienced dean of many years, concurred with Samantha Carpenter in the accomplishments of the female leaders as far as academics and student affairs were concerned. According to Dr. Gardner, it was a cocktail of diverse things that female leaders accomplished at ETSU over a long period of time. She emphatically said:

I mean diverse? A lot of things I don't know, much of the history, but all three did exceptional jobs. I reported to Linda Doran for the first couple of years that I was in administration. I was Director of the Honors program, and I reported to Linda Doran. She worked on a variety of projects at ETSU and was responsible for the decentralizing of summer school. Nancy Dishner always did an excellent job with admissions and dealing with students. And then, of course, she left and went to the College of Education. Linda Doran took over Nancy Dishner's job. And Mary Jordan has been very effective with trying to bring change on campus.

She added:

Earlier on, I would say Dr. Anne LeCroy. Dr. LeCroy retired from the Department of English, and she followed me as president of the Faculty Senate maybe after a year or two. She was one of the early people.

Dr. Jane Holland, an accomplished medical expert and just retiring from the School of Medicine, described the achievements of the female leaders at the school with gusto and nostalgia. She talked of a landmark in the establishment of internal medicine.

Dr. Smith, of course, was very instrumental in setting up the Department of Internal Medicine. She established the first allergy clinic and began treating patients before we even had students. She was active in research and I worked for her in research at the time I was hired because, at the time I was hired, the Department of Anatomy didn't exist yet and I set up the laboratories in Internal Medicine in her laboratory.

Dr. Sophia Edna had an impressive accomplishment of a project that is bound to stand the test of time.

I am proud of a research project that I have worked on for 20 years and that is bibliography of Appalachian children's literature, which is finally being published in 2008 by McFarlan Press. I am very proud of a fellowship that I was given through Brown University in 1987-88.

Academic management and solving problems. Dr. Christina Sheppard, a long-serving associate vice president, praised the accomplishments made by one of the early deans and interim vice presidents for academic affairs.

Dr. McMahan was the Dean of the Graduate School and was interim Vice President for Academic Affairs for a period of time; and, apart from her accomplishment as dean, I am not aware. Dr. Bishop has an exceptional leadership style. She is very down to earth in her comments, but she includes everyone in the process. She listens well; she is a quick study; and she knows the problem quickly. She will take the time to do the job right; and, on the other hand, she is very responsive to issues of the moment and very able to manage well. If I learned anything from Dr. Dishner, it was the ability she had to solve problems by bringing the people together to solve problems.

In academics, Dr. Naomi Stout, a department chair and a long-serving faculty member, gave credit to a female leader who emphasized scholarship.

One of the accomplishments we credit Dr. MacRae with was increasing the emphasis on scholarship within the College. People said that, prior to her coming, the promotion-tenure process was not rigorous at all and people could be promoted without having had any scholarship; and she stressed scholarship.

Science and biology. A manager with a major department had a word on the accomplishment of women in the area of science and marine biology. Ms. Lavenda Montgomery had the following words on a field that is often perceived to be purely for men.

I would say Dianne Nelson, in the Science Department. I think she has now retired, but she is still an innovator and leader in marine biology, and she has inspired my children. And, to me, those are the leaders who can inspire.

Spirit of pioneership. Another accomplishment for women, attained in the early history of the University, was the spirit of pioneership. According to Ms. Lavenda Montgomery, women battled many prejudices not dealt with until that time. Ms. Montgomery, a department manager, attributed this to the women coming to ETSU in those days as follows:

The women coming in here in those early days, when there was no logical belief in women working on the campus, were the real pioneers because they were battling those first prejudices. As far as the women we have here on campus, they are making contributions internally; but I also see they can make contributions to the community as well.

Graduate School. Dr. Julia Higgins, a vice provost of long standing at the University, had strong recommendations on the founder of this landmark facility at the University.

I believe the female dean of graduate school may have founded the graduate school at ETSU, and she really got ETSU school in graduate presence, organizing and moving outside of education, since ETSU began as a normal school or a teachers' college. I believe she really helped to move the institution from master's degrees for teachers and educational administrators into liberal arts and other programs. Again, I am talking about someone I never met. I believe she made her contributions. The other women deans generally had difficulties at ETSU, including me, generally having some kind of problems. I guess the women's largest contribution was becoming established so that women could assume these positions.

Gender balance. Dr. Lovell Kent, a dean of one of the critical departments at the University, confidently talked of the gender equality as a contribution to the University community, something that has developed over the last decade or two as far as senior positions in university management are concerned. This is what she said.

I think that, if you look at the gender composition, the deans at ETSU are equally split now, half and half. This can be verified. You can verify that; but, if it is not half and half, it is very, very close. And I think, if you went back 15 to 20 years ago, you would certainly not have found this. I think that the recognition of talents of women in administration and in leadership has been steadily improving. And I, being a new administrator, would have to say that my interactions with those higher above me show no presumption of any biases against women at all, which is nice.

Dr. Jane Orchard, a dean in one of the most formidable and respected departments at the University, remembered one of her colleagues who has contributed immensely to the growth of the University. She said:

Another person that I was always impressed with was Joellen Edwards. Joellen had a lengthy career here. I believe she is back as a faculty member, but she was a very able dean, an individual who is very well versed in her discipline and represents them, well, represents her discipline well, you know. Joellen arrives ready to make a contribution to any meeting of which she is involved. That, I think, is a person, I think I would single out as a top role model – good, a colleague, and an individual who has made a real contribution to the growth of colleges as well as the stature of the colleges and the University in the area.

Dr. Helen Frazier, a director in one of the departments that is basically dealing with gender affairs at the University, was very much excited about the female contributions made at ETSU. She was relaxed as she had facts at her fingertips, no doubt a sign that she was in charge and on top of her department. She said:

Well, from the Women's Studies perspective, one of the critical things is that they are breaking ground in making space for women leaders. I don't know if you are familiar with individual accomplishments for each of them, but I can say that the fact that Dr. Wilsie Bishop is one of the vice presidents has cut out space and also the fact that Linda Garceau is a dean, Rebecca Pyles is a dean, Judith Slagle is a chair, and Pat Robertson is a chair. These women are carving space for women leadership on our campus. Higher administration is still very male populated. A large portion of our deanship is held by women and chair divisions are held by women, and that is significant.

Dr. Frazier cited one of the major contributions from a female leader:

I am thinking, for example, about Pat Robertson's work in diversity and her being central to the safe zone project. Do you know the safe zone project? This is the symbol (shows the interviewer the symbol). People volunteer to attend safe zone training. I don't think we have the program right now, but she was at one time running the project, mostly with graduate students. People would come and attend this training; then they could place a sticker on the door that said "This is a safe place for all people – heterosexual, lesbian, gay, bisexual, transgender, you won't be judged. You will be welcome here and you will not have to, for example, pretend that you are heterosexual when you are not. You do not have to be someone you are not. . . . This is a safe zone for you." Dr. Pat Robertson was a leader in this.

## Question 2

*What can you tell me about gains that women have made as ETSU faculty and staff members in recent years? To what degree do you think those gains were associated with the feminist movement or the civil rights movement in general?*

There were varied answers, but most agreed to the following themes which came out vividly.

Gains. The background of the gains made by female leaders is aptly given by Agnetta King, a retired vice provost, who has wide experience in the management of affairs at ETSU. She said:

I believe that women began to play a more significant role at ETSU with the arrival of Dr. Bert Bach as ETSU's interim President (and his continued support of women in his role as Vice Provost for Academic Affairs). His support of women was endorsed and continued by Dr. Roy Nicks and Dr. Paul Stanton. It is my opinion that these three men have played a significant role in allowing women to grow and develop as ETSU leaders.

As to the significant gains made by females, Dr. Blaney Houston, a dean in what is perceived to be mainly a female department, had this to say:

I think the culture of the University, it is a little hard for me to say, because nursing is predominantly female. So we are not struggling against promotions or tenure, because we are primarily female; but, in general, it is my opinion that the University as a whole has more female administrators. For example, having a female Dean of Business is very significant, and that is probably not the case in most schools across the country. Obviously, having Dr. Bishop as Chief Operating Officer of the University is significant. And there seems to be more women who are taking on administrative positions in the University, I think, but I am not sure if the statistics bear that out. I believe they do.

But Dr. Orchard had more to add on the gains that women have made in leadership, especially in the administrative positions of chairs and deans.

Deans and chairs. Dr. McMaster saw gains in the relatively large number of women chairs and deans. This is what she said:

As long as I have been here, close to 50% of our deans are female. So I think that is positive. The number of female chair people has increased over the last few years, so we actually have more women who are serving as chairs of departments.

Ms. Montgomery also had similar sentiments on the gains women have made when she said:

Many women are serving as heads of departments or as department chairs who probably many years ago would not have been female. I am trying to remember if I ever interacted with any department chair while I was here that was a female.

Dr. Hilda Fields, an executive assistant, recalled her long stay of over 30 years at the University. She saw the issues in terms of numbers and statistics as to the growth of female leadership, and this is what she nostalgically reported:

Having been here for the last 30 years, I think there have been numerous gains for women. And the reason I say that is that we have 10 colleges and schools, and 50% of those are led by women. This is great progress. We have a College of Medicine, and over 50% of our college students are women. We have women in chair positions; we have women who are chairing very important committees.

Ms. Elderkin talked of the gains in a passionate manner. She said:

Well, I believe the gains that women have made at ETSU include the fact that women are at the table. The fact that we are hiring women in leadership positions who can progress into tenure-track positions and progress within the ranks, moving from assistant to associate to full professors as well as to such leadership positions including female deans, is a great step. However, we are still short of having many women in the rank of vice president; and, of course, we have recently had a female vice president.

Positive treatment. Dr. Sheppard recalled a period when there were hardly any women in the campus meetings. Now, all that has changed:

When I came here, it was not unusual to walk into a room and wonder why I was the only woman in the room. It is now very rare that a group of people gathered in a meeting would be only men. There was a time when there was one female dean of academic colleges, but that is not true anymore. Key leadership positions in the University are now staffed with women, so we have made significant progress in that area.

Equality. Dr. Orchard talked of opening the doors for equality through the civil rights and feminist movement.

*Feminist/civil rights movements.* I would say both opened the door in terms of legally allowing all people to have more equal opportunities. At least it imposed the structure that was available. I differentiate the feminist movement from the civil rights movement. With civil rights, it was a change in attitude; but there was also a legal aspect to it. However, the feminist movement, for many, was a definite change in attitude. I lived through the feminist movement during my enrollment in college. There were limitations in female career opportunities; many women went on to become secretaries, nurses, and teachers.

African-American. Dr. Lamuell fondly talked of the improvements that have come to the University in the context of African-American. She said:

Of course, when I came here in 1977, the blacks were in the Physical Plant; but now they are representing all areas, including administration and faculty. It is a bit disappointing that the majority of black African-Americans are still working with the Physical Plant, but a few of them are in administrative, faculty, secretarial, and various other staff positions. Actually, there have been gains. Of course, there should have been more.

Medical School. Dr. Holland spoke of the gains made, particularly at the Medical School. She said:

Initially, there were very few women; but, now, the numbers have increased, especially in the Medical School. We have classes with more women medical students than men. This has not always been the case. I can look back; and, during my graduate days, there were three women in the entire class. So that is something that we have overcome.

Dr. Cumberland said the strides women have made have more to do with behavioral changes in dealing with women as well as with affirmative action. She said:

People had to change their behavior; and, when it became illegal to discriminate against women, individuals had to be more careful in the treatment of women. In searching for positions employers recruited, they had to recruit women who were qualified. And I think affirmative action had a big impact on changing people's behavior.

First Vice President. Dr. McMaster, in her humorous manner, talked of the gains in terms of the highest rank so far attained for females at ETSU. She reported:

I think we have made some strides. The fact that we now have attained our first female vice president is proof of this. Prior to that time, every single vice president was a white male. We have yet to have a person of color as a vice president.

Work ethic. Samantha Carpenter, in her brief answer to the achievements that women have made, curtly replied:

The only specific thing I can think of is that women have continued to be put into leadership roles and are proving the contributions being made through their work ethic.

Civil rights and feminist movement. As to whether the gains were associated with the civil rights movement or the feminist movement, there were varying degrees of answers. One participant, Ms. Samantha Carpenter, was candid about not having full knowledge of the issues concerning either civil rights or the feminist movement. She said:

I can't be specific because I don't know anything about either one in great detail. I have never read a whole lot about it.

Ms. Carpenter also made a connection between the feminist movement and the civil rights movement. She said:

I would think, in general, the feminist movement was a child of the civil rights movement and that made many women much more aware. And I think with that today it is in our background for women of a particular age, but you are talking about women who are in their 50s and 60s.

Geir settlement. Dr. Holland went into the history of the civil rights movement citing the importance of the Geir settlement as far as civil rights was concerned. She said:

The Geir settlement was a big thing in getting at least more black women on campus and more black students on campus. The funding of the Geir scholarships enabled more blacks to access education. But, of course, if you look at the distribution geographically, we are probably well represented. But statewide, no. Civil rights has brought about women's studies programs that we wouldn't have had 30 years ago.

Influence. Dr. Edna narrated to the researcher how human rights influenced her and how it worked "down in the south."

In this part of the country, the civil rights movement and the feminist movement were not as obvious or overt as they were in other parts of the country. But they had an important influence on my generation nevertheless. I don't think there is any question that something like, ah. . . the fact that we have an office on campus now, the ah. . . Mary Jordan's office – the affirmative action office. The influence of affirmative action has been tremendous in my lifetime, and I think the role of that office on this campus has been important in recruiting women to leadership positions on this campus in the last 15-20 years.

Females versus males in hiring. Dr. Lamuell spoke passionately about the hiring process, apparently influenced by the civil rights movement. She said:

A lot of women's advancement has to do with the civil rights movement. Remember, we are talking 1977 when I came, and so the civil rights, to some extent women, because I do feel that in hiring black women, if you look across campus as to who has been hired, it has been more females than males. I would just like to say there has been a community effort by the University to diversify and use all the resources available.

National scene. Dr. English had the bigger picture of the civil rights movement and especially in the south. In her usual philosophical manner she waxed:

I would say the effect of the civil rights movement on the national scene had a lot to do with it. And I would say that we took a hard look at what was happening in other southern universities; and that was, I think, you will find that most people would say there was a breakthrough for black students and black faculty. You know much about Little Rock, Alabama, and the horrible Mississippi situation, and it took the blacks to get the women started on to the women's movement. There was resistance to it. . . to the women and to the blacks, although there were many little groups around the country.

Beyond civil rights. Dr. Sheppard talked of the civil rights' influence of female leadership gains but went a little beyond to personalization. She said:

I think it is a broader cultural shift than either of those movements. I think those movements have perfected the broader cultural movement because I am talking about three decades of time. In those three decades, we as a society in general have begun to recognize women more in leadership roles. I think the feminist movement and the civil rights movements have definitely played a part in that shift, but I also think there was more to it than that. It takes individual to individual beginning to understand. The way I look at it is that men have realized they do not want their daughters treated that way – they want their daughters treated well, and that is beyond the feminist movement and civil rights. It is a personalization of the reality going on.

General move. Dr. Stout spoke of a general move rather than the civil rights or feminist movements as an influence on the improvements women have:

The people on this campus have benefited from a nationwide movement toward more opportunities for females. I don't know if there are any initiatives based here as much as a move across the nation for more women in leadership positions.

Diversity movement. Ms. Mooney talked of diversity movement at ETSU as a mover along with the civil rights movement and the feminist movement.

I have been very fortunate and happy that I have been treated fairly and given as many opportunities as I wanted to take. Can I attribute that to the feminist movement? I think a lot has to do with this, but I think the civil rights movement and our diversity movement here on campus play a part as well. I know our director feels it isn't the sex or the race or the disabilities – we should overcome that – and we have that culture here as well as the facilities. I have been on many search committees; and, whenever we are looking for the applicants, we look at whether they are a minority or if they are an unrepresented group or if they are female. After that is the ability. Do they have the ability that we want? It has been my ability to advance the fact that I was given a chance to show my merit.

Consciousness movement. Ms. Elderkin thought that the gains of women were associated with the civil rights and the feminist movements but more so with the consciousness movement.

I can't point as to whether the improvements are associated with the feminist movement or the civil rights movement, but I think it is because of the consciousness movement. Because we have continued to talk about promoting women into leadership, we have continued to hold our feet to the fire in recognizing that we need to promote our women and minorities. We have been a little more successful with women than we have with minorities in leadership positions. And I would think that is what has contributed to it. We have a long way to go.

Equal pay. Ms. Montgomery gave the view that the feminist movement fought for equal pay for men and women, not only at ETSU but across the nation. She said:

When we are talking about the gains ETSU women faculty and staff have made on this campus, I would think the women's movement contributed heavily because it brought

women to the forefront. Women were not getting equal pay. Women were not advancing in corporations, and this was not only university wide but America wide. So the barriers that may have been there have had to come. This has transitioned to college campuses now. Many women are serving as heads of departments, or department chairs, that probably many years ago would not have been women.

Rosa Parks, women, and minorities. Dr. Fields gave a graphic example of how civil rights impacted women's leadership. She said:

I know that the civil rights movement of 1964 had a huge impact over the years in bringing about equality and nondiscrimination based on race, color, religion, and national origin. I am sure of that, and it has taken a long time for that to play out. But I think it was very important. Nineteen hundred and sixty-four was a very important time for equality to begin and, of course, before that. We had Rosa Parks and those kinds of people who made an impact for equality and for women and minorities.

She adds:

The civil rights movement was a turning point for women and minorities.

Dr. Higgins couldn't agree more:

I think both helped to get some changes in terms of broad social framework; but, if you talk about institutions, then, I would say change of leadership. And I think you will find a small group of outspoken women on this campus who have moved things forward, but they were not as influential as a basic change.

But, in the same vein, Dr. Fields is not so friendly toward the feminist movement:

As far as the feminist movement, I have never been a part of that or put much stock in the feminist movement. In fact, I hate to say this, and I will be ridiculed by many women leaders, but the feminist movement kind of turns me off. Many times I feel that some of the women in the feminist movement are victims and they stay victims. They don't get out of the victim's mode, and they whine and complain instead of getting the job done. I am not a fan of the feminist movement.

Change attitude. Dr. Kent compared the civil rights and feminist movements to change.

She said:

I absolutely think, even though the equal rights amendment never passed, the civil rights movement and the equal rights movement and the feminist movement have done a lot to

change how people think about things in each generation. I think it becomes better and better.

Dr. Holland made reference to the change in attitude toward female leadership as a factor that helped to boost it. She said:

The general acceptance of women, period. I think in many cases they have proven themselves as capable leaders. You can look at Dr. Bishop. I can remember when she was in the nursing department. She has come a long way.

Dr. King talked in a compassionate way about how she felt in her early years at ETSU and indeed how civil rights brought about change in her 25 years' stay at the institution. She said:

I began working at ETSU in the early 1980s. At this time, the role of women was still essentially viewed as chiefly a support-staff role. It was a difficult transition in higher education as it was in every other field. As I look back, I feel blessed to have been part of that era. I hear young professional women today speaking of their concerns. Even though it makes me feel old to say it, my thought is always "You have no idea!" Sure, civil rights and women organizing their voices forced some changes. When I think of ETSU in the early 1980s compared to now, there is no comparison. Twenty-five years has made an extraordinary difference.

Increased confidence level. Dr. Houston talked of the role played by the feminist movement as one that increased the confidence level among females.

Perhaps, in some isolated cases, the feminist movement has increased the confidence level of some women, but I am not sure I think that in academia. I mean, obviously, we know that there are more women students as well as more women in the workforce. When you have women in the workforce, they are inspired to do more and rise on the career ladder. I think that it is kind of a normal phenomenon, for example; another significant thing is to look at the College of Medicine. I believe that the component of the student bodies is certainly more female than it was previously, if not only across the country but certainly in the Quillen College of Medicine too. Women are out of the home and are in the workforce, and they work hard.

Feminist training. Dr. Frazier attributed her position to feminist training, and she spoke very strongly and with a lot of paralinguistic features on how it assisted her in overcoming male chauvinism. She said:

I remember when I first came here. I went to the first division meeting with all men, and I was the only woman in the group. None of them would look at me; and, during the meeting, they cut me off when I spoke and they looked at each other but not at me. Because I had feminist training, I was able to say, "Don't cut me off; let me finish what I am saying." So feminist training helped me to see that I was being ignored. Otherwise, I would not have seen or noticed that! Feminist training gave me the courage to finish what I had to say. I didn't say anything about eye contact at that meeting; but, the following day I was able to tell my colleague that he was not able to look at me at the entire meeting. He said that was not true. I said, "It is true. No one looked at me. None of the men looked at me at the entire meeting; you were looking at each other." He was very saddened by that, and he was very apologetic. Without the feminist training, I would not have seen that.

### Question 3

*What other factors can you identify that have led to improved opportunities for female leaders at ETSU?*

There was an array of responses. One of them is from Dr. King:

Senior leadership. Dr. King talks of senior leadership as a factor.

I believe senior leadership at ETSU has made a huge difference. They have not only met the "letter" but the "spirit" of the movement to advance the role of women in leadership.

Ms. Mooney couldn't agree more. She says of the top leadership:

I think one of the largest factors is the fact that Dr. Bishop has been appointed as our Chief Finance Officer. I know the title has changed somewhat a little bit, but the fact that we now have so many female deans as well as other leadership positions, the doors have been opened. I think they are basing promotions on merit. I believe the Women's Center on campus is definitely a large advocate as well as Dr. Stanton. He authorizes some women's study groups to look at some issues concerning women, and I think they look at groups that aren't in the same situation. Because of the support that has come from the very top, Dr. Stanton and Dr. Bishop, more opportunities have been provided for women leaders.

Dr. Stout reiterated the same point of senior leadership as being an enabling factor for women's growth at ETSU. She said:

I think Dr. Stanton has an overall attitude toward fairness and inclusion and toward putting the best people in positions. And this has been a contributing factor.

White male power. Dr. Frazier, in a philosophical manner, attributes white male power as a factor that, in a subtle way, has assisted women in moving up the ladder:

I think the white male power structure is still very strong, and I believe that power structure, in some ways, is doing what it can do to help women.

Collegiality and networking. Dr. Houston mentioned informal mentoring as a factor that has boosted women's movement up the ladder. She also mentioned security and the collegial working atmosphere.

Other than what I have mentioned, there is more confidence of security and numbers; perhaps, collegiality. There is a greater component of women in the workforce, and there is also a possibility that there's a fairly high level of comfort they can do whatever they want to within their careers. Women are also getting more support in their work places, and they view themselves as colleagues and able to work together and not in isolation from each other. Women also mentor one another.

Ms. McMaster concurred that women leaders mentor others for advancement. This is what she had to say:

I think if you have women in leadership roles they are able to give recommendations to other women.

Dr. Orchard concurred somewhat with Dr. Houston and added the sense of networking. She said, with a tinge of storytelling:

You have to have women in the institution which we have who are willing to help other women. If you initially have to bring in a woman who says, "Well, I got there the tough way," and feels the rest of you can get here the tough way too, you are not going to see real advance. You have read stories about the tortoise and the fence post. The tortoise did not get to the top of the fence without someone putting him there. You have to recognize that if you are a senior woman it is your responsibility to help other women.

Role models. Ms. Montgomery talked of role models that catapult women into leadership by way of attaining academic excellence. She said:

I see many of our women going on and earning advanced degrees. When you have women role models that have attained positions on the corporate ladder, so to speak, I think it probably means getting the degrees in the first place, which is what many women in the '70s and '80s did and which I believe is not a bad thing.

Dr. English gave credit to the “role model” as an aspect that put female leadership onto the leadership map at ETSU. She said:

If you can get a role model, that is, individual women have made their way regardless of whether they had civil rights laws or anything else through their own merit. Ella Ross became as important as she was because she is a very bright person and a strong person. And she was one of our strong characters that I knew toward the end of her career.

Professional spouses. Dr. Kent added a new point, what she called a hypothesis to the boosting of female leadership at ETSU, and this was spousal professionalism. This is what she had to say:

In addition to others, I think that male leaders typically now have spouses who also are professionals, which changes their perception of a woman’s ability. They are saying, “My wife is good at her job so other women can be good at their jobs as well.” I don’t know where to test this hypothesis, but that is my hypothesis.

Increased number of female students and women with doctorates. Dr. Higgins cited the growth in numbers of female students and women with doctorates as a major factor in the upward mobility of female leadership at ETSU, citing the case of Ella Ross. She said:

I think some things have changed. One is that the increasing numbers of women in the student body have made it more and more obvious that there was some imbalance between the administration and the groups being served. Secondly, the increase in the number of women with doctorates who are available in faculty positions has helped. And, again, when you have a big contrast between a faculty which is predominantly male in a particular department and one that is predominantly female, again, it is simply making it obvious that something is not working. And I think that has brought more women into faculty and administrative positions.

Men in top leadership positions. Dr. Fields cited men in top leadership positions as proponents of women's leadership. She said:

I think that having men in top leadership positions who value women and are willing to promote those women is a great advantage. We have a president who really believes and values women in leadership positions; the Provost, Dr. Bach, also promotes women into higher-level positions. Those in top leadership many times make a difference as to who has the opportunity and who doesn't. Also, I think we have some informal mentoring that goes on – women attach themselves to a mentor who guides them along and helps them through the system and guides them through promotion and up through the ranks.

Dr. Kent talked of the demographics to prove her point that men are more pronounced in leadership positions at ETSU. She said:

If you look at those demographics, there are still more men than women in leadership roles and the men are getting higher salaries. That is still true. Possibly one of the biggest arguments is, if a man has been in the position for 20 years and the woman is just entering into the field, they should be paid the same. I don't think there are enough people to do a salary study based on the time in the job.

Dr. Lamuell saw the hand of senior leadership in the advancement of women leaders at ETSU. She recalled the various administrations she has worked under and had this to say:

Leadership is key. Dr. Stanton has supported diversity. I have actually worked under four presidents, and I have seen their commitment to diversity and how it is communicated. Dr. Nicks was here before Dr. Stanton took over.... I think the leadership and the progress we have made in many ways can be attributed to Dr. Stanton and the steps he has taken as well as the leadership and the council on diversity. We now have offices dealing full time on diversity, and that includes Women's Studies. As you know, it takes money to run a department, and so I think that has been important. The faculty and staff organization and the leadership within that have the opportunity to sit down and talk with the president. There are degrees of receptiveness, but black and faculty and staff association also....

Dr. Gardner concurred. She said, in her matter of fact manner:

The leadership at the very highest level, the president and the provost, in particular, is a major factor. I would say that the women themselves who have come before each of us have laid that perfection for administration with heart – management with heart to run our offices and to do our jobs with humanity. For the most part, I can't say all women do that, but I think many have, and that makes a difference in the long run to help the rest of

us to lay the groundwork. I don't believe that could happen without the acceptance of the leaders at the highest levels of leadership.

Belonging to the table. According to Ms. Elderkin, the fact that women belong to the table is a boon to their leadership capabilities. She said:

I think other factors include ETSU using administration to recognize that women belong at the table and that women have a role in the leadership of the institution. And so I believe it is a leadership philosophy to identify and mentor women into those positions; hence, taking the opportunity to hire women into those positions.

Laws. Dr. Sheppard attributed female growth to the laws in the statute books that do not discriminate based on gender. In her humorous way, she gave the description of a typical president of a university.

We have some laws in place that make it more difficult for someone to discriminate based on gender. Now, you can still discriminate based on gender, but it is more difficult because of the laws. And so I think that we have done a better job over the last 30 years of having searches where we are looking for the best person instead of looking for the white male. I guess in your literature review you came across a study where the university president is supposed to be six feet tall, which, of course, puts off women, is supposed to have grey hair, is supposed to have a white beard, and is supposed to be a male. And that is what the universities look for when they look for a president. I think we have improved on this. Of course, our university president looks like that. If you look at most presidents, they look like that or, if you go to look for the dean of students or somebody in student affairs, what do you think of? Well, we have some positions where we perceive them as being a younger person or an older person in the position. Some of these positions are not necessarily gender based.

The big study. Dr. Edna narrated how the big study done on the status of women at ETSU created awareness and helped in female leadership aspects:

There was a big study done on the status of women, and that report was published and it showed the discrepancies between men's salaries and women's salaries, etc. At the time, people were very cynical about it and said, "Oh well, it's just a study. It won't make any difference." But I believe it did; and, once the awareness began to evolve and grow of the situation that women were in, I think things began to change. And we have been fortunate to have a provost and deans who have promoted women into leadership positions. When you look at the ETSU upward administration now, look at the women we have in dean positions. Are you aware of those? They include nursing, business, the

library, the graduate school, etc. I mean, when you look at the number of deans and vice presidents who are women, I think you can say there have been quite important advances made.

Still on the same report, Dr. McMaster saw it as a factor of improvement in women's leadership.

She said:

I think, specifically on our campus, we've had a task force that started, I guess, in 1996 and put out a report in 1999. It was looking at issues of diversity, and gender was part of that. And I think some of the outcome of that report has been helpful on this campus. We have a group called the Commission for Women. It is a commission that looks at issues associated with women on this campus. Ten years or so ago, they put forth a report about some needs for women on this campus, and recently they put out a second report. Those things have made a difference. I am on the committee right now where we are looking at the second report and trying to implement some of the things that they recommended. So I think, concretely, there are things such as this that have made a difference. From the 1999 report, there was a suggestion that we have a council/culture of diversity which reports to the president. Gender is one of the aspects that we look at in that council, and we talk to the president about it, and we really try to. . . . In relation to hiring, when it comes to people of color, we have made many changes and there are things that we keep trying to do.

Money crunches and internal hiring. For Dr. Cumberland, it was the question of which came first, the chicken or the egg? Which came first, the lack of money leading to internal hiring or internal hiring was envisaged before money crunches came in? According to Cumberland, it was a factor in influencing women's leadership at ETSU. This is what she had to say:

Another thing we had here was money crunches – not having a lot of money to recruit and hire people off campus. That elevated a lot of women and promoted them to administrative positions, because we could hire people internally and save us money. It could also be that they decided that we have some good people here and we could hire internally. And I don't know which came first – to make that decision – but I see some women moving into higher positions when the searches were internal. And, in some cases, there were external searches and the internal woman still received the job. So it goes both ways, but it gives women more opportunities here.

#### Question 4

*How would you compare the leadership opportunities for women at ETSU today as compared with those for men? Please consider job titles, salaries, elected and appointed university service roles, such as Staff Senate, Faculty Senate, etc.*

This question elicited various responses as exemplified below from my participants.

The good old days. Dr. English, in her characteristic philosophical approach, broached the above question with an example of male arrogance, quoting from the former president of Harvard who equates women as not being equal to the task in math and engineering, a position that was unheard of in her earlier days. She said:

I am sure there are people who would say we have a long way to go . . . but, at least, we did not have a president like the former president of Harvard, who said women were not engineered in mathematics.

Salaries and titles. Ms. Carpenter thought the salaries would be equal in view of the fact that when people come for an interview it is not clear whether they will be male or female. She said:

Because I am now somewhat a little bit behind the scenes, how things are and the range of salaries, how they are going to pay. . . . For example, when we have three people coming to an interview, in the beginning we do not know whether they are male or female, so I think it would be equal, we would assume.

On the Staff Senate, she added that the opportunities would be the same.

Dr. Cumberland says that there is equity in appointments as far as the Senate is concerned. She said:

I think it is the same; I don't think there is a problem. In fact, I see women as president and often women are appointed to various committees. And so women are being given some opportunities to do things outside their department that could be good or bad in elective positions but could make a difference.

As to salaries, she was noncommittal but had this to say:

I don't know of the salary. I have no idea. My suspicion is that women have made attempts to equalize salaries. There have been several years since the equity issue, and, so, part of that effort is to equalize by gender and other factors as well. And I assume salaries are equitable, but I don't have any idea for sure. I don't know; I haven't studied that.

Dr. Lamuell agreed that there are salary differences and fewer leadership opportunities for women and, in particular, for African-American women. She said:

Definitely I would say that there are some salary differences. Opportunities for leadership positions, because they are so few, tend to be taxing on the few who are here and in positions to serve on committees. However, the opportunities and committees are there to sit on, only that we don't have the man and woman person power to serve in some of these capacities. I think job titles and salaries, in general, are not just an African-American issue but it needs to be addressed.

For titles, she went ahead to what she termed as being female titles. She went ahead to differentiate between salary in discipline and salary in terms of gender. She said:

There is still a tendency for women to be "vice this and vice that"; and, in fact, it is not just vice. We have one vice president, and Dr. Bishop is Vice President for Health Affairs. But other women are associate vice presidents or vice provosts or that kind of thing. So, there seem to be subsidiary roles for many women in terms of titles; however, I think the discrepancy in salary is still there.

On salary differences, she had this to say:

The discrepancy in salary is still there. The salary issue is confused by differences in discipline so, you know, what you pay for the Dean of Education and what you pay for the Dean of Business, these are very different – not because of the gender but because of the discipline. So market value affects and complicates significantly the market picture. I think the salary discrepancy is associated with discrepancy in the job titles.

Dr. Edna was not quite sure whether there were any salary differences for males and females at ETSU. She said:

That is hard for me to know. I am not in a position of knowledge about those things. It is very hard for me. I have no idea what my salary is in comparison to a male in the same position, and maybe I should. But that is not something that I take the time to find out. It may be the same, I don't know. I honestly don't know, but I am sure there are other people who can give you that information. As a matter of fact, there has been a research

survey about this sort of thing on campus, but I don't remember who did it. Someone on campus would be able to give you this information.

About the Faculty and Staff Senate, Dr. Sheppard saw no difference within her long stay at the institution. She said:

I would say that it does not matter whether you are a male or a female. This goes for the Faculty Senate as well as the Staff Senate. I would say that this is due to the fact that those two bodies are not valued. So it is incumbent upon women because it is not considered that prestigious or that important. Even though, in theory, the Faculty Senate represents the faculty, it does not really work that way. So, it is not prestigious to be on the Faculty Senate; it is kind of someone doing the hard work and the hours taken away from the teaching, and the same thing is true with the staff as well.

Dr. Stout had a brief message on the salaries as far as females are concerned. She said:

On salaries, apart from the Medical School, where the salaries are higher than the academic. . . . But in Academic Affairs, the dean who earns the highest salary of them all is female. But that is because of that particular college and the salaries recommended there, and I believe I am correct in saying that.

Ms. Mooney thinks that salaries are equal but women choose to remain in the "soft professions." She says:

I think that they are equal – salaries are equal – and it is only that women choose to be in the softer world. So we choose to be on an employee relations committee or this or that because they realize that women have better ability to compromise. I am on the Physical Plant Advisory Council, and I am on the Grievance Committee and things like that. So there is equal representation, but I think women are put into the roles where they may need someone to help maneuver the waters and to cool things down just because they realize their strength. This has been especially true under Dr. Stanton, who has been here for 10-12 years. There have been many opportunities. Women are normally willing to be more involved than men and have more representatives.

Ms. Elderkin had a detailed view of the salaries and the cause of salary differences if any. She said:

I would tend to think that, if there are salary differences between men and women, they are because of length of time in service. We are now very conscious of equity and salaries, and we are very fair about giving a salary. I think our salaries depend more on disciplines. And are you primarily talking about people with professional roles as

opposed to support? Because, if you look at our support salaries, they look compressed; and, when you look at our support area, that is where there are the largest number of women. But that is more of a market issue than anything else. If you are looking at people in leadership positions and faculty, I believe that faculty is driven by disciplines and professionals are driven by market. And so you have people situations, for people getting hired currently are hired at a higher salary than the people that have been in those positions. There is a real market inequity, and those are the things we have been trying to work on. I believe that is across the board and not gender specific.

Dr. Orchard said that job titles are relatively equal but salaries are still an issue. She said:

Job titles are relatively equal, and salaries are problematic. The last person through the door gets the highest salary here, and I don't think you can say it is just a fact of life. I am talking about the dean and the other administrators as well. It is not a good salary equity plan based upon the nature of the work. We have a difference in salaries that is not attributed to any sort of gender or race discrimination; that is just the reality of it.

Dr. Fields was more detailed in what she called variables when it came to evaluating women's leadership versus that of men. She said:

What we have found is, and we had a discussion about this two weeks ago, it is very hard to determine because of the many variables. I will tell you some of those variables, and I will speak slowly so that you have them on your tape. When you look at the variables between men and women, you have to look at when they were hired, their rank, how many years they have been in that rank, total years of experience, how many of those years were at ETSU, and what is the highest degree that they have. In some programs, the highest degree is not a doctorate. It may be a master's, particularly in the areas of public accounting and finance. The basic salary and the market value for the salary must be considered. Are they getting a salary supplement? Then you have to look at gender and race ethnicity and what kind of tenure track – research track, non-tenure track, etc. Are they working 9 months or 12 months? Do they hold administrative titles or faculty titles? How much research are they doing, and how much money are they bringing in?

Dr. Higgins was more philosophical when she talked about the differences in salaries.

She said:

There will be an explanation why they are not getting equal salaries. For example, I asked why a man was paid more when he had the same credentials as did a woman doing about the same job, and why he was being paid ten, twelve thousand dollars more per year? So I asked, and there was always a reason. And the reason was, "He was actually doing two jobs, and I was doing one job." And I couldn't understand, if there were 24 hours in a day, how was he working 16 hours? No, I am sorry, I am being facetious; but,

yes, there are differences in salary and they will be explained away. There is always a reason to explain; there is always a reason given.

More opportunities for men. Dr. McMaster was quite open about men having equal opportunities compared to those of women. She said:

I do think there are opportunities for men and they are considerably stronger. Opportunities for white men are considerably stronger because the people in power right now are white men, and I think that in general they are mentoring more white men.

She continued with the position that men still have more doors open to them as compared to women.

We still have a problem and, very honestly, I believe a huge problem. When you look at the president and provost and the vice president, you are looking, with exception of one, at a white man. It is hard to look at this institution and say you are really committed to diversity and diversity in leadership when it looks like that.

On the dominance of men in leadership positions at the University, she had this to say:

I think at this university it is likely to be men who are appointed to service roles but, often, because women serve so many roles not only at the University but in their home lives, they should be more protective of their time commitment. And so that may be a factor. As for elected positions, there is a tendency that elected positions go to males as a reflection that males are still the primary population doing the electing.

Dr. Holland added to the issue of the dominance of men:

With leadership titles and salaries, again more men are in higher positions. There are a few women; but, again, if you look at the population of men to women, it is skewed to males.

Dr. Lamuell added:

Sometimes I become a little discouraged when I look at the way positions are filled. And many times, because of the history of the university, men came into positions because they had an opportunity to get there. When there are promotions from within, men of color and many times women of color are not in a position to be promoted. And something I don't understand – whether their lack of promotion is due to lack of money or the resources to create a new office – and so we take one person and give them additional duties. But I think it is better than when I started. There have been missed opportunities for women. Like I said, it has been a process of acquiring positions and

gaining the experience to be promoted to higher leadership positions. I think, I am sorry to say, it is still a man's world; but it is starting to change.

Dr. Sheppard strongly held the view that male dominance was real at ETSU and that there was no gender balance. She said:

The University is still not gender balanced. It is still easier to be promoted if you are a male, and it is still easier to be hired if you are a male. It is probably even easier to have your title adjusted if you are a male.

Dr. Stout was of the view that the leadership opportunities for men were slightly more dominating and, in a humorous way, gave a current scenario in some circles to illustrate it with a light touch. She said:

Opportunities are probably the same – almost the same – perhaps not as good. There is still some resistance in some quarters, and that is not only just here but worldwide. I have heard some conversation among a group of teachers about a principal, and the women said that they would rather work for a male principal than a female principal because they thought that the male was fairer than the female. I do not agree with that, but there is a perception that men are more fair.

Ms. Elderkin agreed to the notion of male dominance in leadership at ETSU. She said:

I still believe that by the nature of the beast there are more opportunities for men, as well as I think there are more career opportunities for men. Women are beginning to move into these areas but in many traditionally women areas and not necessarily in areas dominated by men. For example, I talked about the vice president level – it is only in the last year or in the last year-and-a-half that we have seen a woman president. This remains a challenge. We are not always open to advertise; we tend to promote; and, if you do not have women in the pipeline to promote, then that is a barrier. On the other hand, if you are looking nationally or looking outside of yourself, there is a better possibility of recruiting women and minorities. That has been a barrier because we have had a tendency to promote from within into the higher level of our ranks, and women are not necessarily in our pipeline.

Family. Dr. Holland talked of the family as an issue for women compared to men. She said:

It is difficult for women to acquire tenure; but, if you consider, women also have to juggle families. Plus, there is still the perception of the male doing the entire procedure.

And, for women, there are interruptions in their careers, plus what it takes to do both jobs.

Mentorship. Dr. McMaster continued with the message of mentorship as an opportunity for female leadership although men are mentoring men, she says:

Wilsie Bishop has been an exception. Paul Stanton, our president, has been a strong mentor for Wilsie, and that is one reason that, along with her amazing confidence, she has been able to keep moving up, because she has been mentored by men in leadership. In general, men are mentoring men, and so that opens up more leadership opportunities for men. But I think that – I know that – the provost has selected some women that he has mentored, and that has been helpful.

Survey on equity. Dr. McMaster said that the recent survey carried out on the campus revealed serious disparities.

The research/survey we did recently, asking women faculty and staff on campus how they felt about equity, revealed there are still serious problems for faculty. For example, they feel they are less informed about promotion; they are less informed about tenure criteria; women are expected to do more service than men most of the time; their voice doesn't carry as much weight as men; when they are negotiating salary, the men are respected for that and women are seen as being too pushy. There is much research to support that, but the women are reporting that their perception is that men are still having a lot more doors open to them.

Dr. Houston maintained that there was still inequality although, in her usual demeanor, she was optimistic. She reported.

Although I believe women have come a long way, I don't think there is equality as yet. We constantly need equity studies to monitor this in terms of salaries and administrative positions. There are still inequities, and sometimes it is just difficult to change those situations. However, I think you need to be vigilant, to be sure. The last study showed that there were still inequities in the number of administrators, but I do think we are making progress. I think we are.

Dr. Frazier thinks there is still inequality, too. She says:

People still have an easier time seeing men as leaders. I think they just do. That does not mean they would never have a woman in power, as evidenced by the women in power. It seems easier for us to hear a male as the authoritative, the metaphoric voice. We hear this as a voice of power. But I would say the opportunities for men are continuing to be

greater than those for women. But I will continue to say the opportunities for women to be leaders are there. They are there for men as well, but I think they are not tiny for women. I think they are significant.

Glass ceiling. Dr. Holland had the view of the glass ceiling when it came to female leadership. She said in a straightforward manner:

I think it is better for women, but it is not quite equal – you know, the glass ceiling. Things are not overt, and this is always the way it has been done. I don't think it is malicious; it is simply the norm. I don't think of it that way. Women have a tendency to be a little bit reserved; their way of dealing with people is different from men.

Discrimination in decision making. Dr. Sheppard stated that discrimination in sexes came in when high-level decision making was made. She said:

Discrimination comes about when high-level decisions are being made and when money is being controlled and distributed. And that is where it is harder for the women to get in. It is just doing the job, and you put the women there.

Place of women in Faculty Senate and Staff Senate. Ms. Montgomery saw differences in the faculty's leadership in male-female terms. This is what she had to say:

You know, I had not thought about the Senate so much, but those could have changed dramatically as well. I could see Faculty Senate 30 years ago probably being predominantly men. Now, it could be 75% women and 25% men because we have a lot of female faculty. The Staff Senate that could probably be more female could be having the ratio of female to male as 75/25. In the 1950s, '60s, and '70s, the Senate could have more men; but, since then, the women have increased and are more willing to serve in the Senate positions than men. I think men are not willing to serve in those positions as much as women because this is something being added without being paid for. Now, back to the Faculty Senate, you continue on promotion clock unlike Staff Senate, which is just additional duties, not defined under any job description. In the long term, you know, you have to put in a lot of work if you are in any of those governing bodies.

Women in management positions. Dr. Orchard maintained that service roles in the Faculty and Staff Senate merely facilitate jobs to be done, whether male or female. This is what she said:

As for appointed service roles, I can only speak for my own behavior. I appoint people who can get the job done; it is literally getting the job done. I don't know even how to say I try to go ahead, and I am a substitute. I want to make my life easier. If I don't employ a competent person, I am making my life more difficult and my job more difficult. I look at that in terms of appointment of service roles that way. Staff Senate, Faculty Senate – those are general elections – I think women have to be willing to run for positions. I think that is a change in attitude. If you don't put yourself forward; if you don't volunteer; you can't expect to get elected. I would say this to women as well, "We have men who don't volunteer, who don't stand up, who won't take and don't want to be noticed, and that is a personality."

Ms. Montgomery had a positive word for women in management positions. She said:

As far as comparing the leadership opportunities of women and women leaders, we have more women in management positions than there probably were. The fact we have a vice president that is a female and is our chief operating officer is a big challenge to all of us. And the VP, who is Dr. Bishop. . . . You know, we do have strong role models now. So, even though we are not getting those leadership opportunities, we may be making them. And probably, more than that, we may be making leadership opportunities much more attainable for women.

Dr. King has optimism in female leadership at ETSU as compared to men. She said:

I believe that the role of women at ETSU has advanced at a steady and effective pace. Sure, there are more white males in positions of leadership. But, do the math; look at the numbers of women in more significant leadership roles. We have advanced in quantum leaps over the past 20 years. This evolution takes time. The only reason I will be disappointed is if the pace slows.

#### Question 5

*What remaining obstacles, if any, exist to prevent women at ETSU from having employment and leadership opportunities that are equal to the opportunities for men?*

The reactions to this question carried the following responses:

Playing the woman card. Dr. King reacted to this question by citing what she called the "female card" and said this was an obstacle. She put it bluntly, thus:

This will be an unpopular thought among many women. It is, however, my strong belief. The women I see who are not progressing are the ones who spend more time complaining and less time forgetting about their gender and just getting the job done. They are the

“whiners.” They use their gender as some sort of an excuse. You will never be successful if you waste your energy on jealousy, pettiness, selfishness, etc. The women who are currently making the most strides at ETSU – Dr. Wilsie Bishop, Dr. Joellen Edwards, Dr. Jane Jones, Dr. Ramona Williams (as examples; there are many more) – are successful, in large measure, because you would never hear them mention being a woman, expecting more because they are women, etc. They make their decisions based on the best interest of our students and ETSU. Their decisions are not made based on “what’s in it for me.” They are just there, day in and day out, getting the job done. Being a woman and wanting or expecting more because of that would never occur to any of them. I have never known any of them to “play the woman card.” They are simply working harder than anyone else, asking no special favors, and getting the job done. It is interesting to me that this is also true of our support staff leaders, and there are many of them! I see staff members like Kim Blevins, Mary Cradic, Joan VanEaton, Clara Stantucci, Billie Lancaster, Betty Ann Profitt (and I could go on and on), who think of themselves first and foremost as leaders among the support staff and think first of what they can do today for ETSU.

Women hankering after being liked. Dr. Frazier talked passionately about the over weighting of women being liked and dismissed it as an unnecessary obstacle. This is what she said.

From my communication expertise, women are taught to care a lot about what people think about them, to spend a lot of time being concerned about how other people feel about them. Men are taught this doesn’t matter as much as the need to go after their goals and don’t worry about how other people feel about them. That is a skill men have that is a good one, that we don’t teach women. They fear they have to be kind and worry so much about whether other people like you. Women are taught that everyone in the room has to like you. Being liked matters so much. They are not taught that being the winner matters as well. Women are taught that being liked is over rated. It just doesn’t matter a lot. You don’t have to be liked at every committee meeting. It is OK for other people to be uncomfortable with the things you are saying. Be kind, be professional, be mindful, do all that; and, if they don’t like what you are saying, that is OK.

She adds:

Being good at what you do is more important than being liked. And I think that is gender socialization. Girls are taught that they have to be liked, and we find in research, for example, that females smile more and white females smile more to make everybody comfortable and happy. If a girl gets into a fight with her girlfriend, she is devastated in a way that if a boy gets into a fight with his boyfriend or girlfriend he is not devastated and is like, “Ahh! We will make up later.” But, for a girl, the whole world is, “Ahh!” Being liked is a nice thing but is not of primary value. If that gets to matter to you more, you are not going to have the courage to be reviled to stand up against the status quo. Being liked is over weighted.

Salary differentials not addressed. Dr. Houston sees salary disparities as an obstacle, although there have been significant gains. She said:

I don't think there are many obstacles in terms of females obtaining a position in, at least, most of the areas. I can't speak for areas like security; maybe in medicine or other, math and science – I can't really say. We have long-term female employees here, and I think there should be probably salary differentials that have not been addressed. But, again, I don't have specific information to give you. But, more likely, some of that is because with a long-term employee we really have to work on addressing that. And things were different, I am sure, 15-20 years ago. Things were very different for women certainly in academia. There have been significant gains in the last 10 years than what it was before.

Lack of mentorship programs. Ms. Montgomery talked of lack of mentoring as an obstacle and, in her humorous and dramatic manner, illustrated how men mentor men on golf courses! She said:

Probably, other than the fact we need to be mentors, and I believe a lot of higher executive managerial type of men mentor each other in the unspoken sense. I think now we are probably seeing crossover with the genders because Dr. Stanton was a good mentor to Dr. Bishop. Moments when I have been able to observe, the males at other universities may not be mentoring women. They may be mentoring someone but not women. And, if you are not mentoring in a male-dominated society, women don't do business; and we know that. Men oftentimes participate in a male-dominated meeting that may be taken care of somewhere, elsewhere, such as the golf course or having a drink. Women may not know about this unless they are sometimes mentored by men. Dr. Bishop, Ms. Jordan, Dr. Jane Jones, Dr. Pat Smith, the Dean in the College of Nursing, Dr. Rebecca Pyles, the Dean of the Honors College, have been given that opportunity by men in positions of power and probably were mentored by, for example, VP Dr. Bach. So, I do know that some mentoring is going on. I believe one of the obstacles many women have on this campus is the mentoring program.

Dr. Higgins also had the same message concerning lack of mentorship. She said:

I think, internally, women do not get the mentoring and the attention they should have. Some socio-cultural reasons and, to some extent, higher-achieving women tend to be so radically independent that they often won't seek mentoring. I think men tend to interact with other men. Some other obstacles are socio-cultural boundaries, such as looking at the employees and valuing the achievements of men more highly than women. I think sometimes women are trapped. They take a job, and they do it so well that no one wants to notice them. And someone says, "I want her to do this for 35 years."

Ms. Elderkin had the following words on mentorship, or rather lack of mentorship, as an obstacle to female leadership. She said:

I believe the one main obstacle is women mentorship. And I am talking about women who are already in our pipeline – that they get tapped or are groomed because that is what happens to men. They are groomed; they are groomed for leadership positions. And they are groomed to move into leadership positions.

Women in support staff. Ms. Montgomery saw the situation where women were predominantly in the support-clerical duties as an obstacle. She said:

I think the employment of women here is predominantly clerical; and, until we see an influx of men move into our support staff, we are not going to see that inequality across the board. Many times women are entering the workforce on the philosophy of second income. It does not have to be as much, but we have a lot of single women here, and we have a lot of divorced women, not that we do not have single men and divorced men. And, as far as leadership opportunity, men are given opportunity unless it is a predominantly needed female to do that job.

Dr. Kent did not see as many obstacles as she would have seen 15-20 years ago. And things are getting better. She said:

I don't think there are as many obstacles as there were 15-20 years ago. Are there still some? I think so. I am an optimist, and I do think things are getting better all the time.

Family responsibilities. Dr. Higgins talked of family issues, such as child care, being an impediment to women in leadership. She said:

Outright hostility and discrimination is generally gone. There may be pockets of it around in the University. It is a generally large place – many offices, many people, many supervisors – I think what you get instead is a couple of things. I think women still carry a disproportionate amount of responsibility for child care and home care, and they are often disadvantaged in terms of how much extra time they can put into their jobs. It is a societal obstacle that women have. The University is reasonably friendly to women with family; and I think, internally, the University could be more friendly-supportive of women.

Dr. Fields, similarly, saw family as an obstacle to women's careers. She said.

I think men and women look at their career paths differently. Men usually set a goal and aim at that goal and don't turn back. They just keep making progress toward that goal. Women sometimes go down many paths. Many take off time to have children, and many have activities that take up their time.

Ms. Carpenter saw young children as an obstacle to the career of the young mother. She said:

You know, it is a little tougher for women who have young children because usually in leadership roles it is not a 40-hour week. You have to put up so much more time; and, if you have got children, women are unlikely to make that sacrifice, while it is easier for men.

Lack of negotiation power. Dr. Fields saw lack of negotiation in women as opposed to men and classified this as an obstacle. She said:

Women, more than men, sometimes are willing to go down a career path just because they know it will help someone and yet it may be a dead end for them. But, if the boss comes and says, "We need this done; you need to take this job," the woman will say, "Yes." However, a man will say, "No; I am in a career path, and I need to move on in this career path, and I have to move on in this career path." But the women are more willing to jump in and do whatever is needed. Another thing, and this was brought up at our Commission on Women meeting, we have a chair of a department who is a woman and she said that, when she hires men and women, she tells them this is what the salary is. The men will usually say, "No, I am not going to accept that kind of salary," and we have to negotiate. However, women will accept and say, "Yes, thank you." So women need to learn to negotiate – salary, jobs. We are not good at negotiating.

Men's mindset. Ms. Elderkin explained passionately how the mindset of men often works as an obstacle to women's leadership aspirations. She says:

If we were hiring or were looking for people to come in with leadership skills, I think an obstacle can be our mindset, or philosophy. Oftentimes attributes that we see in men are seen as detriments in women. For example, a man that comes in and is very strong and articulate over what he wants – that is a strong point. A woman who exhibits the same skill is considered to be aggressive - not assertive but aggressive – and is seen as negative. How we look at people and how we attribute those skills – I have seen that work to the advantage of men and to the disadvantage of women.

Dr. McMaster couldn't agree more. She said:

I think just ingrained sexism that people almost don't even have an awareness of; for example, hiring a woman who is a hard negotiator. We see it as being a "pain in the butt"; and, for hiring a man who is a hard negotiator, we see it as being skilled and talented. I think those kinds of things are really ingrained sexism to which people are really blind. I think that for staff on this campus we have a culture which separates between pink-collar jobs and blue-collar jobs. And we pay blue-collar jobs a lot more than we pay pink-collar jobs. I think that, when we say we pay everybody on the same scale – for example, when we pay all people who do plumbing the same amount and we pay all the people who do secretarial work the same amount, what we don't look at is, it is almost all women who are doing this job and all men doing this job. And, even though they have equal value, the men are getting paid a lot more because it is blue-collar jobs versus pink-collar jobs.

Ms. Mooney also agreed on the idea of a mindset as an obstacle – the mind to accept the female leadership at the institution. She said:

You put yourself in a different situation from what you are used to doing at a time. I think we have to break that down. You know, we are talking about women; but it is just as though I hired a transgender person in the shop or even an open homosexual. If they can do the work, I don't care. That is what I am saying. It will be very open but will be very uncomfortable down at the shop. I don't know how accepting it will be, but I think that that is a remaining obstacle. We talked about diversity; we talked about integration and women minorities; but I don't know if the mind is there as yet to do that or the willingness to do that.

Biases and stereotypes. Ms. Mooney, in her very lively and articulate manner, saw the perception of women by men in terms of the biases and stereotypical thinking in men. She said:

Well, I am going to talk from the generalized perception of women who work for me. There is a bias among the men here that women can't do equal work. And I think this is what betrays – and may be that these women are feared – that, if we send them down there at the shop, first of all, how are the men going to react with them? You know, how are they going to work with them? And there are still some stereotypes that women can't do so much – that they are emotional – and not so much professional. The fact is that it is the support workers, who are mostly women, who are busier than they are. And, as you know, anybody that is a little bit different is a little bit uncomfortable.

Dr. Stout agreed that there are still stereotypes with a mind to work under a man rather than with a woman. She said:

I think women have leadership and employment opportunities; however, there are obstacles. One is, we still have some folks here who have some kind of attitude previously discussed – some men and women who prefer to work under, if using the right term, a man than a female. We probably impose some limitations among ourselves by not believing in ourselves as much as we should.

Dr. Holland talked of the injustices in hiring based on stereotyped and biased ways. She said:

I used to sit on search committees and, instead of not looking at male or female but just a person, sometimes search committees are not really fair. Yes, they try to go by the law and do the things they are supposed to do. But I have seen, particularly among the staff, people hired, people who were not supposed to be. I think we have a tendency to choose people like ourselves. Yes, the guys in the gym and on the golf course, they talk business; and that leaves you out, and they conveniently leave you out. It is not overt, and I don't think they do it intentionally. It is just the thing.

Lack of experience. Dr. Lamuell narrated lack of experience on the part of women as an obstacle to female leadership. She said:

I think, as I said, there has to be a concerted effort to place women into positions allowing them experience they need so they can move up into leadership positions. If you are looking for a person with 15 years' experience, many times it is not a female because they have not been in those positions. So, hiring within is sometimes problematic in allowing women to move into leadership positions. On the other hand, they could be looking at working experience. These women haven't been in those positions as long as men sometimes, so they lose out.

Dr. Edna is not the person to dwell on obstacles, but she acknowledged that they are there. This is what she said, citing positive actions taken by the administration:

There are many women on this campus and across the state who have faced those obstacles, and I think Cynthia . . . would be a good person to start with. The State has tried to develop leadership skills among women because she was involved with that organization. And I believe that it is still going on, but I am not sure; and I have to say that our affirmative office makes sure that opportunities are available for women. One of the things that I have seen happen over the last few years is that, when a position is open for, say, a dean or vice president, it is often to move a woman into that position without a search.

Committee work. Dr. Cumberland narrated how committee work and other responsibilities can be an obstacle, mostly to female faculty. She says:

I think another obstacle would be that women are often asked to take responsibility for certain things and they are often appointed to a lot of other committees. While women are on those committees and the time that is used in these committees, the male colleagues are back in the department writing their articles for publication. It is difficult to say no, and women realize they need to be saying no, and I think that is an obstacle.

Lack of appreciation and toeing the line. Dr. Gardner talked of the lack of appreciation for the role of women as an obstacle and women following the directives for lack of alternative. She said:

We still have many faculty who do not appreciate the role of women, but time makes the biggest difference. We have to wait, to some extent, for our turn. There are still situations on this campus where women are treated badly, but there is not much responsiveness to that because people aren't sure what to do with it. So I do think that there are some issues on this campus, but people don't know how to deal with them. In the office and at the workplace, women often don't choose to pursue grievances. They are into protecting their career, so the very difficult problems are left unattended. And I wonder if it is a kind of history that will resolve itself as the population changes over and becomes younger.

My sixth interview question concerned the advice given to an aspiring leader. It reads as follows:

#### Question 6

*What advice would you give to a woman who aspires to be a successful leader at ETSU?*

There were various responses to this question, and the one that came out forcefully was the one on mentorship.

Mentorship. Ms. Montgomery had the following words on mentorship. She said:

Well, I have already had a mentor. I had a mentor from day one. And I think you need to commit internally with someone who has had a long association with this institution. If possible, it probably needs to be a woman who is in a middle-level administrative position.

Dr. Lamuell couldn't agree more. She said:

Find a mentor. Find someone within the area that you are interested in. If it is moving into the academic wing or the administration, whatever it is, find a mentor.

When asked for her advice, Ms. Carpenter simply said:

Seek a mentor.

Dr. McMaster also talked of mentorship in her advice on female leadership.

I would advise her to find people who are willing to be mentors for her and who are willing to advocate for her. I would advise her to be very clear about her goals if wanting to move into a leadership position such as administration. And I would suggest as early as possible in her career she get an idea about the steps possible for her to get there and get people behind her in doing that. I think there needs to be intentionality about it, or the chances of it happening will be less likely.

Ms. Elderkin advised on mentorship and said:

The advice I would give is one: find a mentor and be selective in who you select as a mentor.

Dr. Fields added:

You attach yourself to a respected decision maker or leader because it is those decision makers who are going to be deciding who is going to be promoted. You need to find out who those people are whom you need to find. The mentor who has brought me along to where I now am is deceased, but he was a man. My mentor was my boss when I was in the College of Medicine. Many times, for women, a mentor does not have to be another woman but can be a man. These are some of the things we need to do.

Working hard. Dr. Orchard stressed the need for hard work if one wants to succeed. She said:

You have to be willing to work hard; you have to be willing to volunteer and stand up to be counted. You have to have some degree of courage; you have to be willing to take up a leadership role if you are given the opportunity. You can't say, "Well, I don't know if I want to do it." Being a leader takes time; it takes energy.

Dr. Frazier also advised on hard work.

Work harder and smarter than everyone else around you.

Teamwork. Dr. Houston stressed the essence of teamwork. She said:

I think you have to grow slowly. As I said, I was a chair, then an associate dean, then a dean; and so, beginning as a chair in our college, one can serve under the administrative team. And, if it is a nurturing team, one learns almost together as one leads the school and manages the college. When I was an associate dean, I was working very closely with the dean and also very closely with the budget person. It is not only a growing experience, it is also a development experience. So you need to get into where there is a leadership team, where you are comfortable with the leadership team. And you can develop and work as a team so that you are not in isolation.

Values in the department – developing courses and giving papers. Dr. English advised the faculty to look for values in the department and to know them well. She said:

If you are going to be a university faculty member, I think you have to find out what it is the department values. Of course, the first thing you consider is teaching and developing courses and, perhaps, working with other faculty members. Sometimes as you get to know your peers and, of course, the student evaluations have been done, women need to look at the possibilities for expanding and supporting the name of the university by giving papers at different organizational meetings, or maybe by planning to work on a book of some kind.

Role model and helping the boss. Dr. Sheppard, with her over 30 years of experience at ETSU, stressed the importance of being a role model, particularly to the students.

The advice I give would be different from the one I would have given several years ago. I would say that you have to understand that a big part of your job is helping your boss. And so you must do what your boss wants you to do quickly and excellently. You must be operating out of a sense of integrity so you are honored and consistent in your behavior. You must remember that your actions are scrutinized and are being watched from not only the perspective of your co-workers but also by students who are trying to figure out how to do this or that. You are their role model. Women need to observe how other women work. For example, “How do I balance my role as mother and my role as employee, and be very conscious of how I demonstrate the balance for young people who are watching me? Because, if I work all the time and never see my family, I am not helping young women to learn how to have balance in their lives.” And there is pressure within a university or any organization to have your job be your life. The advice I would

give to anyone else in life is to be conscious of keeping balance in your life, forcefully, and demonstrating that to those who are following you as a role model.

Dr. King gave this advice as far as mentorship is concerned:

My best advice for success as a leader, female or male, is exactly the same. First, find extraordinary role models who are ethical, talented, bright, have a strong work ethic, and who treat others with dignity and respect. And have compassion and clear goals in what you do.

Dr. Gardner was very articulate in her advice to faculty, particularly with regard to compassion and clear goals. She said:

First, have very clear goals as well as the way you want to accomplish things. Choose an area of leadership for which you have passion. Passion, for some women, may be ambition for certain jobs in leadership or administrative positions, but leadership can occur equally among faculty in a department. If a woman has a passion about providing opportunities for student learning, for student service, and for community involvement, women can be in leadership at that level because they have compassion.

Be selective. Dr. Cumberland advised that females be selective in what they want to do.

Well, I would say to go out and get the experience, but be careful in what you agree to do, and be selective in what you agree to do if you are brand new. Once you are known, be selective and be able to turn down some offers to be on committees in order to get your research agenda in progress. You still need to work through the ranks, and other activities that are good might not be recognized by your colleagues as being appropriate for your tenure, promotion, research, and publication.

Similarly, Dr. Holland advised the same philosophy of being selective and being realistic. She advised:

You have to set realistic goals. What do you really want? And that would be the advice I would give to a male or female. You have to be willing to speak up, and I am always – and that is one of my problems (laughter) – but you have to also be prepared for the backlash and develop a thick skin and learn not to take things personally.

Dr. Frazier had this advice for female leadership:

Don't put energy into something that does not have a significant social impact and high visibility; or, if you are working on revising some kind of manual and you are the woman

that is tapped out and have some challenges to face, I would say no and pick something that is going to make some social difference on the campus or something that has higher visibility or something that has a higher payoff. You have to pick some leadership opportunities based on payoff of some sort: payoff in social change, personal social change, or some visibility of payoff.

Be realistic and feminine. Dr. Edna advised females to be themselves and authentic in whatever they do.

My advice to a young woman would not be to study successful males and adopt their leadership styles. I think that women have to be, first of all, competent in what they do. They have to be competent; they have to be knowledgeable; they have to be grounded in fairness. They have to want fairness and equity for everybody, and they have to be themselves. They have to be women, and they have to embrace their own leadership style, whatever that is, because all of us as individuals are just what we are and our style is what it is.

Dr. Stout had the same message:

Work hard; try to be who you are; do not try to emulate the behaviors that are considered male behaviors. Read widely and stay updated with events.

Dr. Frazier advised of the need to be aware of the news and events around you.

Read great books; attend lectures; listen to the world news; read national newspapers; pay attention to what is happening at ETSU and in higher education at the state and national level; take an interest in and attend events on the ETSU campus.

Personal care. Dr. Frazier, with her long experience as an administrator at ETSU, advised of the importance of personal care.

Take care of yourself – exercise; eat properly; build a few close and special friendships; find ways to focus your thoughts in a positive direction through music, travel, a hobby, prayer, meditation, whatever works for you.

Faith and family. She (Dr. Frazier) advised on reflecting on one's faith and family. She said:

Remember that there is a life after ETSU. So, don't lose your family, your health, or your sanity along the way. In addition to these, my secret and most important weapon is

my Christian faith, which I know will not apply to everyone and is a personal choice. I have never known what my future holds, but I have always known who holds my future. That has always been my support through the bad days and my strength on the good ones.

Dignity and respect. Ms. Mooney advised of the issue of treating others with dignity and respect.

To be a success at ETSU, you need . . . to treat people with dignity and respect. You stand up to yourself, be yourself, and, I think above all, act with integrity and honesty and with a strong moral code.

Dr. Fields had the same advice:

There are some things that everybody should do if they expect to be a leader. First, you work hard; you do your job; and you treat everyone with dignity and respect. You practice the golden rule – “Do unto others what you would like done unto you.”

Dr. Kent spoke passionately about dignity and respect that female leadership should emulate. She had this to say:

Interactions with other people are important to respecting people. Treating everyone with respect and listening and developing communication skills is also very important. It is also important to advance in your university . . . that you are strong in your profession, whatever your professional discipline is, and that you have a record of excellence because that gives you respect also.

Seek self recognition. Dr. Higgins advised that women seek self recognition. She said:

Women tend to make the mistake more than men do that all you need to do is get a job, and it is a matter of working hard and receiving recognition and rewards. I am not talking about bragging but about people understanding. Most of what we do is team effort, but I think it is important that women are recognized for what they do and not taken for granted.

## Question 7

*In what ways are women mentored for leadership at ETSU?*

This question elicited responses from my participants as shown below:

Women-to-women mentorship. Dr. Sheppard had the experience of women-to-women mentoring but never men-to-women.

Women mentor each other. I have not had a male mentor. I have been mentored by other women. I have been mentoring them at the same time they mentor me. I have had three male bosses, and I do not see that the three have extended to help me. But I have maintained a pretty strong network of females that I could call on if I needed help, and they could call on me if they needed help.

Dr. Gardner talked of mentorship involving women at ETSU. This is what she said:

In my situation, I receive mentorship from my boss even though he is male. But the other mentorship is mostly among the women themselves. I regularly meet and interact with the other women deans; and, for the most part, we talk on the phone. We help each other through problems and that kind of thing. There is also a group of women who take mentoring very seriously with regard to their own staff and faculty so that the mentorship we share is good, and each one takes away from the workplace and passes on that kind of support – the kind of encouragement that women need.

Informal mentoring. Dr. English talked of the informal mentoring at ETSU.

When you are in the department and you are a member of the committee, it happens informally much more. Sometimes three members, perhaps, talk with someone they trust. Sometimes they have several people they will talk to who give some assistance to explain what is done and how it is done. There is always a department head. Usually it's very informal, but I think if faculty member A, who is new, walks down the corridor and faculty member B, over coffee, can say, "I have a problem; I want to talk to you about it; maybe you can give me some ideas," that would be a form of mentoring.

Dr. Houston talked of the mentorship as an informal activity that needs to be taken up at all opportunities.

Most of mentoring is informal, and I think that there are opportunities – developmental opportunities – that are given. For example, when I took the role of dean, my superior gave me some development funds to use to strengthen my ability to lead.

Dr. Kent also talked about the informal nature of mentorship.

I don't believe there is any special mentoring for women. I think, in general, if you want a mentor you need to approach someone and say, "I need some advice." Seek out your own mentors, and often people will want to mentor. They also do not want to be pushy if you do not really need it. But there is no formal mentoring program. I am not sure that

works anywhere because everyone's needs and abilities are different. When I was in graduate school, there were a couple of very strong women in the department. I would have conversations with them about job interviewing and different things, and they were quite helpful and very insightful. I asked them, and they informed me that they were happy somebody had come and asked them a question. Most university people want to be helpful; you only need to give them a chance.

Dr. Edna also talked about the informal mentorship based on her experience.

I honestly can't say that I have been mentored specifically for leadership. I have been mentored in a number of ways in that there are a great many people on campus, as well as teachers and students. My students have given me a great deal of inside advice, but no one ever took me under their wing and said, "Let me show you the ropes." That didn't happen here, but I, honestly, I am not sure. I do not have a model in my head about how that should have happened or how it could have happened. But I have learned from a great many people. This is one thing I would say to a woman who aspires to be in a leadership position: "Watch other people and listen to them; and, when you are in meetings with them, see what they do that works and see what they do that doesn't work. Observe, listen, and learn." In the last 5-7 years, the University has invested a great deal in employee development opportunities; for example, the series of Steve Covey.

Dr. Cumberland also concurred on the informal mentorship.

I don't know if there is formal mentorship, but I think a lot of women stick together and help each other out – especially women who work together on committees. I believe there is a lot of informal mentorship.

Mentorship in the state (Tennessee). Dr. McMaster went a little bit further than ETSU and talked about the mentoring program in the state. She said:

In the state they have a wonderful mentoring program for administrative scholars. It is statewide. Have you met Keith Johnson?

She added:

Keith is a good example. He was identified, and he may have self identified. But he spent a semester or a year shadowing, I think, the president of Middle Tennessee State. Along with his job here, he would take chunks of time where he would go and spend time with a high-level administrator at another institution. So he has been not only mentored but has actually been identified as somebody that the state wants to keep moving up in the administration as a man of color. It is really a wonderful program; and, if we can have something like that for people of color on this campus as well as for women on this campus, it would be a great model. They do a good job. I believe Mary Jordan did that

at one point. She went somewhere else and did an internship, or externship, and spent time with a leader at another institution

Mentoring at the College of Medicine. Dr. Lamuell talked of her experience with mentoring at the College of Medicine. This is what she had to say:

In the College of Medicine, they have a clinic on women and gender issues and have involved the administration over a number of years to answer to a mentoring program for women – only women, in general, within medicine, and it has been somewhat successful. They have been trying to get it accepted and in place, and there are varying degrees of success. I do know that from time to time there has been talk within faculty and staff about mentoring, and they have tried to do some things – involve individuals of color by introducing them to other people on campus. It is very easy, once arriving at campus, if you are in a building or a program that you get the chance to meet other people. So I do know that that is going on. Mentoring is going on in the College of Medicine.

Dr. Holland also spoke about mentoring at the medical school. She said:

You have to develop a good support system. There is nothing formal about mentoring here. They have begun doing this in the College of Medicine on Friday afternoons. They have been having some form of social get together and female faculty interacting with female medical students. This can really help. Probably the biggest thing that I have done is to tell medical students I still have a lot of potential for leadership and encourage them to go for it – go for it and just to give them support of what they want to do. I don't think there is any formal program, and I miss that because when I first came to the University I was so green and there was no mentoring of males or females until I got Dr. Smith. When she left, there was a real void. It was like all the women who were here were struggling and no mentor really stepped forward.

Mentorship of female by male and female by female. Dr. Orchard mentioned the fact that mentorship can be done by male to female and female to female as her experience has shown:

In coaching, I feel that I have been mentored by a male here at ETSU and just trying to position me for opportunities, coaching me as necessary to say, “You do this really well, but you are going to have to develop this side,” and then helping me to develop that side of my performance. Everyone you know has a flat side. I have given my responsibility to mentor other faculty males and females, although I have to say I do have a bias and I do prefer to mentor a woman by promoting her among my peers, giving her opportunities in the community, and offering opportunities for her to shine. Mentoring is so much for all people, and it is even an attitude. I try to help. Even my department chairs say it is

good for you to go out and do it; be a leader. They have to be with me all the time. It is my time to go visit the person; go visit the provost and let them know what is going on. You present yourself and the mentor helps you with this.

Personal relationship. Ms. Montgomery saw mentorship as personal relationships. She said of her own experience at ETSU that:

Dr. Bishop has mentored at least 30 women and, like I said, she was in an administrative position. She helped me get my job. In any business, knowing who is in a position of power and who is not a mentor can be invaluable because you don't call them Dr. These individuals spent a lot of time on those degrees. It is not who you are, but being able to navigate through a mentor is invaluable to you. It has probably made a difference because I came to work here in 1994, and I was literally a student worker in that department, but I also had a personal relationship as well.

Essential for leadership. Dr. Higgins talked of mentorship as extremely necessary for leadership but added care should be taken in how to handle it.

It is absolutely essential for leadership. I have done some reading, and there is evidence to support this. The organizational structure is male; and, when a young woman comes in, she does not get the appropriate mentoring. One reason is, she may not seek it. She may actually avoid contact with a number of people. They may avoid her for a variety of reasons. She is young; she is attractive, and they have wives. They do not want to go home and have controversy.

Formal program. Dr. Kent also talked of making the mentorship program formal. She said:

I think you can shortcut some of those problems by arranging group mentoring – some formal programs, some training programs – and put them in some socially acceptable context. Some departments arrange mentoring for their faculty, and that is what I am talking about.

Dr. Fields recalled the women's commission's report which recommended a formal program.

The Commission on Women desires to set up some form of official mentoring program. So we are looking forward down the road to having a formal mentoring program. I think women being mentored for leadership positions may take committee chair positions. We

have a committee on cultural diversity, and those are some of the ways women can be mentored for leadership.

Dr. Frazier, also, had a word on the recommendation of the Commission on Mentoring. She said

Women are not mentored very effectively here. Part of that is because women leaders are spread very thin. And the types of leaderships we are engaged in are very intensive and emotionally intensive. But I think the University, as a system, hasn't put much energy into mentoring women. But I will say that, through the outcome of the Commission for Women survey, things came out that women – faculty and staff – had said they don't feel like they are mentored to a strong professional track. Deb Harley, who runs the leadership program, is working for a women-who-are-mentoring program for staff and faculty. The Commission for Women Survey Task Force will be working with Deb Harley at some point on that.

Example of mentorship. Ms. Elderkin gave an example of mentorship at ETSU, albeit that of men. She said:

I think men have people to mentor them; I don't know how much women do that. I will give you an example: When Andrews was working here, he had real aspirations to be a president; and he worked with Dr. Nicks and he did ACE fellowships. He worked with Dr. Stanton. When I say "worked," they were like mentors. Women need to pursue those kinds of roles. I don't know if there is a formal mentorship between Dr. Stanton and Dr. Bishop, although I know they have worked very closely together even before she became vice president. And I think women have to take the risk and seek out mentorships because I don't think there is anything that would naturally put that together. A woman has to figure out what it is in leadership that she wants and who would be the best person to help with that mentorship and then seek it.

Ms. Mooney gave an example of her mentoring, although informally, as well.

I guess I have let us say "gentlemen mentoring." I know that I have the personal support of Dr. Stanton and Dr. Bishop and my director, Mr. Stanford. I know they support me. I know they stand up for me, and I know they appreciate me. So that is mentoring. As far as helping guide me through the ropes or where I want to go, that kind of thing has never happened to me. My husband is my mentor.

Seek mentorship. Dr. King was more philosophical in her approach on the issue of mentorship. She said:

Normally, mentors do not reach out and grab us. Young professionals, male or female, need to seek out mentoring. If however, you don't have a mentor, it is not a problem. Everyone can read the writings of great leaders. Everyone can be a student of human behavior. Watch people. I learned more by watching lousy professionals than I ever learned watching the great ones. It is just as important to know what you don't want to be. Show me a person who says they were never successful because they did not have a mentor, and I will show you a person who just wants an excuse for not taking responsibility for his or her own life.

Mentoring students. Dr. Gardner eloquently talked about mentoring students. She said:

Mentoring students is clearly important, and it is often in all discrepancies in our educational system. It is likely that it will be male students speaking out in class, and not the females, and there is still that type of discrepancy. That surprises me, and part of my job is mentoring the people I work with, which is the students, and setting that tone for them and some values for them in a mentoring relationship. This is another reason why we have the model passed on, because I tell each of them that one of these days they will be in a role in which they will encourage someone else and they are beholden to pass it on.

### Observation and Document Review

#### Observation.

I observed Dr. Brenda Brandon and Dr. Tiffany Melrose in their offices for half a day each.

Dr. Brenda Brandon. Dr. Brandon is the University's vice president and is a very busy person indeed. I had made arrangements to be at her office by 8 a.m.; and, by the time I reported, she had had a very early appointment to attend to an emergency somewhere on another campus but had instructed her aide to attend to me; and, within an hour, she was back. Our meeting started at 9 a.m.

Dr. Brandon's office was neat and well kept, simple but well decorated. The furniture was well arranged and tidy, with a clean carpet. It was a quiet and serene atmosphere with a welcoming environment. I was welcomed in the office and ushered to Dr. Brandon by her aide or secretary, and I was welcomed with a drink of my preference – in this case, a bottle of water.

I introduced myself to the VP and told her about my mission to remind her about my earlier letter to which she had responded positively, apart from the numerous telephone messages I exchanged with her office to confirm the appointment. After exchanging the niceties of the weather and touching on a few points here and there by way of breaking the ice, I once again told her my mission and she was very receptive. She told me she was going to have a visitor from a major corporation that covers upper Tennessee, parts of Virginia, and parts of North Carolina.

*Shadowing.* As Dr. Brandon became immersed in her work of checking mail, both letters by mail as well as e-mail, I noticed how meticulous she was to detail. She would occasionally call upon her secretary and consult on this and that but all the time focused on her work, which at that point of the early morning involved mail. Occasionally, a telephone call would come in and she promptly attended to it.

After about an hour, the chief executive officer she had talked of arrived, and she was alerted by the secretary. She went to the door to welcome the visitor with happiness and smiles and introduced him to me, even explaining my mission! I shook hands with the visitor, and then she explained to me the position of the visitor and why he was visiting the campus on that day. She gave him his preferred drink, and then it was down to business. Dr. Brandon conducted the meeting in a businesslike manner but all the time giving the visitor the opportunity to talk, only guiding her meeting with him. The visitor did most of the talking while she listened, occasionally dropping in a comment here and there but all the time in control of the meeting and steering business on track whenever she felt it was derailing, all this time with ease and confidence. She occasionally threw in a humorous remark that tickled all of us in the room; but, again, order was quickly restored after the joke or humorous remark. In the discussion, Dr. Brandon explained her views candidly and led from the front in her outgoing manner.

As the meeting was about to end, Dr. Brandon pointed out that she was to go to another meeting soon after that one and was quite conscious of time and time management. The visitor, being conscious of the time, as his host had pointed out, made his concluding remarks and allowed his host to wind up the discussion.

*Lessons learned.* Dr. Brandon, as a female leader, had unique ways of conducting a meeting. As a person, she was very simple in her dress but neat and smart. She wore low-heeled shoes, and she had well-combed blonde hair, which almost covered part of her face. She was outgoing and approachable in her demeanor. She was the dominant figure in the proceedings of the meeting but allowed a lot of latitude for the other participant – dominantly but quietly. She always smiled at whatever was being said, and it was difficult to gauge whether she was in disagreement with what was being said. She kept the other participant at home with both her demeanor and her words. It would also appear that Dr. Brandon, by the nature of her position, was a person of many meetings because, soon after this one, she headed for another. And it appeared from her talk that her calendar was always filled with engagements – attending meetings and sometimes emergencies, sometimes putting out fires, often literally, as in the morning when she had gone to check on the electric failure at another campus.

Despite this busy schedule, Dr. Brandon presents a motherly figure that is a combination of a powerful leader at ETSU and, at the same time, a down-to-earth female leader, able to attend to the duties of her office with vigor and commitment.

Dr. Tiffany Melrose. Dr. Melrose is an assistant vice president in one of the very busy departments dealing with student affairs. I made an appointment to see her through e-mail and also by telephone, constantly looking for a suitable date and time when I could have an opportunity to observe (shadow) her. Finally an opportunity came, and I went to her office in the morning to spend the entire morning with her.

Dr. Melrose is an outgoing lady with simple demeanor in both her dress and personality. Always with a smile on her face, she gives an air of encouragement and being on the move. She had just moved to a new office, and this could be seen from the arrangement of the furniture – newly-arrived kind of atmosphere. Nonetheless the place was kept clean and well decorated right through the hallways leading to her office.

*Shadowing.* On arrival I was ushered in by one of the graduate assistants and given a place to sit while waiting for the opportunity to meet my host. She was still working on something and had requested that I take it easy while she finished whatever she was doing. It did not take long though and, within a short time, I was taken to her office.

The office was neat and well arranged, with a clean carpet and simple furniture. After a few niceties of greetings and informal chat, I once again reminded Dr. Melrose of the mission for my visit that morning and thanked her for sparing her time for me.

Soon I was seated in a corner as Dr. Melrose worked on her program for the day and, in the process, told me that she would soon be meeting a group from another department. That meeting would take the greater part of that morning. She worked serenely on her computer as I watched without a word, but the atmosphere was quiet and one could hear a pin drop. Occasionally, a graduate assistant came in for some consultation, and then she went back to her computer. This lasted from 8 a.m. to 10 a.m. At 10 a.m. the group of four people from another campus of ETSU came in for the scheduled meeting, and we then moved to a larger room meant for such meetings.

Dr. Melrose was jovial and introduced me to the members in the meeting and them to me, as well as their positions and the department they were from. With a touch of humor, she told them who I was and why I was there that morning. She was chairing that meeting, and she promptly introduced the business of the day which she conducted with much ease and friendliness. Everybody in the meeting felt at home and contributed freely; however, Dr. Melrose was in the front to guide and steer the meeting. The four members in the meeting, who

were all women, were more dominant, although Dr. Melrose steered the meeting to the right course. The space in the office was effectively used and the room was airy. It appeared that there was more time devoted to meetings arising from the conclusion of this one. Another meeting was arranged for the following week as a follow up.

*Observations.* In this meeting, as pointed out earlier, all the participants were women, and this left me wondering about the gender balance of ETSU. I was also left wondering if meetings have become the mode of management. Is this as a result of teamwork management? The environment in the office was simple, and the support staff were the graduate assistants. It was not the pompous surrounding of the CEOs that one would have expected. Could simplicity be a hallmark of female leadership? These are some of the things I reflected on as I went through the shadowing of Dr. Melrose.

#### Document Review

Document 1: A letter Senator Carroll Reece wrote to Ella Ross on March 5, 1944. It would appear from the letter that Ella Ross was a high-ranking woman not only at ETSU but also in the society of her time. There is evidence that she was the Dean of Women at ETSU and worked for a record 35 years. If she retired in 1972, then she must have started working by 1937 or earlier.

Document 2: A letter written by Senator Carroll Reece introducing Ella Ross to the Ambassador of the United States. A letter written by Senator Carroll Reece introducing Miss Ella Ross to the Ambassador of the United States to Mexico, Honorable Josephus Daniels on August 6, 1941, points out that she was the Dean of Women at the East Tennessee State Teachers College, the precursor to the present East Tennessee State University (ETSU).

Document 3: Certificate of Recognition. A certificate of recognition given to Miss Ella Ross given by ETSU and presented to her by the then University President, D. P. Culp, in

recognition of her 35 years of service to the University on May 31, 1972, shows that she was one of the very few women recognized by ETSU in those early years – women who had contributed immensely to the development of ETSU. She served as Dean of Women for a record 35 years until she retired in 1972.

## CHAPTER 5

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS TO IMPROVE PRACTICE AND FOR FURTHER RESEARCH

Female leadership at ETSU has evolved over the last 20 years and is still evolving. Female deans, chairs, assistant vice presidents, and other senior positions are becoming more and more available – something that was not common 20-25 years ago. For the first time in the history of ETSU, a female vice president position was attained about a year ago.

From a policy perspective, the female administrators and faculty felt that they still had a long way to go despite the progress made. A number of the female leaders complained that the salaries between male and female faculty and staff were not equal. Again, a number of them were not quite sure if there were salary disparities between the genders; however, Tables 1-5, showing salary differences, will attest to this. The female leaders also agreed that salaries tended to be pegged on departments and also the years served. My literature review had pointed to this scenario of sexual discrimination in pay despite the Equal Pay for Equal Work policy. To a large extent, men had a head start in employment into senior positions, both in faculty and staff cadres. Because of this factor, it was evident and logical that men should have more senior positions in faculty and staff cadres. Women were just coming into senior positions of leadership although there were a few, before, such as Ella Ross. But, generally, they were in a minority. Again, the majority of the women were found to be in the lower-level categories, especially staff as opposed to faculty. As far as Faculty Senate was concerned, women were the minority and the presidency of the Faculty Senate had been mostly male, although women had occupied the post on several occasions. In the Staff Senate, the opposite was true. The majority was women, and the presidency had been mostly female.

An explanation was given for the above scenario. Women did not question some of the policies that clearly undercut them in their employment positions. If they raised discontent, they were considered rebels, while for men it was perfectly in order to raise such concerns. Women

felt that there was salary discrepancy between the genders. This was supported by Simon (2007) in her article titled “Women Make Less 1 Year after College.” In one case, a female leader lamented that they (female leaders) were not getting advancement, not only in corporations but also in the whole of the nation.

Female leaders were also optimistic that the study done at ETSU (Report of Recommendations Related to ETSU Survey for Faculty & Staff Women 2006) would yield some fruit. The survey had recommended that salaries be reviewed for women because salary equity issues were the area of greatest concern to women, followed by personal development and advancement or promotion. Again, the respondents concurred with my literature review on salaries. They expressed the desire that salaries be equalized but were not quite sure how this could be done. Some were not aware of the study that had been done, and recommendations released in 2006 suggested very positive measures to enhance female salaries and, hopefully, their performance. By commissioning this study on women’s terms, the University administration seemed to have considered the shortcomings in the females’ terms and conditions of service at ETSU, and this was a very commendable act indeed. Apart from salaries, it had other far-reaching recommendations, including child care, tenure track, safety on the campus, and protection from sexual harassment, which was addressed in the literature, as well as the leaders’ feelings about their perceptions of female leadership.

#### Global Attitude about Female Leadership and Perceptions of Female Administrators and Faculty at ETSU

The female leaders agreed to some extent that they had gained a number of milestones in their workplaces but, at the same time, expressed with apprehension that they had not gained as much as they felt they should have received. However, they gave credit to the male leadership at ETSU and special credit to President, Dr. Paul Stanton, Jr., Dr. Bert Bach, and Dr. Roy Nicks. Contrary to the perception that men could not give sufficient mentoring to women, it was clear from the participants that men could mentor women as well as women could mentor women, if

not better. From the administrative point of view, women also felt they could occupy senior positions in the leadership cadres of the University. In fact, it was estimated that women occupied 50% of the administrative positions, including chairs, deans, and assistant vice presidents. Only one woman had gone one step further and attained the post of vice president, and it was their hope that in the not-too-distant future they would attain the post of president at ETSU. To them, it was just a matter of time. This feat, which looked unachievable 20-25 years ago, had come knocking on their doors. Clearly, women were contributing to the running of ETSU by leaps and bounds. According to the present scenario, when compared to the related literature, women make small leaps to attain higher positions in both faculty and administrative positions. The presence of women in leadership was also evident, especially for those who had been around for some time – specifically, 10 years and beyond. According to the female leaders, through hard work, the sky was the limit. According to these female leaders, there was a time when there were hardly any women present in the meetings on the campus, but now all that had changed.

Women had brought equality of the genders on the campus. The number of female students was estimated to be higher than male, in the ratio of 52% to 48%. This was a big leap for female leadership because it had been said that leadership began in the classroom. One of the things that attributed to the increase in the number of females was the civil rights movement, particularly for African-Americans. The other was the feminist movement for the females across the board.

Male administrators have continued to help female leaders at ETSU in various ways or capacities. Male leaders played a significant role in female leadership development at ETSU since the early 1980s when the role of women was seen as purely supportive rather than academic or administrative. The impact of female leadership was seen primarily in the staff arena rather than in the academic or top administration. For some female leaders, 25 years had made a big difference in their lives at ETSU. A number of female leaders felt their perception as

leaders was boosted by the feminist and civil rights movements. It was the feeling of these female leaders that male leaders made positive changes in their professional development in so far as administrative and faculty positions were concerned. The female leaders also recognized the goodwill of ETSU leadership, which was male dominated, as a major boost to their advancement, particularly in the administrative ranks. They agreed with the position, “We have come a long way” and they did not wish to turn the clock back after 25 years of steps forward. They accepted the fact that the top leadership at ESU had not only met the letter but also the spirit to advance female leadership, bearing in mind that across the board not only at ETSU but across the nation women comprised 52% of the population in educational programs.

Female leadership reportedly was very effective at ETSU both in faculty and administration, including staff. Taking staff as an example, these women took their jobs as a calling. They never played the woman card but focused on their jobs. They did not view gender as a weapon under which to hide and give excuses for nonperformance. They didn’t complain and whine but simply got the job done. There were examples galore, a few were cited as belonging to this category. These included Mary Cradick, Joan Van Eaton, Betty Ann Proffitt, and Billie Lancaster, among many others. These women always thought of what they could do for ETSU and not what ETSU could do for them, to paraphrase President John F. Kennedy’s “Ask not what your country can do for you, but what you can do for your country.”

In the same vein, it was generally perceived that women were committed professors and administrators despite their late entry into the higher ranks at ETSU. Again, examples were given among the many efficient and admirable female leaders. These included Dr. Wilsie Bishop, Dr. Joellen Edwards, Dr. Jane Jones, Dr. Ramona Williams, Dr. Martha Collins, Dr. Margaret Hoagland, and many others. These leaders would not be heard mentioning the fact that they were women or expecting favors because they were women. They believed in the performance index and that was all. They always gave, and continued to give, selfless service to ETSU. It was unfortunate that no major facility or academic unit at ETSU was named after a

female leader. It is hoped that this trend would change in the future so that female leaders were recognized for their efforts.

The appointment of the first female vice president in the history of the university was a big boost to female leadership, bearing in mind that the population of the university is a 50/50 female-to-male ratio. It was an indication of better things to come. The stereotypical thinking that characterized the years of yore as related by O'Leary, Unger, and Wallston (1985) was bound to be a thing of the past. The attitude of the younger generations toward female leadership was now different, and all that mattered was performance and achievement, and not gender.

One major aspect in the characterization of leadership at ETSU was affirmative action, with its view toward minorities, and women being in leadership positions, and, thereby, attending to the dangers of sexual discrimination (June, 2007). It is therefore likely that ETSU would have the first female president in the near future, and there stands a real chance of having a female president of the United States at the end of the year 2008.

In terms of salaries, a number of female leaders had the perception that males earned higher salaries for the same jobs. It was the view of ETSU that a commission be set up (The ETSU Commission for Women Standing Committee, 2007), which had far-reaching recommendations to right the wrongs working against female progress at ETSU. Part of the problem was that men received leadership positions many years before women did and, hence, the head start in salaries. (The salary tables show the disparities between male and female ETSU employees, 1999-2006.)

Part of the reason for salary disparities between sexes had to do with negotiations. Women were perceived to be soft on salary negotiations, and the problem was attitudinal. If a woman negotiated for salary and pointed out the anomalies in her salary, she was called argumentative and aggressive. But, if a man pushed his case for a better salary, he was articulate and smart. But all was not lost for female leaders at ETSU. Despite the above discrepancies in

salaries and other factors of not being recognized, there was a deliberate policy that women should not be discriminated against. The Office of the President had a special section dealing with issues concerning discrimination, including minorities. This explained why there was an equal number of males and females in deans' positions at ETSU. Women were, therefore, perceived as being equal with men in leadership capabilities. Women were now sitting at the same table with men in decision making. This was a result of sheer hard work and determination. As it has been observed in some quarters, a woman has to do twice as much to achieve half of what a man has achieved.

According to the Office of Affirmative Action, the hiring of women had been steadily growing at a pace that was even higher than that of minorities. Women had progressed into tenure-track positions and moved from assistant to associate and full professors and then into leadership positions, such as deanships. Obviously, that had been a result of the laws that were in place throughout the nation. It was also due to the deliberate university policy of "positive discrimination" of women and minorities. From that standpoint, it was evident that female administrators were perceived as equal to men in employment opportunities. This was a positive step and an indicator of how ETSU was progressing toward total equality in salaries between men and women. In all the 10 colleges at ETSU, senior positions were roughly the same except for the College of Nursing which, by virtue of its traditional setup, was almost 100% female, with a female dean.

The days when females were relegated to the back burner of administrative and professional leadership positions at ETSU are gone or fast disappearing. It was an idea whose time had come and no one could block it. Female leadership was now at the table, and the university was responding with open arms. In fact, it was observed that some vacant administrative positions were deliberately being filled with qualified female leaders without an external search where the need was felt. The main reason for this scenario was to attain the delicate issue of gender balance, which was being meticulously addressed by the University's

top leadership. In addition, the University administration was addressing the issue of minority as well. The Office of the President was represented at a meeting concerning minority issues by the Office of Affirmative Action through the able leadership of Mary Jordan. The purpose of the affirmative action section of the Office of the President was to make sure that gender and minority issues were given the attention that they deserved and that fairness was not only done but seen to be done.

For the last 25-30 years, women at ETSU have been viewed positively by successive presidents as an asset, a fact that was a far cry from the days of Ella Ross 30 or 40 years ago, when there were hardly any senior female leaders either in faculty or administration at ETSU. Women are also holding positions in science, contrary to the assertion of the former Harvard University President Lawrence Summers that women were not capable of doing science and math (Fogg, 2005). The university employed eminent women scientists, such as Dr. Margaret Hoagland, among many others. Opportunities were equal to all regardless of gender.

The story was even more dramatic at the medical school, a traditionally male-dominated field. Enrollment at the medical school was equal in terms of gender. This more or less followed the national trend of male to female enrollment in higher education, which stood at 48-50%. Women had, therefore, become an important segment of the ETSU family whose stakes could not be under estimated.

An important aspect of female leadership, not only at ETSU but also in industry and other public institutions, was that women combined work and family. The majority of women employees at ETSU were in the staff category where salaries were comparatively low. Some had to perform two jobs to make ends meet (men also did this), but the critical point was that women had to play the ambidextrous role of family and work. This also applied to female faculty, and the stress could be overwhelming. This position was supported in the literature review by Grary (2007), whose findings suggested that 75.5% of American women with children

under 18 work outside the home – including 60% of mothers with children under 3. He concluded that three quarters of the working mothers had full-time jobs.

The University saw the importance of having a kindergarten at the University School and also at the College of Education in Warf-Pickel Hall. The University viewed women as the cornerstone of family life and had gone a long way in creating an enabling environment for female leadership among staff, faculty, and administration. It was also observed that, by virtue of family ties, women did not find it easy to relocate to other places unless it was extremely necessary. It was in this context that some female leaders had served at ETSU for upward of 30 years.

Women were viewed as good mentors. A good example of female mentors was found in the medical school. Women students met every Friday and taught each other the ropes of professional growth through mentorship programs. This aspect of mentorship was lacking among male students; yet, the skill was equally important among females and males (Pellish, 1988). Mentorship was perceived as a learning partnership between a more professional who acts as a guide, role model, coach, teacher, and sponsor as well as a professional. It was also perceived as support in the protégé pursuit of achieving professional and personal goals (Searby & Tripses, 2006). The observation was that although men mentor men informally, such as in golf and through business circles, they didn't have the established networking of mentoring like the women. It was envisaged that an office would soon be established at ETSU for the sole purpose of mentoring.

In the Staff Senate, women were in the majority. Why? Several reasons were given for this scenario. Women were willing to serve and to go the extra mile in volunteering, bearing in mind that this was a service role without monetary benefits. Because of long experience, women were multitasking and combining office work, extracurricular work, and family. Thus, women served outside the official hours, not only to prove their competence, but also to do their best for those with the least, as history has shown. Examples of this kind of leaders include Eleanor

Roosevelt, Hillary Clinton, Rosa Parks, and Mother Theresa (Boatman, 2006). As Helgesen (1990) showed in her diaries of female leaders, they worked in little bits but accomplished a lot. Thus, women have their own distinct ways of working as compared to men. Indeed, Helgesen (1990) shadowed the four women executives in her diary studies and found that they did not view unscheduled tasks and encounters as interruptions. Female leaders at ETSU volunteered for tasks in the Staff Senate and, to a lesser extent, in the Faculty Senate.

Female leaders at ETSU tended to be associate vice presidents, deans, or directors but hardly presidents. This view was supported by Tinsley (1985) who found that institutions of higher learning tend to have a pyramidal structure with women most often clustered at the bottom of the pyramid. In a slight departure from this trend, the University had nearly equal numbers of males and females in the near top of the pyramid, but the president was male. The dean of the business and technology college was a female, which was a rare feat for a female because in most schools across the country women were seldom deans of business, engineering, or technology (Tinsley).

With the attainment of the position of the first-ever female vice president at ETSU, women were optimistic of their future. It was with this optimism that many female leaders were of the view that soon ETSU would acquire a female president. Female leaders were perceived as role models. From the time of Ella Ross, who was admittedly the highest ranking female leader at ETSU almost 70 years ago, there have been female leaders who have played important roles or continued to do so. Many examples were cited as role models – Mary Jordan, Elizabeth McCord, Pat Robertson, Theresa Laura, Mary Holks, Rebecca Pyles, Roberta Herrin, Joyce Duncan, Nancy Dishner, and Elizabeth McMahan, among many others. These leaders were viewed as role models and influenced events at ETSU in very diverse and personal ways. It was interesting to note that a number of these female leaders were mentored or influenced by the male leadership.

The perceptions of female leadership could not possibly be complete without considering reports about the obstacles that stood in the way of female leaders. There was a stereotyped thinking that boys performed better than girls in subjects like math and science. As pointed out earlier, ETSU overcame this barrier by giving female leaders opportunities to excel in their areas of competence and specialization. Many participants agreed that the situation was not as bad as it was 15-20 years ago. The situation seems to be getting better and better, and they hoped the tempo would not slow down. It was also felt that with time younger females were being recruited into University jobs and they were not as aggressive as their older female colleagues in pursuing their grievances. The reason given for this was that young females wanted to protect their careers. They felt that raising their concerns or grievances could jeopardize their chances of promotion.

As pointed out earlier, the salary differential between the male and female employees only complicated matters and made them worse. Women came across as the aggrieved party in salary distribution. Women were not as experienced as men nor did they have as many years of experience as did men. Yet, when hiring, years of experience was a factor, which gave men an advantage over women. In ETSU, men had an opportunity to be employed earlier than women and, therefore, a head start. The tenure-track system was designed a long time ago when it was primarily men who were dominant in the system of hiring, and they were the ones calling the shots. It was evident that this was not conducive to women, especially with the policy that women could stop the tenure track for a year.

Women were perceived as an overworked lot. They pointed out that leadership was not a 40-hour week. They had to put in much more time; and, if they had children to take care of, they were hardly able to make the sacrifice, unlike men. This was in tandem with Madden (as cited in DiGeorgio-Lutz, 2002) about balancing work and family. “Women in high level administration face even more challenging questions, when they have small children or become pregnant” (p. 142). As pointed out earlier, women lacked, or were just developing a system of mentoring, but

in most cases they lacked mentors. This was attributed to ingrained sexism or sex discrimination. The picture that came across was that, if a woman was hired who was a hard negotiator, people saw her as a “pain in the butt,” but a man who was a hard negotiator was seen as being skilled and talented. The culture at ETSU dictated that pay was lower for pink-collar jobs (females’ jobs) and more pay for blue-collar jobs (males’ jobs). To put this in context, at ETSU people who did plumbing jobs were paid more than those who did secretarial jobs. In actuality, these jobs were of equal value and therefore deserved equal pay. The female leadership felt that, although typing might be a different job than mowing grass, they required the same educational background and, hence, there was no need for the salary disparities between males and females.

Tables 2, 3, and 4 show that females consistently earned lower salaries when compared to their male counterparts albeit with a small margin. It is only in the case of the instructor position that females earned more than their male colleagues, with a margin of nearly 9%. As far as age is concerned, Appendix D shows that the average years of service across the ranks is almost the same, with little variance. Appendix E reveals that the rank of Associate Professor has the biggest difference in years of service. In 1999 the difference was 5.27 more years for men, and in 2006 it was 3.73 more years for men. The rank of professor had also another difference in the years of service. In 1999 it was 3.11 more years for men, and in 2006 it was 4.96 more years for men.

Table 2

*Proportions of Female Salaries as Compared to Their Male Counterparts (1999 and 2006)*

Position	% in 1999	% in 2006
Executive-administration	82.4	86.9
Faculty	85.3	85.0

The female salaries for the administrative personnel in 1999 was 82.4% of the salaries their male counterparts earned. In 2006 they earned higher salaries, by an increase of 4.5%. In the faculty positions, the increase was not as significant for the years under review (1999 and 2006). In fact, the female faculty salaries went a little below, by -3% (see Appendix A). This could be attributed to the fewer number of years worked by the females as compared to their male counterparts (Appendix E).

Table 3

*Comparisons of Full-Time Female Faculty Salaries and Their Male Counterparts by College (1999 and 2006)*

College	% in 1999	% in 2006
Arts & Sciences	85.8	84.5
Business & Technology	78.7	76.9
Education	90.4	90.6
Nursing	96.7	91.6
Public & Allied Health	94.9	96.5

Female salaries were highest when compared to those of males in the College of Public and Allied Health, where females earned 96.5% of the salaries of their male counterparts. Strangely, in the College of Nursing, which is considered a woman's field, women still earned less than their male counterparts. In 1999, they earned 94.9%, and in 2006 they earned 91.6%, a difference of 5.1%. A possible attribute to this kind of scenario could be the affirmative action to attract male nurses (they were only 3 in number in 2006 against 46 females, Appendix B), who would be handy in the nursing profession with their physical strength to help in lifting weighty patients. In the College of Education, the difference is not so significant when comparing the salaries. In 1999, the female faculty earned 90.4% of the salaries of their male

counterparts, and in 2006 they earned 90.6%, making a slim margin of .2% increase (Appendix B).

Table 4

*Proportion of Female Salaries as Compared to their Male Counterparts by Rank (1999 and 2006)*

Rank	% in 1999	% in 2006
Professor	97.0	94.0
Associate professor	95.3	97.0
Assistant professor	96.4	97.3
Instructor	82.9	107.9

As for ranks of professor, associate professor, and assistant professor (Appendix C), the difference was not so significant, 3% or less. However, there was a noticeable increase in the rank of instructor, where females earn a whopping 107.9% of the salaries of their male counterparts. In 2006, the female instructors were 30 as compared to male instructors who were 11.

Despite the salary differentials, female leaders were perceived as extremely hard working and committed to their work and were not in competition with men. They always weathered the storm of discrimination and were tolerant, even if they felt that the system was not all that fair to them. They didn't emulate men in the performance of their duties. They followed the example of Helgesen's female executives in her diary study by showing their nurturing and emotional side. Indeed, they were a replica of the women executives that Helgesen studied.

Female administrators in some quarters are not appreciated, and a participant gave an example of a conversation among a group of female teachers about whether or not they would prefer working under a male or female. Their verdict: a male principal. They thought that a

male principal was more fair than was the female principal. It is a point of conjecture whether this scenario would apply to a female perception of leadership at ETSU. For reasons of family, women choose to remain within the area surrounding the University and “put up” with the relatively low salaries. It was also found that it was easier to recruit women into staff positions than line positions. By the very nature of the family position, the woman is overworked; and, in an educated organization such as ETSU, the higher the positions the more difficult it becomes for a woman to move up the faculty or administrative ladder. This once more explained why there were more women at the bottom of the pyramid than at the top.

Despite the above bottlenecks, women at ETSU had joined fields previously only accessible to men – business, technology, and accounting. They had simply not concentrated in the traditional female areas of nursing, education, family and consumer science, etc.

#### Perceived Contributions of Female Leadership to Institutional Effectiveness at ETSU

Women had made significant contributions to ETSU since its inception in 1911 (Williams, 1991). Ella Ross was singled out as a female leader who made very significant contributions to ETSU. Women still continued to play important roles through their commitment and hard work. This culminated in the appointment of one of the females to the rank of vice president and chief operating officer. But this had taken time and effort to achieve the goals within their careers. By virtue of their positions, they had brought to the table their unique ways of leadership and, hence, the University recognizing their leadership and having equal representation in deans’ positions for males and females. In the staff section of the University, females are in the majority, and without their contribution an institution of the magnitude of ETSU would grind to a halt.

Women leaders at ETSU helped other women climb the ladder through mentorship. At one point in the history of the University, the majority of the deans were women, although the situation as of now was that it was half male and half female. The females’ willingness to share

responsibilities was a definite advantage, and this made work lighter, following the dictum that many hands make light work. The support women gave in the running of ETSU was of critical importance. In support of this, one participant gave the analogy of the tortoise and the fence post. In the story, the tortoise did not get to the top of the fence without somebody putting it there. Similarly, the women's upward mobility was not realized without the support of the top leadership of the University. The support the women brought to the organization made a world of difference in the management of the University affairs, with their human and emotional involvement. One would only need to imagine a situation where the leadership of an institution such as ETSU was run by only men to realize the absurdity of the situation.

Female leadership was exemplified in the service roles women brought to the running of the university, especially in Staff Senate. The spirit of volunteerism is inherent in women by their very nature. Female leaders always put their soul and strength into their work and maximized at achieving their targets. Good management skills were also evident in women leadership styles as shown by leaders such as Dr. McMahan, Dr. Bishop, and Cora Cox, among many others. These are women who played an important role in the affairs of education, not only at ETSU but in the region of Northeast Tennessee. Of special mention was Dr. Nancy Dishner, who was a specialist in enrollment services at ETSU and continues to be consulted widely across the United States. Cora Cox's name and picture continue to be featured in the Culp Center and is an epitome of the progress and champion of the cause of the common man to progress in all spheres of life, particularly in education. After retirement, she lived in Kingsport, Tennessee. These women brought along the same spirit of important women crusaders for the emancipation of women as had been true in the 19<sup>th</sup> century. These included Cady Stanton and Lucretia Mott in 1840 (Gilligan, 1982).

Other ways in which female leaders contributed to the institutional effectiveness of ETSU are further illustrated by the accomplishment of the following examples. Linda Doran was instrumental in the decentralization of the summer school. As pointed out above, Nancy

Dishner did an excellent job with admissions and was an expert in enrollment management and retention and was nationally known as consultant across the United States. She also served effectively at the College of Education. Martha Collins was remembered for her very effective work as dean of the College of Education. Cindy Lenz played a very significant role as dean of the College of Nursing at the time Dr. Stanton was vice president for health affairs and helped implement and introduce the inter-disciplinary group health program that involved the College of Medicine, the College of Nursing, and the College of Allied and Public Health. Mary Jordan was very effective and continues to be so, with trying to bring change at the Office of Affirmative Action in the Office of the President. Kathleen Moore cut a niche for herself at the physical plant as a manager of no mean standing. These are only a few examples of female leaders who have brought merit and ability to perform at ETSU.

One shining and exceptional example of what a female leader can do for an institution is illustrated by Dr. Pat Robertson, the chair of the Human Development and Learning Department in the College of Education. The project that she developed as her brainchild was known as the “Safe Zone,” and this was an extension of her work in diversity. In this project, faculty and staff remained free to be what they were. For example, it gave lesbians, gays, bisexual, transgender, and heterosexuals the claim they belonged without fear or prohibition. “Safe zone” stickers were put on the doors to show people they were not judged based on their sexual orientation. At first, this project was met with a lot of resistance, as could be expected, but it became mandatory, sanctioned, and endorsed by the university president. Faculty and staff were expected to undergo 1-hour training sessions to learn about power, privilege, and oppression. No doubt, this was a powerful illustration of the enormous contribution that women made to ETSU.

Although women have been discriminated against throughout the history of higher education in the United States based on gender, there is still progress and it is hoped that sooner, rather than later, the position of the president will be attained by a female. The myth that a president had to be six feet tall, have gray hair, have a white beard, and male (all these putting

off women) would be no longer tenable. Women are beginning to hold positions at ETSU that are a “precursor” to the highest position of president. Women are occupying positions of chairs, deans, and associate vice presidents, and soon these positions could very well put them on the path of attaining the presidency.

Female leaders have also brought change in the administration, and the attitude of leaders toward female leadership has changed over the last 20 years as older men in the organization have retired. This has made a big difference, mainly due to affirmative action and the fact that ETSU was extolling the virtues of affirmative action as regards equality. Discrimination against women and other groups was simply not acceptable, whether overtly or covertly, and especially overtly. Women had, therefore, come through as equals and were playing their part effectively – both as faculty and administration. The increase in the number of females in the student body had some impact as it became more evident that there was some imbalance between the administration and the groups being served. The number of women with doctorates who were available in faculty positions made an awakening call on the administration to rise to the occasion and take the female issues seriously. Whether a faculty was predominantly male or female showed that something was wrong somewhere. Luckily, at ETSU that position was not tenable. There was some balance although it was still skewed toward men. Women had not yet broken the glass ceiling.

Despite the great steps that women have made in all spheres of university life, it is still more difficult for them to get tenure than men, in part due to juggling of work with the family, and there is still the role of the male doing the whole procedure of recruitment and placement. There are interruptions in women’s careers and, especially, in combining the job and the family. But, still, women took up their work both as faculty and administrators with gusto, teaching and running their officer from the bottom of their hearts, with the full support of the top leadership.

### Recommendations for Further Research

Many opportunities for research exist to explore the perception of female leadership at ETSU.

1. Through either qualitative (interviewing) or quantitative (survey) methods, research could be conducted to explore the perception of female leadership by the junior members of the establishment.
2. Interviews, or surveys, could be carried out among male leadership to find out their perception of female leadership. Ultimately, this should shed some light from a different perspective.
3. Open-ended interview of the top leadership at ETSU with a view of receiving their impression of female leadership and the impact on the establishment could be conducted.
4. A further study could be done on perceptions of female leadership, in view of the fact that female leadership was gaining more ground, not only at ETSU but across the higher educational institutions in the United States.
5. Although there was some observation of female leadership, as reported in Chapter 3 of this study, a further and more intensive study is recommended in view of the stereotypes outlined in Chapter 2.
6. A study should be carried out to determine the impact of mentorship, or lack of it, in the leadership positions of both males and females and if there is need for official establishment of the mentorship program at ETSU.
7. Family played an important role in the leadership role of the females but sometimes led to stress (Evelyn, 1998). This researcher recommends that a study be done to determine the role family plays in the female leadership and opportunities that exist to mitigate work/family situations for female leadership at ETSU. Further, a study on the barriers discussed in Chapter 2 of this study is recommended.

### Implications for Practice

In the course of this study, this researcher was astounded by the seriousness with which the participants took this study and especially in the fielding of the interview questions. During interviews, this seriousness was illustrated by the way the leaders searched for a serene atmosphere by closing doors and asking the graduate assistants to hold calls. Sometimes they set up the interviews in a more elaborate, airy room so that the interview could be conducted without hindrance and with the aim of giving their best.

Female leaders in this study were happy to relate some of the obstacles that stood in their way and how they planned to overcome them. A few saw the barriers as hiccups to overcome in due course. They dwelt more on successes than failures and were positive regarding the future of female leadership at ETSU. Finally, women viewed themselves as successful leaders; and, with their present image as “go getters,” they saw the sky as the limit. Nearly all of them pointed to the recent appointment of a female as the university’s first female vice president and remained optimistic that, despite the barriers, they would surmount them and give effective leadership to the University.

Overall, this study indicated that women had attained leadership positions equivalent to men in high positions of chairs, directors, assistant deans, and deans. It was an upward trend, and they looked toward the future with optimism.

### Summary of the Study

This researcher set out to determine the perceptions of female leadership among faculty and administrators at ETSU. The study found that female leadership positions in academic and administrative units were nearly equal to those of men and that the females were still gaining ground. The deliberate policy of the University for affirmative action was in place; but, perhaps most important, women set themselves as achievers and were focused on higher positions. They planned to attain these positions through merit, including hard work. This researcher’s

observation yielded to Helgesen's (1990) conclusion that women have their distinct way of leadership style. These leaders brought an air of refreshment both in faculty and administration. Women in this study exhibited virtues of servant leadership and were resilient in overcoming all odds. They proved to be effective leaders.

### Conclusion

The following is a summary of the findings:

- Female leadership is unique and different from that of males. It is more caring and with a human touch.
- Stereotypes about female leadership still exist despite the ability of females to perform. This often happens in hiring. Other barriers that exist include sex and pay discrimination.
- Females still have to make sacrifices to accommodate family and work. They make family time a priority as well as work.
- Salary differentials between men and women at ETSU is still an issue. Women are perceived to be paid less than men for equal work done. Despite this drawback women are extremely hardworking.
- Women play a more significant part in service roles than men.
- Mentoring, though not a necessity, is important for professional growth of female leaders as well as men.

Female leadership at ETSU is increasingly becoming dynamic and with a lot of optimism toward greater achievements. This does not mean that female leaders work in isolation to be recognized. On the contrary, they are working in partnership with their male superiors and counterparts to realize their goals and are very often mentored by them. It is a humbling experience to note that the highest leadership at ETSU is committed to affirmative action so that

males and females stand on the threshold of sharing power as brothers and sisters in the noble task of building ETSU into a regional university of choice.

## REFERENCES

- Aleman, M., & Renn, K. A. (Ed.). (2002). *An encyclopedia: Women in higher education*. Santa Barbara, CA: ABC-CLIO.
- Arlis, L. P., & Borisoff, D. B. (2001) *Women and men communicating: Challenges and changes*. Prospect Heights, IL: Waveland Press.
- Astin, H. S. (1984). The meaning of work in women's lives: A socio psychological model of career choice and work behavior. *The Counseling Psychologist*, 112, 117-126.
- Astin, H. S., & Leland, C. (1991). *Women of influence, women of change*. San Francisco: Jossey-Bass.
- Barenholtz, R. L. (1994). The corporate dance: From waltz to tango to achieve women's equality at work. *Employment Relations Today*, 21, 131-7.
- Belcher, J. (1989). Vision and action: A message from the president. In *Leadership at all Levels. Journal of the American Association of Women in Community and Junior Colleges 1989* (p. 4). (ERIC Document Reproduction Service No. ED307910)
- Belenky, M. F. (1986) *Women's ways of knowing: The development of self, voice and mind*. New York: Basic Books.
- Bell, K., Jackson, J., Schwarzwald, K., Sullivan, K., Sunami, J., & Conte, J. J. (2005). *Women leading the way: Reflections on life and leadership*. Columbus, OH: The Academy for Leadership and Governance.
- Berrey, C. (1989). Women, higher education, and the psychology of power. In *Leadership at all Levels. Journal of the American Association of Women in Community and Junior Colleges 1989* (pp. 11-16). (ERIC Document Reproduction Service No. ED307910). Retrieved April 5, 2008, from the ERIC database.
- Blaxall, M., & Reagan, B. (1976). *Women and the workplace*. Chicago: University of Chicago Press.
- Boatman, S. A. (2006). Twenty years of women's leadership: Have we come "A long way, baby?" *Journal of Women in Educational Leadership*, 5(1), 69-75.
- Bogdan, R., & Biklen, S. (1992). *Qualitative methods*. Boston: Allyn & Bacon.
- Bowler, M. (1999, December). Women's earnings: An overview. *Monthly Labor Review*, 122. Retrieved March 10, 2008 from <http://stats.bls.gov/opub/mlr/1999/12/contents.htm>
- Bowyer-Johnson P. (2001). *The role of mentoring in the career paths of women deans and vice presidents in four-year public and private institutions of higher education*. Retrieved April 5, 2008 from ProQuest Digital Dissertations Database (AAT 3031153).
- Brissett, D., & Edgley, C. (1990). *Life as theater: A dramaturgical source book*. New York: Aldine de Gruyter.

- Brown, G., & Burt, E. (1990). What motivates women to pursue administrative positions. *The Delta Kappa Gamma Bulletin*, 56(Winter), 45-52.
- Brown, G., & Irby, G. (2004, Summer). Women leaders creating equitable schools. *The Delta Kappa Gamma Bulletin*, 70(4), 5-8.
- Brown, G. H., Irby, B. J., & Yang, L. (2006). Using the androgogical model for a graduate course in educational leadership. *Delta Kappa Gamma Bulletin*, 72(2) 32-36.
- Brown, K. L. (2007). [Review of *On being a mentor: A guide for higher education faculty*]. *Journal of Women in Educational Leadership*, 5, 153-156.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- Cedja, B. D. (2006). The value of professional development activities in advancing the career of women chief academic officers in community colleges. *Journal of Women in Educational Leadership*, 4, 165-178.
- Chliwniak, L. (1997). Higher education leadership: Analyzing the gender gap. ERIC Document Reproduction Service No. ED410847). Retrieved July 7, 2007 from the ERIC database.
- Collins, J., Chrisler, C., & Quina, K. (Eds.). (1998). *Career strategies for women in academe*. London: Sage.
- Corrigan, M. E. (2006). *The American college president*. Washington, DC: American Council on Education.
- Cosell, H. (1985). *Woman on a seesaw: The ups and downs of making it*. New York: G. P. Putman's Sons.
- Creswell, J. W. (1998). *Qualitative inquiry and research design*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2003). *Research design qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Crum, E., & Williams, E. (2007, April 24). Wage gap persists in 2006: New government data show no progress in closing the gender wage gap. Washington, DC: Institute for Women's Policy Research. Retrieved March 26, 2008 from <http://www.iwpr.org/pdf/C350release.pdf>
- Cullen, D., & Gaye, L. (1999, June). In the first person: One professor's pay equity experience. Higher education in transition: The politics and practices of equity. In *AAUW Symposium Proceedings, featuring current research, programs, and policy initiatives*, presented at AAUW's June 17-19, 1999, College/University Symposium. Washington, DC: AAUW and the AAUW Educational Foundation.
- Desdarjain, C. (1996, February). Gender based teambuilding: Strengths men and women bring to effective leadership teams. In *Fifth Annual International Conference for Community & Technical College Chairs, Deans and Other Organizational Leaders*. (ERIC Document Reproduction Service No. ED394569)

- DiGeorgio-Lutz, J. (Ed.) (2002). *Women in higher education: Empowering change*. Westport, CT: Praeger.
- DuBrin, A. J. (1972). *Women in transition*. Springfield, IL: Charles C. Thomas.
- Eaton, J. (1981). *New directions for community colleges: Women in community colleges*. San Francisco: Jossey-Bass.
- ETSU report of recommendations related to ETSU survey for faculty & staff women 2006. (2007). Johnson City: East Tennessee State University. Retrieved April 5, 2008 from <http://www.etsu.edu/wrcetsu/ETSURecommReport2007.pdf>
- Evelyn, J. (1998). Climbing to the top – African American community college presidents. *Black Issues in Higher Education*, 7(15), 107.
- Fobbs, J. (1988). *Barriers and biases toward women: Impediments to administrative progression*. (Eric Document Reproduction Service No. ED 297669)
- Fogg, P. (2005, January 28). Harvard's president wonders aloud about women in science and math. *The Chronicle of Higher Education*, p. A12.
- Gentry, M. J. (1991). *Promotional patterns of females in executive administrative positions of North Carolina community colleges*. Retrieved April 5, 2008 from ProQuest Digital Dissertations database (AAT 9208912)
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Gimlin, J. (Ed.). (1977). *Women's movement: Achievements and effects*. Washington, DC: Congressional Quarterly.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine de Gruyter.
- Goleman, D. (2000). *Working with emotional intelligence*. New York: Bantam Books.
- Gottfredson, L. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology*, 28, 545-579.
- Grary, D. (2007, July 16). More mothers would prefer to work full time: New survey finds. *Johnson City Press*, p. 11A.
- Hayes, H. (2007, September 23). Bredesen advisor asked if she'll run for governor. *Johnson City Press*, p. 4A.
- Helgesen, S. (1998). *Everyday revolutionaries: Working women and the transformation of American life*. New York: Doubleday.
- Helgesen, S. (1990). *The female advantage: Women's ways of leadership*. New York: Doubleday.
- Hill, M. (1994). *Concepts of leadership*. Thousand Oaks, CA: Corwin Press.
- Hoferek, M. J. (1986). *Going forth: Leadership issues in higher education and physical education*. Princeton, NJ: Princeton Books.

- Hoffman, C., & Hurst, N. (1990). Gender stereotypes: Perception or rationalization? *Journal of Personality and Social Psychology*, 58, 197-208.
- Hurley, P. (2006, Fall/Winter). You've still got a long way to go, baby: AAUW's founding mothers wouldn't be too impressed with a woman's place in today's world. *American Association of University Women Outlook Archives*, 100(2), 24-26.
- Jackson, M. L. (2004, September). 'Outside within': Lay women lead male-dominated schools. *Journal of Women in Higher Education*. Retrieved April 8, 2008 from [http://www.accessmylibrary.com/coms2/summary\\_0286-13412633\\_ITM](http://www.accessmylibrary.com/coms2/summary_0286-13412633_ITM)
- Jackson, S., & Harris, S. (2007). African American female college and university presidents: Experiences and perceptions of barriers to the presidency. *Journal of Women in Educational Leadership*, 5, 119-137.
- Jacobs, J. A. (1999). Gender and stratification of colleges. *Journal of Higher Education*, 70, 161-187.
- Johnson, C. E. (2005). *Meeting the ethical challenges of leadership: Casting light or shadow*. Thousand Oaks, CA: Sage.
- Johnson, L. (2005). An analysis of major facilitators to their success as reported by successful women administrators. Retrieved from ProQuest Digital Dissertations (AAT 3195376)
- Jones, D. O. (1983). *The status of male and female administrators in institutions of the North Carolina community college system: A comparative analysis*. Retrieved from ProQuest Digital Dissertations (AAT 8318951)
- June, A. W. (2007, February 16). Presidents: Same look, different decade. *Chronicle of Higher Education*, p, A33.
- Kanter, R. M. (1977). *Men and women of the corporation*. New York: Basic Books.
- Karnes, F. A., & Bean, S. M. (1993). *Girls and young women leading the way: 20 true stories about leadership*. Minneapolis, MN: Free Spirit.
- Kolb, D. M., Williams, J., & Frohlinger, C. (2004). *Her place at the table: A woman's guide to negotiating five key challenges to leadership success*. San Francisco, CA: Jossey-Bass.
- Koziara, K., Moskow, M., & Tanner, L. (1987). *Working women*. Washington, DC: BNA Books.
- Larson, V. L. (2005). Top 20 leadership tips for women on campus. *Women in Higher Education*, 14(12), 1-2.
- Lie, S., & O'Leary, V. (1990). *Storming the tower: Women in the academic world*. London: Kogan Page.
- Loden, M. (1985). *Feminine leadership or how to succeed in business without being one of the boys*. New York: Times Books.
- Marshall, C. (1989). *Designing qualitative research*. Newbury Park, CA: Sage.

- Mather, J., & Adams, D. (2007). *The crossover in female-male college enrollment rates*. Washington, DC: Population Reference Bureau. Retrieved March 22, 2008 from <http://www.prb.org/>
- Merriam, B. S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Miles, M., & Huberman, M. (1994). *An expanded sourcebook: Qualitative data analysis* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Mintzberg, H. (1973). *The nature of managerial work*. New York: Harper & Row.
- Mintzberg Study. (1968). *Management Study*, 29(8), 975-984.
- Morrison, A. M., White, R. P., Van Velsor, E., and the Center for Creative Leadership. (1987). *Breaking the glass ceiling: Can women reach the top of America's largest corporations?* Reading, MA: Wesley.
- Navetta, J. M. (2006, Spring/Summer). Founding mothers, young women determined to change the world for women and girls. *American Association of University Women Outlook Archive*, 100(1). Retrieved April 8, 2008 from <http://www.aauw.org/aauw125th/upload/OUTLOOKSPRINGSUMMER06feature2.pdf>
- Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley: University of California Press.
- Northouse, G. N. (1001). *Leadership*. Thousand Oaks, CA: Sage.
- O'Keefe, C. (2006, Fall/Winter). Brave New World. *American Association of University Women (AAUW) Outlook Archive*. Retrieved April 8, 2008 from [http://www.aauw.org/publications/outlook/upload/FW2006\\_NewWorld.pdf](http://www.aauw.org/publications/outlook/upload/FW2006_NewWorld.pdf)
- O'Leary, V. E., Unger, R. K., & Wallston, B. S. (1985). *Women, gender, and social psychology*. Hillsdale, NJ: Lawrence Erlbaum.
- Owens, G. W. (2004). *Organizational behavior in education*. Boston: Pearson Education.
- Palley, M. L. (2001). Women's policy leadership in the United States. *Political Science and Politics*, 34, 247-250.
- Patton, J. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage.
- Pearson, C. S., Shavlik, D. L., & Touchton, J. G. (1989). *Educating the majority: Women challenge tradition in higher education*. New York: Macmillan.
- Pellish, S. (1988). Mentoring as an advancement tool. *Journal of the American Association of Women in Community and Junior Colleges*, 15-18. (ERIC Document Reproduction Service No. ED295694)
- Perez-Green, J. (1993). *A case study of transformational leader strategies used in the selection of the administrative team at Miami-Dade Community College*. Unpublished doctoral dissertation, The University of Texas at Austin.
- Powell, G. N. (1999). *Gender & work*. London: Sage.

- Querengesser, T. (2007). *Gender equality: Kenya not out of the woods*. Nairobi: Nation Media Group.
- Reed, D. & Patterson, J. (2007, April). Voices of resilience from successful female superintendents. *Journal of Women in Educational Leadership*, 2, 89-100.
- Regan, H., & Brooks, G. (1995). *Out of women's experience: Creating relational leadership*. Thousand Oaks, CA: Corwin Press.
- Reisser, L. J. (1988). Weighing the costs of upward mobility. *Journal of the American Association of Women in Community and Junior Colleges*, 7-14. (ERIC Document Reproduction Service No. ED295694)
- Richardson, B. (1974). *Sexism in higher education*. New York: The Seabury Press.
- Rogalin, W. C., & Pell, A. R. (1975). *Women's guide to management positions*. New York: Simon & Schuster.
- Rossi, A. S., & Calderwood, A. (1973). *Academic women on the move*. Hartford, CT: Connecticut Printers.
- Roueche, J., Baker, G. A., & Rose, R. R. (1989). *Shared vision: Transformational leadership in America's community colleges*. Washington, DC: The Community College Press.
- Rubin, H. J., & Rubin, I. S. (2005). *Qualitative interviewing* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Rudestan, K. E., & Newton, R. R. (1992). *Surviving your dissertation*. Newbury Park, CA: Sage.
- Scheckelhof, T. H. (2007, April). Voices of women in the field: Women and leadership. *Journal of Women in Educational Leadership*, 5, 139-146.
- Schroeder, D. A., Johnson, D. E., & Jensen, T. D. (1985). *Contemporary readings in social psychology*. Chicago: Nelson-Hall.
- Sczesny, S., Bosak, J., Neff, D., & Schyns, B. (2004). Gender stereotypes and the attribution of leadership traits: A cross cultural comparison. *Sex Roles*, 11, 631-645.
- Searby, L., & Tripses, J. (2006). Breaking perceptions of “old boys’ networks”: Women leaders learning to make the most of mentoring relationships. *Journal of Women in Educational Leadership*, 4, 179-195.
- Sequin, C. (2006, January 9). Women lead area colleges, face same challenges. *Indianapolis Business Journal*, 26(45), 19-21.
- Shakeshaft, C. (1989). *Women in educational administration*. Newbury Park, CA: Sage.
- Shavlik, D. L., & Touchton, J. G. (1988). *Leaders for a new era*. New York: American Council on Education.
- Shorter Oxford dictionary* (5<sup>th</sup> ed. Vol. 2). (2002). Oxford University Press.
- Shullman, S. L., & Fitzgerald, L. F. (1993, February). Sexual harassment: A research analysis and agenda for the 1990s. *Journal of Vocational Behavior*, 42, 5-27.

- Simeone, A. (1987). *Academic women: Working towards equality*. South Hadley, MA: Bergin-Gary.
- Simon, E. (2007, April 23). Women make less 1 year after college. *AP Business*. Retrieved March 27, 2008 from <http://www.msnbc.msn.com/id/18262058/>
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Grounded theory procedures and techniques*. Thousand Oaks, CA: Sage.
- Strom, S. H. (2003). *Women's rights*. Westport, CT: Greenwood Press.
- Tack, M. W. (1991, Winter). Future leaders in higher education: New demands and new responses: National forum. *Phi Kappa Phi Journal*, 71(1), 29-32.
- Tidball, M. E., Smith, D. G., Tidball, C. S., & Wolf-Wendel, L. E. (1999). *Taking women seriously: Lessons and legacies for educating the majority*. Phoenix, AZ: ACE/Oryx Press.
- Tinsley, A. (1985). Upward mobility for women administrators. *Journal of the National Association of Women Deans, Administrators and Counselors*, 49(1), 3-11.
- Tollefson, T. A., Garret, R. I., & Ingram, W. G. (1999). *Fifty state systems of community colleges: Mission, governance, funding and accountability*. Johnson City, TN: Overmountain Press.
- Valian, V. (1998). *Why so slow? The advancement of women*. Cambridge, MA: MIT Press.
- Vaughan, G. B. (1989, Fall). Female community college presidents. *Community College Review*, 17(2), 20-26.
- Warner, R. L., Brazzel, J., Allen, R., Bostick, S., & Marin, P. (1988). *Career paths in higher education administration*. Washington, DC: American Council on Education. (ERIC Document Reproduction Service No. 294506)
- Wasley, P. (2007, April 23). Pay gap between men and women begins immediately after graduation, study says. *The Chronicle of Higher Education*, Today's News. Retrieved December 6, 2007 from <http://chronicle.com?daily/2007/04/2007042304n.htm>
- Webster's Third New International Dictionary*. (1971). Springfield, MA: G. & C. Merriam.
- Wheeler, K., & Tack, N. W. (1989). *Male and female college presidents: Leadership behaviors and attitudes*. San Francisco: American Education Research Association. (ERIC Document Reproduction Service No. 309687)
- Whitaker, K. S., & Lane, K. (1990). Is a woman's place in school administration? Trends, progress, and barriers. *Sex Roles*, 21(1/2), *School Administrator*, 47(2) 8-12.
- Williams, F. B. (1991). *A university's story 1911-1980*. Johnson City: East Tennessee State University Press.
- Wilson, M. (2004). *Closing the leadership gap: Why women can and must help run the world*. New York: Penguin.

Wilson, R. (2004a, December 3). Where the elite teach: It's a man's world. *Chronicle of Higher Education*. Retrieved March 7, 2008 from <http://chronicle.com/weekly/v51/i15/15a00801.htm>

Wilson, R. (2004b, January 23). Women underrepresented in sciences at top research universities study finds. *Chronicle of Higher Education*. Retrieved April 5, 2008 from Academic One File database.

APPENDICES

APPENDIX A

Average Salary Comparisons by Gender and Equal Employment Opportunity Comparison  
(EEOC) Codes from 1999 to 2006

EEOC category	Sex	1999				2000			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Executive/Administrative	F	21	36.8	\$58,388	45.2	21	36.2	\$60,525	45.4
	M	36		70,843		37		72,787	
Faculty	F	212	40.9	40,620	46.0	215	41.6	41,432	46.2
	M	306		47,600		302		48,227	
Non-Faculty Professionals	F	164	63.8	27,991	47.1	195	68.7	28,247	47.1
	M	93		31,499		89		31,738	
Clerical/Secretarial	F	240	92.7	18,455	52.6	234	89.7	18,166	58.7
	M	19		16,640		27		12,772	
Technicians or Paraprofessionals	F	17	37.8	19,613	50.1	16	37.2	20,168	49.5
	M	28		19,517		27		20,585	
Skilled Crafts Workers	F	3	4.8	19,009	47.1	3	5.1	19,388	47.1
	M	59		21,318		56		21,750	
Service/Maintenance	F	73	41.5	14,100	45.5	75	40.1	14,357	46.8
	M	103		16,894		112		16,309	

EEOC category	Sex	2001				2002			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Executive/Administrative	F	23	39.0	\$66,855	47.2	24	39.3	\$68,685	47.1
	M	36		74,792		37		77,198	
Faculty	F	210	41.5	43,066	46.0	206	42.0	45,541	47.1
	M	296		50,483		284		51,105	
Non-Faculty Professionals	F	211	70.	29,461	47.4	265	66.3	29,676	46.2
	M	95		32,765		135		34,604	
Clerical/Secretarial	F	261	90.9	17,044	57.3	281	87.8	16,586	68.1
	M	26		12,705		39		7,762	
Technicians or Paraprofessionals	F	18	38.3	16,424	47.8	18	35.3	18,803	52.1
	M	29		17,908		33		17,286	
Skilled Crafts Workers	F	3	5.1	19,750	47.6	4	6.4	20,449	48.7
	M	56		21,735		59		21,543	
Service/Maintenance	F	73	37.4	14,403	48.0	82	37.6	14,569	48.3
	M	122		15,628		125		15,576	

Note. Information derived from full-time faculty and staff employed at East Tennessee State University, excluding University School, medical school, pharmacy, and family medicine.

APPENDIX A (continued)

Average Salary Comparisons by Gender and Equal Employment Opportunity Comparison  
(EEOC) Codes from 1999 to 2006

EEOC category	Sex	2003				2004			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Executive/Administrative	F	24	41.4	\$72,010	47.4	21	39.6	\$72,091	46.6
	M	34		80,060		32		82,696	
Faculty	F	204	42.2	45,735	46.2	209	42.8	47,549	47.2
	M	279		53,178		279		53,195	
Non-Faculty Professionals	F	288	68.4	30,555	46.4	285	66.1	30,327	44.9
	M	133		35,359		146		37,194	
Clerical/Secretarial	F	280	84.3	16,902	69.1	292	80.9	15,523	72.1
	M	52		7,571		69		6,005	
Technicians or Paraprofessionals	F	19	43.2	14,824	44.0	13	35.1	16,692	46.3
	M	25		18,881		24		19,337	
Skilled Crafts Workers	F	5	7.4	20,253	48.4	5	7.7	20,658	48.2
	M	63		21,584		60		22,209	
Service/Maintenance	F	79	39.9	15,441	49.2	68	40.2	16,249	47.8
	M	119		15,971		101		17,762	

EEOC category	Sex	2005				2006			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Executive/Administrative	F	22	40.7	\$76,174	45.8	19	40.4	\$85,072	46.5
	M	32		90,072		28		97,922	
Faculty	F	214	42.4	48,129	46.3	223	44.2	48,372	46.0
	M	291		55,871		282		56,893	
Non-Faculty Professionals	F	255	64.9	34,066	46.6	296	68.5	36,109	45.9
	M	138		39,022		136		42,633	
Clerical/Secretarial	F	291	82.7	18,515	73.2	335	80.5	15,760	78.2
	M	61		6,778		81		4,389	
Technicians or Paraprofessionals	F	14	31.1	20,065	46.7	15	31.9	19,193	43.8
	M	31		22,927		32		24,591	
Skilled Crafts Workers	F	4	6.6	21,935	47.5	3	4.9	22,594	48.0
	M	57		24,265		58		24,530	
Service/Maintenance	F	74	41.3	16,757	49.4	78	42.9	16,691	47.0
	M	105		17,158		104		18,801	

Note. Information derived from full-time faculty and staff employed at East Tennessee State University, excluding University School, medical school, pharmacy, and family medicine.

APPENDIX B

Average Salary Comparisons of Full-time Faculty by Gender and College  
1999 to 2006

College	Sex	1999				2000			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Arts & Sciences	F	66	34.4	\$38,373	46.2	65	33.5	\$39,658	47.1
	M	126		44,712		129		44,468	
Business & Technology	F	23	23.5	43,511	44.0	24	24.2	43,945	43.3
	M	75		55,291		75		57,581	
Education	F	33	44.6	40,629	47.5	35	48.6	41,072	47.5
	M	41		44,935		37		45,390	
Nursing	F	49	92.5	42,931	49.2	48	94.1	44,553	48.6
	M	4		44,414		3		47,130	
Public & Allied Health	F	26	42.6	42,439	48.7	26	44.1	42,895	48.7
	M	35		44,720		33		45,137	

College	Sex	2001				2002			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Arts & Sciences	F	65	34.8	\$41,367	46.8	67	33.8	\$42,819	47.9
	M	122		47,058		131		46,664	
Business & Technology	F	21	21.4	46,614	43.7	25	24.8	47,747	43.6
	M	77		60,189		76		61,738	
Education	F	33	48.5	42,015	47.2	30	50.9	43,911	47.0
	M	35		46,959		29		49,493	
Nursing	F	46	92.0	47,165	56.2	49	98.0	47,534	42.9
	M	4		36,841		1		63,231	
Public & Allied Health	F	27	44.3	44,237	48.3	24	42.9	46,954	49.2
	M	34		47,348		32		48,581	

Note. Information derived from full-time faculty and staff employed at East Tennessee State University, excluding University School, medical school, pharmacy, and family medicine.

APPENDIX B (continued)

Average Salary Comparisons of Full-time Faculty by Gender and College  
1999 to 2006

College	Sex	2003				2004			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Arts & Sciences	F	62	32.6	\$43,999	47.1	64	32.0	\$44,647	47.3
	M	128		49,470		136		49,815	
Business & Technology	F	26	25.5	48,528	44.0	30	28.6	50,144	45.0
	M	76		61,875		75		61,192	
Education	F	31	54.4	44,540	46.8	32	56.1	47,259	48.5
	M	26		50,601		25		50,141	
Nursing	F	54	96.4	47,599	40.6	52	92.9	49,515	49.8
	M	2		69,579		4		49,860	
Public & Allied Health	F	22	41.5	46,385	48.1	22	42.3	45,423	47.1
	M	31		50,087		30		51,038	

College	Sex	2005				2006			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Arts & Sciences	F	70	32.6	\$44,314	46.5	81	37.3	\$43,879	45.8
	M	145		51,075		136		51,906	
Business & Technology	F	32	29.9	50,416	42.8	30	29.1	52,584	43.5
	M	75		67,281		73		68,368	
Education	F	33	55.9	48,271	49.7	36	60.0	48,200	47.6
	M	26		48,842		24		53,150	
Nursing	F	48	94.1	49,527	47.0	46	93.9	52,309	47.8
	M	3		55,946		3		57,095	
Public & Allied Health	F	23	41.1	48,645	47.6	22	37.9	52,719	49.1
	M	33		53,546		36		54,612	

Note. Information derived from full-time faculty and staff employed at East Tennessee State University, excluding University School, medical school, pharmacy, and family medicine.

APPENDIX C

Average Salary Comparisons of Full-time Faculty by Gender and Rank  
1999 to 2006

Rank	Sex	1999				2000			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Professor	F	25	19.5	\$55,417	49.3	29	22.3	\$55,855	48.7
	M	103		57,108		101		58,828	
Associate Professor	F	49	37.1	45,353	48.8	52	38.0	46,314	49.1
	M	83		47,571		85		47,972	
Assistant Professor	F	74	49.3	38,992	49.1	73	50.7	39,888	49.6
	M	76		40,446		71		40,463	
Instructor	F	31	56.4	32,420	45.3	26	56.2	33,215	45.3
	M	24		39,103		20		40,126	

Rank	Sex	2001				2002			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Professor	F	27	21.4	\$58,189	48.4	29	23.2	\$61,434	49.1
	M	99		61,931		96		63,708	
Associate Professor	F	53	38.7	46,886	48.1	54	42.9	49,626	48.5
	M	84		50,536		72		52,688	
Assistant Professor	F	80	54.4	41,708	49.2	69	46.0	43,365	50.0
	M	67		42,988		81		43,307	
Instructor	F	22	50.0	34,095	45.8	21	72.4	36,425	55.7
	M	22		40,367		8		29,018	

Note. Information derived from full-time faculty and staff employed at East Tennessee State University, excluding University School, medical school, pharmacy, and family medicine.

APPENDIX C (continued)

Average Salary Comparisons of Full-time Faculty by Gender and Rank  
1999 to 2006

Rank	Sex	2003				2004			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Professor	F	30	23.6	\$61,500	48.5	32	25.4	\$65,468	50.2
	M	97		65,254		94		65,068	
Associate Professor	F	52	40.6	51,632	48.9	57	41.9	52,917	49.8
	M	76		53,898		79		53,287	
Assistant Professor	F	71	47.7	43,575	49.8	73	47.1	45,028	49.7
	M	78		43,967		82		45,667	
Instructor	F	30	73.2	35,070	54.0	31	73.8	33,009	52.0
	M	11		29,924		11		30,522	

Rank	Sex	2005				2006			
		#	%	Avg. salary	%	#	%	Avg. salary	%
Professor	F	34	26.0	\$66,919	49.1	33	26.6	\$67,156	48.5
	M	97		69,325		91		71,382	
Associate Professor	F	53	39.6	54,879	49.6	52	40.6	56,146	49.2
	M	81		55,730		76		57,871	
Assistant Professor	F	73	46.2	46,660	49.8	82	48.8	47,334	49.3
	M	85		47,030		86		48,606	
Instructor	F	33	73.3	34,285	51.2	35	72.9	35,079	51.9
	M	12		32,382		13		32,510	

Note. Information derived from full-time faculty and staff employed at East Tennessee State University, excluding University School, medical school, pharmacy, and family medicine.

APPENDIX D

Average Age Comparisons of Full-time Faculty by Gender and Rank  
1999 to 2006

Rank	Sex	1999		2000		2001		2002	
		#	Avg. age						
Professor	F	25	54.55	29	55.43	27	55.18	29	55.68
	M	103	54.82	101	55.06	99	55.79	96	55.37
Associate Professor	F	49	49.47	52	49.29	53	50.22	54	50.87
	M	83	50.44	85	49.90	84	50.23	72	51.38
Assistant Professor	F	74	45.89	73	45.51	80	46.51	69	45.80
	M	76	42.82	71	44.25	67	44.94	81	43.36
Instructor	F	31	41.96	26	42.50	22	39.90	21	43.74
	M	24	37.36	20	36.59	22	40.16	8	46.99

Rank	Sex	2003		2004		2005		2006	
		#	Avg. age						
Professor	F	30	56.46	32	56.64	34	56.51	33	56.50
	M	97	56.12	94	57.03	97	57.22	91	57.41
Associate Professor	F	52	51.75	57	53.14	53	52.12	52	52.53
	M	76	51.33	79	51.26	81	52.24	76	52.93
Assistant Professor	F	71	45.00	73	46.26	73	46.53	82	45.82
	M	78	43.69	82	43.77	85	43.52	86	43.74
Instructor	F	30	46.88	31	45.22	33	48.63	35	47.53
	M	11	44.77	11	45.77	12	48.14	13	47.93

Note. Information derived from full-time faculty employed at East Tennessee State University, excluding University School, medical school, pharmacy, and family medicine.

APPENDIX E

Average Years of Service Comparisons of Full-time Faculty by Gender and Rank  
1999 to 2006

Rank	Sex	1999		2000		2001		2002	
		#	Avg. yrs. served						
Professor	F	25	16.24	29	14.80	27	13.52	29	13.51
	M	103	19.35	101	18.90	99	19.71	96	19.31
Associate Professor	F	49	8.54	52	8.84	53	9.70	54	9.95
	M	83	13.81	85	13.62	84	13.29	72	13.74
Assistant Professor	F	74	6.88	73	6.23	80	5.79	69	5.67
	M	76	6.18	71	6.02	67	6.19	81	5.08
Instructor	F	31	3.78	26	4.00	22	4.50	21	4.11
	M	24	3.11	20	2.64	22	2.67	8	1.26
Total	F	356	35.44	180	33.87	182	33.51	173	33.24
	M	285	42.45	277	41.18	272	41.86	257	39.39

Rank	Sex	2003		2004		2005		2006	
		#	Avg. yrs. served						
Professor	F	30	13.20	32	14.46	34	14.90	33	16.06
	M	97	19.77	94	20.51	97	21.06	91	21.02
Associate Professor	F	52	11.05	57	10.49	53	9.91	52	9.95
	M	76	14.24	79	13.72	81	13.70	76	13.68
Assistant Professor	F	71	5.78	73	5.53	73	5.23	82	4.84
	M	78	4.61	82	4.38	85	4.53	86	4.79
Instructor	F	30	1.19	31	1.49	33	1.67	35	1.17
	M	11	1.57	11	2.54	12	2.84	13	3.30
Total	F	183	31.22	193	31.97	193	31.71	202	32.02
	M	262	40.19	266	41.15	275	42.13	266	42.79

Note. Information derived from full-time faculty employed at East Tennessee State University, excluding University School, medical school, pharmacy, and family medicine.

## APPENDIX F

### Request for Interview Letter

Ref: Request for Interview

I am George Naholi, a doctoral research student at East Tennessee State University, and it is my honor and privilege to be able to conduct A Study of Women in Faculty and Administrative Leadership Positions at East Tennessee State University as a final requirement for the degree of Doctor of Education from East Tennessee State University in Johnson City. With this in mind, I would be grateful to interview you with regard to your leadership position, professional, and personal views and opinions relating to this matter.

In affirmation of your willingness to be interviewed, please notify me (at the address below) as soon as possible to schedule an appointment.

Sincerely,

George Naholi  
E.T.S.U. Doctoral candidate e-mail [gnaholi50@yahoo.com](mailto:gnaholi50@yahoo.com)  
Phone (cell) (423) 202-1167

## APPENDIX G

### Cover Letter for Questionnaire

Dear Leaders:

#### **PARTICIPATION IN THE STUDY – PERCEPTIONS ABOUT WOMEN IN FACULTY AND ADMINISTRATIVE LEADERSHIP POSITIONS AT ETSU**

As a leader/administrator at East Tennessee State University, you are being asked to participate in a study that will be the basis for a doctoral research project entitled “A Study of the Perceptions about Women in Faculty and Administrative Leadership Positions at East Tennessee State University.”

Your answers will be kept in strictest confidence and no individual will be identified by name, job title, or institution. Pseudonyms will be used.

It is hoped that the findings will offer additional information useful to East Tennessee State University in its leadership and administrative functions. The findings will also be provided to those who participated in the study upon request.

I know the demands on your time are great, so let me thank you in advance for your cooperation in allowing me to interview you.

I look forward to interviewing you at your convenience.

Sincerely,

George Naholi  
Doctoral Research Student

Enclosure: Questionnaire

APPENDIX H

Titles of Employees

Title	Male		Female		Total
	#	%	#	%	
Provost	1	100.0	0	0.0	1
Vice Provost	2	50.0	2	50.0	4
Vice President	2	66.7	1	33.3	3
Associate Vice President	10	58.8	7	41.2	17
Assistant Vice President	4	50.0	4	50.0	8
Dean	5	50.0	5	50.0	10
Associate Dean	4	57.1	3	42.9	7
Assistant Dean	3	37.5	5	62.5	8
Chair	33	71.7	13	28.3	46
Professor	141	75.0	47	25.0	188
Associate Professor	114	61.3	72	38.7	186
Assistant Professor	113	45.2	137	54.8	250
Instructor	15	28.3	38	71.7	53

APPENDIX I  
Observation Guide

I used the following observation guide:

Who was the participant? Dr. Y.

Where was the observation made?

What time of day was the observation made?

Shadowing in a meeting:

1. How aggressive was the female leader in stating her opinion?
2. What was her leadership style in discussing issues?

Meeting with someone in her office:

Office décor:

Personal demeanor:

1. What impressions does the physical environment in the office give?
2. Who is chairing the meeting and who are the participants in terms of gender?
3. What activities are going on for most of the day?
4. Who is the dominant character in this setting?
5. What is the mode of dress here and how is space utilized?

## APPENDIX J

### Document Review Guide

This guide helped me to get data from the relevant document.

Document title.

Date of document:

Questions related to document review.

1. Does the document review refer to the contributions of women at ETSU?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. What policies about promoting women into leadership are evident in this document?

Comments:

3. At what period in the history of women's leadership at ETSU is the document written?

4. What does the document say about gender inequalities?

5. Does the document expose barriers toward women's development in higher education?

## VITA

### GEORGE NAHOLI

Personal Data: Date of Birth: June 20, 1949

Place of Birth: Busia District, Kenya

Marital Status: Married

Education: Public Schools, Western Province, Kenya

Kenyatta University; Dip. Ed., 1971

Moray House College, Edinburgh, Scotland; Dip. TESL/TEFL, 1977

University of Hull, England; M.A., 1990

East Tennessee State University, Johnson City, Tennessee;

Education, Ed.D., 2008

#### Professional

Experience: Teacher, High Schools; Kenya, 1971-1982

Lecturer, Teacher Training College; Kenya, 1982-1986

District (County) Education Officer, 1986-1992

Under Secretary, Office of the President, Kenya, 1992-2000

Under Secretary, Constitution of Kenya Review Commission (CKRC),  
2000-2004

#### Honors and

Awards: Outstanding Commonwealth Fellowship Student at Moray House College,  
Edinburgh, Scotland.