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# Cracking the glass ceiling: A phenomenological study of women administrators in higher education

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**Cracking the glass ceiling: A phenomenological study of women  
administrators in higher education**

by

**Lori Jarmon**

A dissertation submitted to the graduate faculty  
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

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2014

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## ABSTRACT

Women administrators in higher education, despite their significant numbers, have been of little concern to researchers. While legislative policies have helped women in higher education, despite these initiatives women in higher education still experience large disparities in salary, promotion and prestige. These indivisible barriers, that often keeps women down are referred to as the glass ceiling and was the focus of this study.

The purpose of this qualitative phenomenological study was to describe the glass ceiling as perceived by women as senior level administrators in higher education in the Midwest. This study also sought to understand the characteristics of women in senior level administrative positions in higher education as well as the tools and resources necessary for women to obtain a senior level administrative position in higher education. In-depth interviews with seven women in senior level administrative positions were used to capture the essence of their lived experience in their current senior level administrative position. The findings of the study were presented in four themes: perception of the glass ceiling, characteristics and challenges, tools and resources and overcoming obstacles, and advice.

The participants in this study provided valuable insights based on their many years of experience as senior level administrators in higher education that will assist women in middle management positions that are interested in a senior level administrative position in higher education. Their experience and advice is a candid reality that senior level administrative positions are a lot of work and sometimes require personal sacrifices but they are obtainable with proper guidance, support and strategic planning.



## CHAPTER 1. INTRODUCTION

Currently, women in higher education are still underrepresented in senior level administrative positions on college campuses (Jawahar & Hemmasi, 2006). Despite newly-developed mentoring programs, leadership training, and professional development, women in higher education are still not advancing at the same rate as their male counterparts (Ehrich, 1994, 1995; Quinlan, 1999; Stanford-Blair & Dickmann, 2005). Women remain clustered in midlevel administrative positions, low-level positions, or positions more peripheral to promotion into central administration, such as librarians and student services (Amey & Eddy, 2002). The term “glass ceiling” was coined in the early 1980s in reference to artificial barriers in the advancement of women and people of color which prevent them from rising to administrative positions in higher academia (Hymowitz & Schellhardt, 1986; Oakley, 2000). In an analysis of women in low-paying jobs, Harland and Berheide (1994) revealed that women have a slim to zero likelihood to advance high enough to encounter the glass ceiling; rather, they are trapped by what Harland and Berheide termed the “sticky floor”—low-wage low-mobility jobs (Noble, 1992).

In Fall 2011, the *Digest of Educational Statistics* reported a total of 1,693,088 full time professional staff in all higher education institutions (including public 4-year, private 4-year, public 2-year, & private 2-year etc.). Among this total, 231,602 were employed full-time as executive/administrative/managerial staff (U.S. Department of Education, 2012). Administrators are often viewed as cogs in the bureaucratic wheel within the broader field of education (Birnbuam, 1988). More recently, administrators have been identified as

institutional builders, academic and civic leaders (Bornstein, 2002), liaisons to off-campus agents or external suppliers (Rosser, 2000), and economic developers (Brand, 2002).

Administrators are often differentiated by their functional specialization, skills, and training (Rosser, 2000). Further differentiation occurs when examining administrators' work environment: Student Affairs (Jackson, 2004); Academic Affairs (Jackson, 2004); and Administrative Affairs (Rosser, 2000). Table 1 provides several examples of each work environment.

Table 1. Administrative work environment in higher education by position

Student Affairs	Academic Affairs	Administrative Affairs
Vice President for Student Affairs	President	Vice President for Administration
Dean of Students	Provost	Vice President for Financial Affairs
Director of Financial Aid	Associate Dean for Research	Director of Facilities Management
Director of International Students & Scholars	Associate Chief Information Officer	Director of Human Resources
Director of Admissions	Deans	Director of Purchasing
Registrar	Associate Deans	Director of the Physical Plant
Director of Dining Services	Assistant Deans	Director of Public Safety
Associate Vice President for Student Affairs	College Department Chairs (e.g. Engineering, Education, Business, & Liberal Arts, etc.)	Director of Parking and Transportation Services
Director of Student Counseling Services		
Director of Residence Halls		

Source: Jackson (2004); Rosser (2000).

In this study, women senior level administrators in higher education will refer to non-faculty, non-teaching positions within the institution. Therefore, university presidents, chancellors, and their cabinet were not included in this research study. For the purposes of this study women senior level administrators in higher education were defined as, women in positions that direct a major functional area with institution-wide scope/impact and also the work of other professional employees and reports to a top executive officer or to another

senior institutional officer (CUPA-HR, 2013). The College and University Professional Association for Human Resources (CUPA-HR) survey refer to positions in this category as Senior Institutional Officers (CUPA-HR, 2013). A complete table of the CUPA-HR categories and job descriptions is provided in Appendix A-1.

### **Problem Statement**

Although the federal government has introduced extensive legislation to combat discrimination against women, such as the passage of the Equal Pay Act of 1963 and the Civil Rights Act of 1964, these issues still exist today (Twombly & Rosser, 2002; Williams, 2003). Advocates of these acts had expected that, once the doors of workplace opportunity were opened, within a short time women would acquire the necessary experience to raise to positions of prominence in American businesses (Chamberlain, 1991; Johnsrud & Heck, 1994; King, 1997; Williams, 2003). However, in the 1980s, the popular press, including *The Wall Street Journal* and *Adweek*, began using and popularizing the term the “glass ceiling,” in which journalists noted that, despite 15 years after gender discrimination was made illegal, women were still not ascending to top jobs (Hoobler, Lemmon & Wayne, 2011).

The federal government continued to investigate women’s issues by appointing a 21-member bipartisan body, which became the Federal Glass Ceiling Commission (FGCC, 1995). Established in 1992, its goal was to identify the barriers and to understand the best practices and procedures that had led to career advancement for women and people of color (FGCC, 1995; Jackson, 2001). Research by this body concluded that the barriers to career advancement for women and people of color were invisible, and the FGCC also confirmed the existence of the glass ceiling (FGCC, 1995; Jackson, 2001).

Women have made few strides in breaking through the glass ceiling, especially when addressing senior level administrative positions in higher education (Wootton, 2004).

Currently, although women represent slightly more than one half (57%) of faculty and administrative staff, they continue to be underrepresented in high-level education administrative leadership positions (American Council on Education, 2012a).

In 2012, women comprised over a third of the workforce in the United States, yet they held a mere 14.3% of executive officer positions at Fortune 500 companies and only 8.1% of executive officer top-earning positions (Catalyst, 2013; Sealy & Vinnicombe, 2012). During the same time period, women held only 16.6% of the Fortune 500 board seats and fewer (6.6%) executive positions (Catalyst, 2012; Sealy & Vinnicombe, 2012). In the state of Iowa, over 80% of women ages 16 to 64 are in the labor force, yet they work for approximately four fifths (79%) of men's income for similar positions (median income of \$34,534 for women vs. \$43,872 for men (Iowa's Women's Leadership Project, 2012).

Despite the slow progress, national trend statistics indicate that women are gaining representation in senior level management and leadership positions in business at rates which exceed those in academia (Center for Women's Business Research, 2004; Morrison & Von Glinow, 1990). The promising news is that the number of women in leadership roles is growing. The International Business Report (IBR) survey, which includes both listed and privately held businesses, has indicated a 3% increase in the number of women in senior management positions from 2011 to 2012, with nearly one fourth (24%) of businesses indicating women in senior management roles globally in 2012 as compared to slightly more than one fifth (21%) in 2011 (Grant Thornton, 2013).

The consensus is that change begins with education. Until approximately 1990, men had outpaced women in educational attainment, whereas women surpassed men in 1992 and, since that time, the gap has continued to widen (Wang & Parker, 2011). In the state of Iowa, the graduation rate in 2012 for women from a four-year institution was 71.4% (national rate for women being 58.5%) whereas the rate for Iowa men during the same period was 67.1% (national rate for men being 53%) (Almanac of higher education, 2012).

Underrepresentation of women in senior level administrative positions in higher education is problematic for several reasons. First, a lack of women in senior level positions may indicate to women in lower-level positions that aspiring to a senior level administrative position is unobtainable. Therefore, highly qualified and experienced women may not apply for senior level positions. As a result, organizations lose the opportunity to capitalize on the skills and talent of a portion of their workforce (Hobblers, Lemmon, & Wayne, 2011).

The second reason women's underrepresentation in senior level administrative positions (both in higher education as well as business and industry) is problematic is lack of mentorship—when there are fewer women in senior leadership positions, women who are lower in the organization hierarchy have few, if any, female mentors with experience in senior level administrative management.

With the lack of veteran female mentors to guide women through what might be understood as a politically-driven succession planning process, women may feel unprepared for senior level administrative positions and, thus, might not apply. For many students, their career training begins on campus; therefore, more women serving as role models in higher education will provide encouragement for female college students to seek leadership

positions in the medical, legal, political, and corporate fields (Hobblers, Lemmon, & Wayne, 2011).

In sum, a diversified group of administrators and faculty is valuable to higher education institutions because it provides a diversity of viewpoints, role models, and leadership styles. There is a need for more women in senior level administrative positions in higher education to help close the gender gap (Chliwniak, 1997).

### **Purpose of the Study**

The purpose of this qualitative phenomenological study is to describe the “glass ceiling” as a lived experience of women senior level administrators in higher education in the Midwest. The study is designed to focus on the positive approaches and experiences that influenced and contributed to the success of women in senior level administrative higher education positions rather than to focus on the barriers.

A second purpose is to understand the characteristics of women in senior level administrative positions in higher education and their perceptions of the glass ceiling at several Midwest research institutions. The challenges within the workforce as it relates to women will also be investigated. A third purpose is to understand the tools (e.g., doctoral degree, mentoring) and resources necessary for women to obtain a senior level administrative position in higher education.

Jackson and O’Callaghan (2009) reviewed 66 documents on the Glass Ceiling Effects in Higher Education phenomena. Some studies have focused on the proportional representation of women and people of color and used demographic information to provide data showing the grim representation of these groups in senior level positions (Corrigan

2002; Hill 2004), while other studies have focused on employment trends for women and administrators of color in colleges and universities (Harvey 1991; Johnsrud 1991; Johnsrud & Heck 1994).

For example, the positions they hold and the types of institutions where they are employed are provided as evidence to demonstrate that women and people of color are not equal in terms of their professional standing compared to white males (e.g., levels of power, decision-making, and authority) in educational institutions (Ards et al., 1997; Fisher et al., 1993; Harvey, 1991; Johnsrud, 1991; Johnsrud & Heck, 1994). Some studies have focused on policy-oriented approaches to addressing equity in the workforce and examined how specific higher education organizations have successfully or unsuccessfully increased the representation of women and people of color on college campuses (Sagaria, 1988).

This study compared and contrasted demographic information for three administrative work environments (Student Affairs, Academic Affairs and Administrative Affairs), and it explored the employment trends of senior level administrators in higher education to the extent that the participants share related to their career paths to a senior level administrative position in higher education. This study also investigated the perceptions of senior level administrators in higher education about their path to a senior level administrative position in higher education. As the researcher, I chose to exclude senior level administrative women that were classified as faculty (e.g., President, Provost, Dean, etc.) to avoid faculty administrators who are governed by the university faculty senate as these women's paths to a senior level administrative position in higher education are different (Barbezat, 1987, 1989, 1991; Bellas 1992; Chamberlain, 1991; Fogg, 2003; Nidiffer, 2001; Ransom and Megdal, 1993; Smart, 1991).

## **Research Questions**

Interviewing women who currently hold senior level administrative positions in higher education at various institutions in the Midwest provided the data for this study. The research questions in this study strive to examine the essence of women successfully filling senior level administrative leadership positions in higher education and overcoming the perceived glass ceiling.

The following question guided the study: How do women senior level administrators in higher education who have broken through the “glass ceiling” make meaning of this phenomenon? The following sub-questions were used to provide answers to specific aspects related to the overarching question:

1. How do women senior level administrators in higher education perceive and describe their experience with the glass ceiling?
2. What are the characteristics of women senior level administrators in higher education which allowed them to break through the glass ceiling to their current position?
3. What are the tools and resources needed in higher education for women to advance to senior level administrative positions?
4. Why are some women senior level administrators able to overcome obstacles or challenges associated with the glass ceiling and break through the glass ceiling?

## **Significance of the Study**

The results of this study are intended to contribute to an understanding of women’s successes as senior level administrators at Midwest research universities. The results and findings of the research questions by analyzing the data provided by women who are



currently employed as senior level administrators in higher education may also provide encouragement to other women who wish to pursue a senior level administrative position in higher education. The women of past generations have served as role models and shared their advice to women currently filling top administrative positions (Bolton, 2000; Chamberlain, 1988; Lipson, 2005; Wootton, 2004). This study enabled the participants to provide additional advice for future generations just as women of past generations have done for them.

This study may also help administrators, legislators, and others in the field to develop new and innovative solutions to the higher education workforce. Solutions may be in the form of organizational and workplace re-structuring or shifting. Men as well as women from all disciplines may benefit from the study because the findings related to successful leadership are applicable and should transfer to other fields of study. Encouraging and promoting more women to pursue senior level administrative positions helps resolve the problem of low representation of women administrators in higher education. Increasing gender equity and representation of women leaders improves higher education institutions and, therefore, makes them better equipped to meet the needs of society.

### **Definition of Terms**

Several terms used in this study were defined as follows:

**Administrators** are further defined as professionals (salaried employees) distinguished by a key qualification: “advanced knowledge, customarily acquired by a prolonged course of specialized intellectual instruction.” The U.S. Fair Labor Standards Act (2012) elaborated on the significance of advanced knowledge to the identification of a professional:

Work requiring advanced knowledge means work which is predominantly intellectual in character, and which includes work requiring the consistent exercise of discretion and judgment. Professional work is, therefore, distinguished from work involving routine mental, manual, mechanical or physical work. ... Advanced knowledge cannot be attained at the high school level. U.S. Fair Labor Standards Act (541.301[d])

**Career advancement** is a concept that refers to a move up the ladder to accept a new position (Rosenfeld & Jones, 1987).

**Glass ceiling** refers to the artificial barriers based on an attitudinal or organizational bias in which qualified individuals are prevented from advancing upward in their organization (U.S. Dept. of Labor, 1991). Glass ceiling involves problems such as narrowly defined leader image, gender stereotypes, double standards, exclusion from informal networks, negative attitudes and “chilly climate,” and lack of work-related assistance or mentoring (Currie & Thiele, 2001; FGCC, 1995).

**Higher education** is a public four-year university in the United States.

**Postsecondary education administrators** oversee student services, academics, and administrative affairs at colleges and universities. Their job duties vary depending on the area of the college they manage, such as admissions, student life or the registrar. Postsecondary education administrators may also work at community colleges, technical schools, and trade schools.

**Senior leaders** are used to refer to high rank or top position in the organization (Twombly & Rosser, 2002, p. 459).

**Senior level administrators in higher education** are women in positions that direct a major functional area with institution-wide scope/impact and also the work of other professional

employees and reports to a top executive officer or to another senior institutional officer (CUPA-HR, 2013).

### **Motivation for the Study**

As an administrator in higher education for twenty years I have often questioned why an institution of higher education wasn't more progressive with its hiring and recruitment practices. The majority of professional non-faculty staff on college campuses is women yet there are very few women in senior leadership roles. This issue perplexed me and thus began my journey to understand why.

The path for a faculty member (male or female) is rather well defined: assistant professor, associate professor, perhaps a director or dean position and, finally, full professor. The path for non-faculty administrators is not well defined and not well documented in the literature. Therefore, I was curious if there was an unwritten well-defined path for non-faculty administrators in higher education that could be shared with other administrators seeking a senior level administrative position in higher education. I began by talking to associates that I know through several state-wide women's leadership organizations to which I belong, asking them if they were aware of the standard protocol for career advancement for non-faculty administrators in higher education. Their answers were so varied; I quickly realized the pathway was neither well defined nor understood.

The literature reports many barriers that prevent women from achieving senior level positions, but I wondered why some women are able to overcome these barriers while so many others are not. Do they have certain traits or qualities that have allowed them to climb the ladder that could be shared with others? These questions could be best answered by women who had broken through the glass ceiling and achieved senior level administrative

positions in higher education. By telling their stories of success it could make the career path less vague and more realistic for others of us seeking senior level administrative positions in higher education.

Therefore, I chose this topic for my dissertation research to enable me to understand the characteristics, qualities and traits of women who have cracked the glass ceiling. By hearing their stories and heeding their advice and recommendations, I hope that more women are able to achieve their ultimate career goals.

### **Organization of the Study**

This dissertation is organized into five chapters. Chapter 1 includes the introduction of the issue and the problem, purpose of the study, research questions, significance of the issue, definition of terms, and organization of the dissertation. Chapter 2 provides a review of the literature. Chapter 3 includes the methodology section of the paper discussing the research design, site and participant selection, guiding research questions, and research procedures. The ethical issues, IRB procedures, and interview protocol are also included in Chapter 3. Research data and findings are presented in Chapters 4 and 5. Chapter 4 includes individual profiles of the participants in the study. Chapter 5 focuses on the analysis section of the study and addresses any gaps in the analysis of the findings as well as limitations. It also re-addresses the conceptual framework to identify if the framework worked for the study. The implications and opportunities for future research are also included in Chapter 5.

## CHAPTER 2. LITERATURE REVIEW

This chapter presents a review of the literature that relates to the phenomena of the “glass ceiling” for women in higher education in senior level administrative positions. The four key areas explored in this literature review are: (1) higher education; (2) women senior level-administrators; (3) women leadership; and (4) the glass-ceiling.

### Introduction

This chapter provides a brief historical overview of the challenges women have faced in higher education and the key barriers that prevent women from advancing to senior level leadership positions. This study focused on the career paths of senior level administrators in higher education; therefore, this chapter will highlight some of the demographic data associated with higher education administrators. The glass ceiling phenomena will be defined and women’s leadership perspective will also be explored.

This literature review introduces the reader to the current literature that grounds this study. It reflects how I am viewing the phenomena, but I recognize that themes are emergent and therefore additional literature will be necessary. Therefore, additional literature will be presented in the findings in chapter five.

The institutions of higher education were primarily established by men. Therefore, they tend to have processes and structures in place that reflect male values and lifestyles. These established values are often difficult to change and take time (Fullan, 1993; Hutcheson, Gasman, & Sanders-McMurtry, 2011). To highlight the positive changes that are taking place in higher education, this chapter will conclude with some positive changes that

have occurred in higher education specifically related to women's advancement into senior level positions.

### **Higher Education Historical Overview and Current Findings**

Women have historically faced many challenges in higher education, particularly in areas of equality and opportunity. The longstanding resistance to the equal participation of girls and women in schools and postsecondary institutions can be traced over centuries. The purpose of American higher education, with the founding of Harvard College in 1636 at its inception, was to prepare young men to become ministers and government leaders. "After a long battles against gender oppression, women finally obtained the right to be educated through several government acts, the opening of facilities willing to educate them, and the opportunity to continue into higher education" (Wood, 2009b). Oberlin College was founded 1833 as the first university in the nation to accept women and African-American students. It wasn't until the latter part of the 20<sup>th</sup> century that landmark policies represented major legislative gains in the pursuit of equality.

In 1961, President John F. Kennedy established the President's Commission on the Status of Women with the purpose of examining gender differences in education, the workplace, and under the law. The findings of the Commission revealed that gender discrimination was rampant in the United States (Schubert-Madsen & Schubert, 1991). As a result, Congress enacted numerous laws to combat this discrimination, beginning with the Equal Pay Act of 1963 mandating equal pay for equal work regardless of sex, and Title VII amended to the 1964 Civil Rights Act prohibiting employment discrimination on the basis of sex.

The passage of Title IX of the Education Amendments of 1972 prohibited discrimination based on sex in educational programs receiving federal funds. Specifically, Title IX provides that “...no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (Section 1681[a]). Although Title IX is most often associated with athletics, its coverage is much more expansive and includes such key issues as employment equity, sexual harassment, admissions, scholarships, pregnancy, and athletics (Somers, 2002).

These legislative policies have definitely helped women in higher education, but despite these initiatives women in higher education still experience large disparities in salary, promotion and prestige. “Often subtle discrimination is rooted in gender stereotypes—especially when it comes to the leadership issue. Female candidates are purportedly passed up for promotions based on a conscious or unconscious belief that women do not have what it takes to lead men” (Mason, 2009).

### **Demographics of Women Administrators**

Faculty represents only a fraction of the workers employed by colleges and universities. Other positions, such as librarians, research associates, admission counselors, financial aid officers, attorneys, accountants and the myriad of professional administrative positions are also vital to the institution. Research on these groups has been limited compared to data for faculty (Jackson, 2008; Toutkoushian, 2003).

In a study of administrators in more than 800 institutions, Pfeffer and Ross (1990) found that women earned less than their male counterparts, after controlling for institutional

and individual characteristics and job differences. In addition, Johnsrud (1991) examined whether men and women have equal access to promotional opportunities at one institution. The study determined that while there was an increase in the number of women holding administrative positions, the majority of senior-level positions continued to be held by men.

In another study Johnsrud and Rosser (1999) focused on the morale of midlevel administrators and whether this varied by gender. Chapman and Wagner (1986) concluded from their study that female admissions officers were paid \$1,000 to \$3,000 less than comparable men. Other studies focusing on salaries of academic administrators include: Brozovsky and McLaughlin (1995); Hansen and Guidugli (1990); Levy (1990); and Stanley and Adams (1994).

In 2007, the Chronicle of Census Bureau conducted a web-based survey of human resources offices at 4,300 colleges to collect typical human-resources information (American Council on Education and College and University Professional Association for Human Resources, 2008). (See Appendix A-2. for details on this report.) The survey asked for data on the top 35 senior executive positions, excluding the president. The following results were revealed for senior executives:

- A gender comparison at doctoral institutions found 66% male and only 34% female;
- A gender comparison at 2-year institutions found 48% male and 52% female;
- A race/ethnicity comparison at all institutions (doctoral, master's, baccalaureate and 2-year) found predominantly white (on average 84%); and
- An age comparison at doctoral institutions found 24% were younger than 50, 51% were between 51-60 years of age and 25% were 61 or older.



The American Council of Education and the College and University Professional Association for Human Resources (CUPA-HR) conducted a second survey of human resource professionals at colleges and universities nationwide (American Council on Education, 2012a). The sample included 149 four-year institutions that answered the survey in both 2008 and 2012. Following are some trends that emerged:

- The percentage of women in senior administrative leadership positions increased from 40% to 43% overall. Today women make up 49% of chief diversity officers, 41% of CAOs, 72% of chief of staff, 28% of deans of academic colleges and 36% of executive vice presidents.
- While, overall, racial and ethnic characteristics of senior leaders remained the same, the share of African Americans in the CAOs position declined from 3.7% to 2.3%, while Asian American CAOs declined from 3.7% to 2.4% and Hispanic CAOs declined from 1.5% to .8%.

### **Barriers for Women in Higher Education**

Extensive research has been conducted to ascertain the identification of barriers that have prevented women in higher education from career-advancement as well as methods for overcoming these barriers (Baugher & Martin, 1981; Hall & Sandler, 1984; Iverson, 2011; Wood, 2009a). Studies have also addressed the inequities women have faced in higher education over the years. Eagly and Carli (2007), and Valian (1999) reviewed decades of social science research on the role of gender in society, documenting the long-term disadvantages faced by women resulting from unfair hiring, advancement, evaluation, and a variety of other factors.

In the journal, *On Campus with Women*, published by the Association of American Colleges and Universities, a lead article by Vaccaro (2010) was titled: “Still Chilly in 2010: Campus Climates for Women.” Vaccaro offered several suggestions for creating a warmer campus climate for women some of the key suggestions were: moving institutional discussions beyond their frequent focus on statistical equality so they include how different women actually perceive the campus climate and make women and women’s issues visible.

Further evidence of gender issues was studied by Dominici, Fried, and Zeger (2009), who revealed gender challenges were widespread across higher education, and that paths to leadership were slower and often blocked for women. The authors focused on the results of a 2002 Johns Hopkins University initiative in which focus groups identified four themes perceived to prevent or slow the promotion of women to leadership: (a) women were recruited less often into administrative positions through the traditional ranks of faculty, chair, dean, and university leadership; (b) women less frequently occupied the important leadership position of department chair, the individual who normally appoints hiring committees; (c) women found many senior positions made less attractive by the heavy workload that requires carrying work home or being available to the campus leadership at any time; and (d) women often believed that the optimal model for leadership is male, transactional, and hierarchical, minimizing collegiality and selfless missions.

Another barrier is called the “queen bee syndrome” it describes a woman in a position of authority who views or treats subordinates more critically if they are female. The term “queen bee syndrome” was coined in the 1970s following a study led by Graham Staines, Toby Epstein Jayaratne and Carol Travis researchers at the University of Michigan. They examined promotion rates and the impact of the women’s movement on the workplace. In a

1974 article in *Psychology Today*, they presented their findings, based on more than 20,000 responses to reader surveys in that magazine and Redbook. They found that women who achieved success in male dominated environments were at times likely to oppose the rise of other women. This occurred, they argued, largely because the patriarchal culture of work encouraged the few women who rose to the top to become obsessed with maintaining their authority (Blau & DeVaro, 2007).

### **The Glass Ceiling**

The accumulations of these barriers that prevent women from advancement into senior level positions have created an invisible glass ceiling which is difficult for women to break. The situation is referred to as a “ceiling” as there is a limitation blocking upward advancement, and “glass” (transparent) because the limitations are not immediately apparent and generally an unwritten and unofficial policy (Glass Ceiling Wikis).

The term “glass ceiling” was originally used by Carol Hymowitz and Timothy Schellhardt in a March 24, 1986, *Wall Street Journal* article to describe the invisible barriers women confronted as they approached the top of the corporate hierarchy (Hymowitz & Schellhardt, 1986). The term was later used in an academic article published in 1987 by A. M. Morrison and others, entitled: “Breaking the Glass Ceiling: Can Women Reach the Top of America’s Largest Corporations?”

This article synthesized the data to describe attitudes regarding the invisible barriers faced by women. It examined the persistent failure of women to climb as far up the corporate ladders as might be expected based on their representation in the working population as a whole. Morrison et al. (1987) believed the idea behind the expression was that a transparent

barrier, or “glass ceiling”, blocked women from climbing the corporate ladder. Morrison’s study revealed the “glass ceiling”; while invisible from the bottom, when women started their careers, the glass ceiling was strong in stopping them from attaining equality with men later in their jobs. It helped explain the fact that, in large corporations in Europe and North America, few women rise to account for more than 10% of senior executives, and 4% of Chief Executive Officers (CEOs) and chairmen.

The conclusion of the study by Morrison et al. (1987) pointed to few true differences between men and women based on psychological, emotional, or intellectual qualities; however, the study revealed that contradictions in the expectations for women were a major factor in the glass ceiling: (a) women were expected to be tough but not display “macho” characteristics; (b) they were expected to take responsibility yet be obedient in following orders; and (c) they were expected to be ambitious yet not to expect equal treatment. Morrison and colleagues also noted that the “glass ceiling” applied to women as a group, not just individuals.

Many of the social sciences studies report only on gender; however, Cotter et al. (1999, 2001) focused on both race/ethnicity and gender in their analyses, and revealed that “glass ceilings” are a gender phenomenon. Their research also revealed that both white and African-American women face a “glass ceiling” in the course of their careers. The “glass ceiling” prevents large numbers of women from obtaining and securing the most powerful, prestigious, and highest-grossing jobs in the workforce (Cotter et al., 1999, 2001).

Cotter et al. (1999) claimed that the “glass ceiling” is a rare and identifiable form of discrimination. A test developed by Cotter et al. (2001) to measure the degree to which the glass ceiling exists is based on the premise that the “glass ceiling” is a specific type of gender

or racial inequity that should be distinguished from other types of general discrimination.

According to Cotter et al. (2001):

A “glass ceiling” exists when the following four criteria are met: (a) a gender or racial difference that is not explained by other job-relevant characteristics of the employee; (b) a gender or racial difference that is greater at higher levels of an outcome than at lower levels of an outcome; (c) a gender or racial inequality in the chances of advancement into higher levels, not merely the proportion of each gender or race currently at those higher levels; and (d) a gender or racial inequality that increases over the course of a career. (pp. 656-661)

The term “glass ceiling” was used in the “Glass Ceiling Initiative Report” (U.S. Department of Labor, 1991) that revealed the results of a study of nine randomly selected Fortune 500 companies. Among several findings that applied to all nine companies, it was revealed that “If there is not a glass ceiling, there certainly is a point beyond which minorities and women have not advanced in some companies” (p. 4). Additional findings revealed unfair recruitment practices, insufficient appraisal and compensation monitoring, and a general disregard for the for Equal Employment Opportunity responsibilities by senior-level executives and corporate decision-makers (U.S. Department of Labor, 1991).

A Federal Glass Ceiling Commission (1995) study confirmed that women and minorities encountered considerable “glass ceiling” barriers in their careers, and that these barriers were experienced earlier in their professions than previously assumed. Myerson and Fletcher (2000) stated, “It’s not the glass ceiling that’s holding women back; it’s the whole structure of the organizations in which we work” (p. 136).

The “glass ceiling” continues to exist although there are no explicit obstacles keeping women from securing advanced job positions—there are no advertisements that specifically say “no minorities hired at this establishment” (Hesse-Biber, & Carter, 2005, p. 77), “nor are

there any formal orders that say ‘minorities are not qualified’ ” (p. 78)—equal employment opportunity laws forbid this kind of discrimination, but they do lie beneath the surface (Hesse-Biber, & Carter, 2005). When companies exercise this type of discrimination, they typically look for the most reasonable explanation to justify their decision. Most often this is done by citing qualities that are highly subjective or by emphasizing or de-emphasizing specific criteria that gives the chosen candidate the edge.

### **Higher education**

The term “glass ceiling” was first used in management literature but has also been applied to higher education. David and Woodward (1998) transferred the concept of “glass ceiling” in their book, *Negotiating the Glass Ceiling*, to the situation of women in academia. The authors discussed the accounts of women professionals at British higher education institutions who were members of a “Glass Ceiling Network.” Given the experience these women had gained on how factors, such as networking, played a vital part in career advancement of academics and senior administrative staff, and how these were specifically utilized by men, the David and Woodward decided to coin the term to describe a group aimed at the specific needs of aspiring women academics:

Because of the persistent gross imbalance of the sexes at the highest levels in higher education, all of the network’s members will have experienced difficulties during their careers in securing promotions and in enduring the cut-and-thrust of life as a manager within their institutions. Not all members, however, would necessarily endorse a feminist analysis of their experiences. (p. 6)

The “glass ceiling” in higher education has been explored using various methodologies (Glazer-Raymo, 1999). Some studies focus on the proportional representation

of women and people of color and use demographic information to provide data that reveal a bleak representation for these groups in senior-level positions (Corrigan, 2002; Hill 2004), while other studies focus on employment trends for women and administrators of color in colleges and universities (Harvey, 1991; Johnsrud, 1991; Johnsrud & Heck, 1994).

Jackson and O’Callaghan (2009) critiqued 66 documents to “...advance theoretical and practical knowledge regarding glass ceiling effects in higher education” (p. 460). In this review, they highlighted three class barriers identified by the Federal Glass Ceiling Commission for women and people of color in top level management:

*Social Barriers* which are described as the availability and quantity of educated women and people of color for particular positions and the differences that can be attributed to different groups of individuals as they relate to desired leadership characteristics. The second class barriers are *Internal Structural Barriers*. The barriers include lack of outreach efforts on behalf of business to underrepresented populations, corporate climate and lack of mentors. The third class barriers are described as *Government Barriers*. These barriers include lack of monitoring and law enforcement on behalf of the government, weakness in data collection for descriptive analyses, and discussion and inadequate reporting on the existence of a glass ceiling. (Jackson & O’Callaghan, 2009, p. 462)

### **Change is slow**

Despite the variety of issues that have slowed the progress toward gender equality in higher education, changes are occurring and women are moving up the ladder. Since Title IX’s passage, women’s share of degrees has increased significantly. Women now earn more than half of degrees at all levels, including doctoral degrees, where their representation has grown from a mere 13% in 1960–1970 to 53% in 2009–2010 (Chronicle of Higher Education, 2012; White House Project, 2009). At the same time, success has been subtle in other areas, including women’s advancement into top leadership positions. A survey

conducted by the National Center for Education Statistics (Patton, 2013), which broadly defined administrators to include executive, administrative, and managerial staff, revealed that women held the majority of such jobs at five of the eight “Ivy League” schools.

According to data from the American Council on Education (2012b, p. 11), only 26% of presidents and chancellors are women, with only modest increases over the past five years. In addition, women more often hold the executive positions in associate-degree-granting institutions/community colleges than in those that grant higher degrees: women are 33% of presidents and chancellors in community colleges and only 22 to 23% in bachelor’s, master’s, and doctoral-granting institutions.

A meeting of more than 30 representatives from a variety of institutions and associations that have an active leadership agenda for women recently met to address the gaps in women’s leadership in higher education. Participating organizations included the National Council for Research on Women, the Association of Governing Boards, the Association of Public and Land-grant Universities and members of the ACE Women’s Network Executive Council. The group discussed the challenges that can hold women back across professional fields and in the academic world specifically (American Council on Education, 2012a).

A National Association of Student Personnel Administrators (NASPA) membership survey by Tull and Freeman (2008) revealed that women at four-year institutions have made significant recent advances to the top spot, currently holding nearly 49% of Senior Student Affairs Officer (SSAO) positions. Tull and Freeman (2008) also reported men still held the position in public institutions (69%) but women were closing the gender gap at private (44%) and community colleges (52%).



Having women leaders in senior-level administrative positions is not a solution to gender inequity, but it is part of the solution. Social change takes time, but it does not come simply with time and numbers. It requires new patterns of private behavior as well as a collective shift in behaviors supported by new institutional policies and practices (White, 2003).

### **Gap in the Literature**

This study attempted to address gaps in the literature related to the phenomenon of the “glass ceiling” as experienced by senior level women administrators in higher education. Most studies in higher education have addressed faculty and students rather than administrators (Barbezat, 1987, 1989, 1991; Bellas, 1992; Glazer-Raymo, 1999; Jackson, 2008; Ransom & Megdal, 1993; Smart, 1991; Volkwein, Malik, & Napierski-Prancl, 1998; Walton & McDade, 2001).

Despite their significant numbers, administrators have been of little concern to researchers (Rosser, 2000, p. 5). Iverson (2009) conducted a study that addressed the advancement of clerical university women to administrative positions; however, few existing studies on higher education administrators are available. While there are data associated with the advancement of both men and women and people of color in the U.S. workforce, these trends are not reflected in senior-level positions in higher education (Athey et al., 2000; Burbridge, 1994; Johnsrud & Heck, 1994).

Numerous studies have investigated a range of variables that may serve as determinants of advancement (Giscombe & Mattis, 2002; Ivarsson & Ekehammar, 2001; Tharenou, Latimer, & Conroy, 1994). For example, in a study on the influence of individual

and situational factors on the career advancement of women and men, Marongiu and Ekehammar (1999) found that instrumentality/masculinity is positively linked (and the major predictive factor) to managerial advancement. Other analyses have advanced theoretical conceptions of the barriers and challenges for women, notably feminist critiques of macho organizational culture (Acker, 1990).

### **Summary**

The review of the literature explored the historical perspectives of women in higher education and legislation related to gender equality, such as the Executive Order 10925, President's Commission on the Status of Women of 1961, Equal Pay Act of 1963, and Title VII of the Civil Rights Act of 1964. However, despite legislation to contest discrimination against women in the workforce, current literature has supported the fact that many women, including women in higher education are still experiencing gender inequality.

The literature has revealed many barriers that women have faced in higher education, such as pay disparity, low pipeline numbers, unfair promotion practices, and a lack of mentors (male or female). Persistent gender inequity has been described as manifesting itself in a variety of different ways within the university setting. The higher education structure and misguided views of leadership have resulted in very slow movement of women advancing beyond the glass ceiling.

While researcher have identified the barriers to women's advancement and some strategies to overcome these barriers, this research study will attempt to give voice to women in senior-level administrative positions in higher education and allow them to share how they were successful at transitioning or breaking through the glass ceiling in higher education,

when so many other women have not been able to follow suit. A qualitative research design was used to provide a rich description of the experiences of women as they respond to the phenomena of the “glass ceiling.”

## CHAPTER 3. METHODOLOGY

### Introduction

The literature review presented in Chapter 2 discussed the issues associated with the “glass ceiling” phenomena and identified the wealth of research addressing how both women in business as well as higher education have endured a long history of being held down by this invisible glass ceiling. The purpose of this qualitative phenomenological study is to describe the “glass ceiling” as a lived experience of women senior level administrators in higher education in the Midwest. The study is designed to focus on the positive approaches and experiences that influenced and contributed to the success of women in senior level administration positions rather than to focus on the barriers.

### Research Questions

The following question guided the study: How do women senior level administrators in higher education who have broken through the “glass ceiling” make meaning of this phenomenon? The following sub-questions were used provide answers to specific aspects related to the overarching question:

1. How do women senior level administrators in higher education perceive and describe their experience with the glass ceiling?
2. What are the characteristics of women senior level administrators in higher education which allowed them to break through the glass ceiling to their current position?
3. What are the tools and resources needed in higher education for women to advance to senior level administrative positions?

4. Why are some women senior level administrators able to overcome obstacles or challenges associated with the glass ceiling and break through the glass ceiling

### **Epistemology, Theoretical Perspective, and Methodology (ETM)**

Phenomenology as a research methodology is embedded in a theory of knowledge construction called constructivism. In constructivist epistemology, knowledge is socially constructed, truth is relative, and meaning emerges inductively. What is real and meaningful is a construction in the minds of individuals, not an objective truth merely waiting to be discovered (Crotty, 1998). "In this view of things, subject and object emerge as partners in the generation of meaning" (Crotty, p. 9). Constructionism claims that meanings are constructed by human beings as they engage with the world they are interpreting (Crotty, 1998).

The theoretical perspective for the study will be interpretive, defined by Merriam (2002) as a study where the researcher is interested in understanding how participants make meaning of a situation or phenomenon. Rossman and Rallis (2003) described the interpretive paradigm as one in which research "...tries to understand the social world as it is (the status quo) from the perspective of individual experience, hence an interest in subjective worldviews" (p. 46).

Swandt (2001) posited that the interpretive tradition is an approach to studying life that assumes meaning as part of human action, and that the job of the qualitative inquirer is to bring to light that meaning. This study did not begin with a theory or preconceived notion of the outcome; rather, the researcher immersed herself in the world of the subjects to be studied (Esterberg, 2002).

The constructionist and interpretive approaches share a common notion that all social reality is constructed, or created, by social actors. These approaches ask us to focus on interaction: How do humans act toward one another and the objects in their worlds? What meanings do they attach to them? (Esterberg, 2002).

The methodology will be phenomenological research and the methods used will be interviews. Phenomenology is the science of phenomena (Van Manen, 1990). According to Merriam (2002), phenomenologists emphasize the subjective aspects of people's behavior. "They attempt to gain entry into the conceptual world of their subjects" (Greertz, 1973, p. 24) ... "in order to understand how and what meanings they construct around events in their daily lives" (Bogdan & Biklen, 1982, p. 34). Phenomenology believes that people interpret everyday experiences from the perspective of the meaning it has for them.

According to Patton (2002), "phenomenology serves to describe one or more individuals' experiences of a phenomenon" (p. 40). "The phenomenological approach seeks to make explicit the implicit structure and meaning of human experience" (Sanders, 1982, p. 353), and "focuses on people living experiences" (Davis, 1991, p. 9) ... "through rich and descriptive data, it draws out how people construct the world through descriptions of perceptions" (p. 11).

Perceptions constitute the primary source of knowledge in phenomenological studies, affixing textural descriptions explaining "what" was experienced and structural descriptions explaining "how" it was experienced (Creswell, 2007, p. 227). Phenomenological studies illuminate the individual's lived experience and, in this case, the lived experiences of overcoming the "glass ceiling" as a women administrator in higher education.

The research questions were addressed by conducting interviews with senior level women administrators in higher education. Interviewing enables researchers to tap into the world of their respondents. Semi-structured interviews are useful when the research has a specific set of issues and concerns to discuss (Hess-Biber, 2003). For this study, semi-structured interviews were conducted. Interview data was analyzed by coding words and phrases from the interview transcripts and then collapsing these into general thematic categories (Mayan, 2001).

### **Schlossberg's transition theory**

Schlossberg's transition theory is a framework for understanding the perceived demands and coping strategies used by individuals in transition (Figure 1). Schlossberg (1981) stated, "a transition is not so much a matter of change as of the individual's perception of the change. A transition is only a transition if it is so defined by the person experiencing it" (p. 7). "The more the event alters an adult's roles, routines, assumptions, and relationships, the more he or she will be affected by the transition" (Sargent & Schlossberg, 1988, p. 58).

It is recognized that adulthood is characterized by periods of stability and change, and that the individual's subjective experience and the perceived meanings of that experience can apply and shape how people respond and act to changes. Schlossberg's framework helps to visualize the dynamic and interactive nature of these contributing factors (Charner & Schlossberg, 1986). The model shown in Figure 1 provides a framework for understanding the perceived demands and coping strategies used by individuals in transition. Schlossberg et

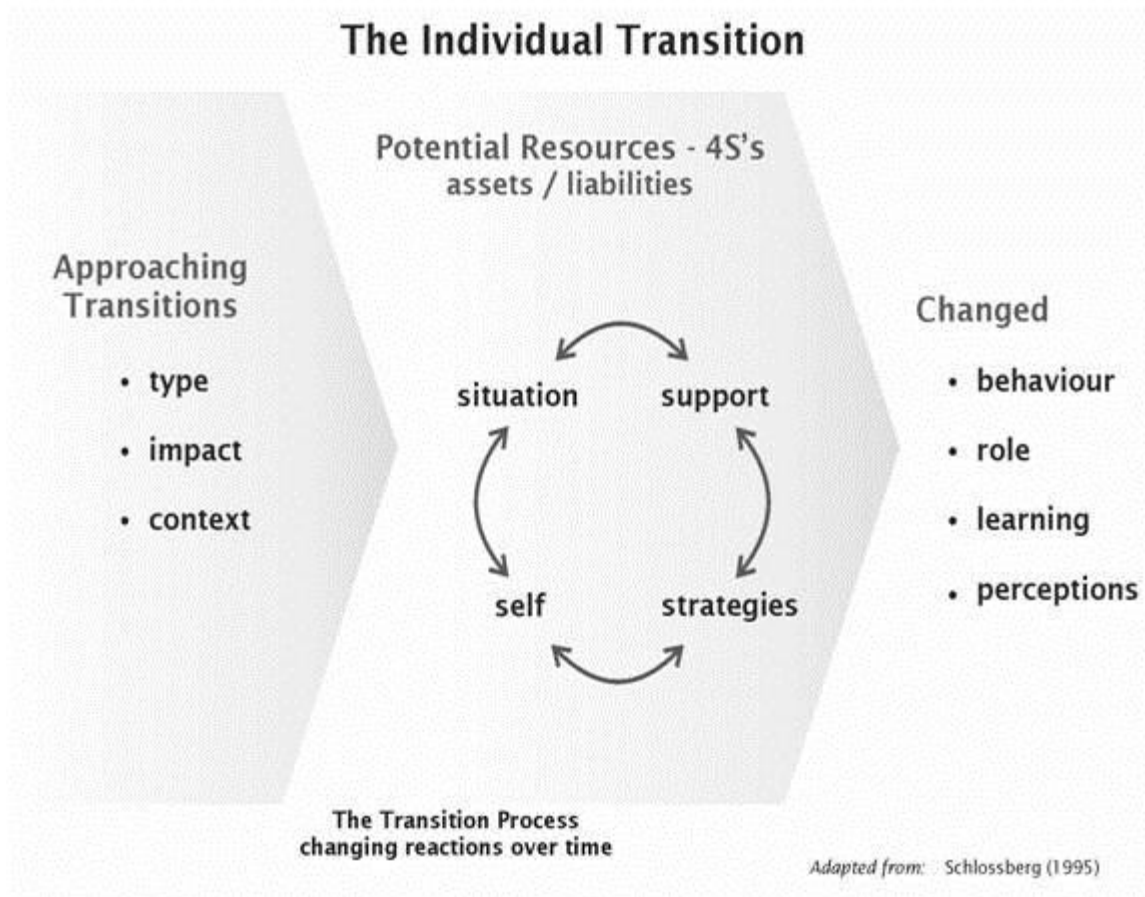


Figure 1. The individual transition (Schlossberg et al., 1995)

al. (1995) indicated “the transitions differ, but the structure for understanding individuals in transition is stable” (p. 26).

Schlossberg (1984) defined a transition “as any event that results in a change in relationships, routines, assumptions or roles with the setting of self, work, family, health and/or economics”( p. 43). There are three types of transitions: anticipated, unanticipated, and nonevents.

Anticipated transitions are expected normative events, such as graduating from high school. Because the event is normative, an individual can anticipate and plan for the event.

Unanticipated transitions are unexpected life events that disrupt the normal routine, typically



involving a crisis and the inability to plan for the event. Nonevents transitions are expected events that do not occur. Goodman, et al. (2006) argued that the realization that the event will not occur may alter the way one sees him or herself or the way in which the individual responds.

Schlossberg's transition model also includes context and impact as ways of approaching transitions. Context refers to one's relationship with the transition and to the setting in which the transition takes place. The impact is determined by the degree to which a transition alters one's daily life (Anderson, Goodman, & Schlossberg, 2012; Schlossberg, 1981).

Appraisal and response to change is the foundation of the transition model. How women in senior level administrative positions in higher education respond to the changes in their career and how they adapt to the changes will depend on their previous coping strategies. Schlossberg et al. (1981, 1995) identified the four major factors which influence an individual's ability to cope with a transition: situation, self, support, and coping strategies, known as the 4S. The 4S system provides a framework to identify the necessary coping resources.

### **Situation**

The transition is perceived differently by each individual; as a result individuals appraise the same event in different ways. The appraisal of the event or nonevent is determined by the following:

*Trigger:* What precipitated the transition?

*Timing:* Is the transition considered "on time" or "off time" in terms of one's social clock?

*Control:* What aspect of the transition does the individual perceive as being within his/her control?

*Role Change:* Is the role change involved and, if so, is it viewed as a gain or a loss?

*Duration:* Is it seen as permanent, temporary, or uncertain?

*Previous experience with a similar transition:* How effectively did the person cope then, and what are the implications for the current transition?

*Concurrent Stress:* Are other sources of stress present?

*Assessment:* Who or what is seen as responsible for the transition, and how is the individual's behavior affected by this person?

### **Self**

Self looks at an individual's reaction to an event related to self. Self involves two categories: personal characteristics, and psychological resources. Personal characteristics affect how an individual views life, such as socioeconomic status, gender, age, stage of life, state of health, and ethnicity. Two people may experience an event but react differently depending on their frame of reference. This study explored the personal characteristics of women who have advanced to senior level administrative positions in higher education to investigate the coping resources they used to break through the perceived "glass ceiling" in higher education.

### **Social support**

Social support is emotional or real assistance that individuals receive from their friend and family when experiencing a stressful event. An individual's support system moves behind family and friends to include the institutions and communities. This study explored

the social support systems identified by senior level women administrators in higher education to better understand the social support needed to climb the ladder to senior level administrative positions in higher education.

### **Strategies**

The coping responses are divided into three categories: (1) Those that modify the situation; (2) Those that control the meaning of the problem; and (3) Those that aid in managing the stress in the aftermath. By incorporating a broad range of variables, Schlossberg's transitional model is helpful in developing an understanding of a transition experience (Swain, 1991, 1999). Each variable may act as a resource or a deficit during adaptation to transition, with the ratio of resources and deficits determining ease of adaptation (Schlossberg, 1981; Schlossberg, Waters, & Goodman, 1995).

This study aimed to highlight the positive strategies used by women in senior level administrative positions in higher education, as they break through the glass ceiling. The 4S of Schlossberg's Transitional Theory will guide the study as follows:

1. Evaluate the *situation*: During the interview the researcher will listen for what triggered or what precipitated the transition and how much control the participant had on the situation.
2. Identify the factors associated with *self*: The researcher will ask open-ended questions to help determine the participant's personality characteristics that helped them cope with the transition to a senior level administrative position in higher education.

3. Examine the person's *support system*: Because adequate social support is essential to minimizing transitional stress, the researcher will listen carefully for who the participants identify as their support system and how they utilized these individuals as they transitioned into senior level administrative positions in higher education.
4. Assess the *strategies or coping* responses: During the interview the researcher will listen for the personal and demographic resources identified by the participant. Including coping skills used, personality strengths used to enhance coping and help her feel empowered to use the transition to get closer to her career goals.

## **Research Design**

### **Human subjects approval**

Prior to conducting the study, approval from the Institutional Review Board was requested and granted. A copy of the approval appears in Appendix B.

### **Participants**

The sample for the study will be selected purposefully, carefully accounting for many aspects of the participants' experience (Creswell, 2009; Smith et al., 2009). Participants will be invited to participate in the study by receiving an e-mail invitation from the researcher. The researcher is a member of a statewide women's leadership organization; therefore, she will have access to a number of senior level women administrators in higher education at various higher education institutions across the Midwest through this association.

It is possible that some participants may be recruited as a result of a recommendation from a senior level administrator previously interviewed, this technique called snowball sampling is appropriate to find the populations of people who engage in stigmatized behavior

(Esterberg, 2002). All subjects participating in the study will be assured of anonymity and confidentiality, and that their names will be changed to provide anonymity, as required by the university's Code of Ethics for Researchers.

### **Research site**

The research sites for the study will be several higher education institutions across the Midwest. The Carnegie Classification of Institutions of Higher Education is a framework for classifying colleges and universities in the United States. According to the Carnegie Classification each of the institutions represented in this study were classified as public large four year research universities with very high research activity (Carnegie Foundation, 2010). The decision to include participants from public large four year research universities with very high research activity will allow comparisons of similar work environments. Using multiple institutions will allow the researcher to interview women in senior level administrative positions in a larger geographical area to better understand the phenomena of the glass ceiling in higher education as it pertains to senior level women administrators in higher education.

### **Data collection**

The primary method for data collection will be gathered through semi-structured interviews (Sanders, 1982) designed using a general interview guide approach where the researcher has formulated questions about the issues to be discussed, but the presentation of these questions are flexible and can be adapted in each individual interview (Patton, 1990). Semi-structured, one-on-one, in-depth interviews prove to be the most successful in soliciting thoughts and feelings from participants (Smith et al., 2009).

The interviews were tape recorded and transcribed. Patton (1990) remarked that a tape recorder is “indispensable” (p. 348). The researcher relies on tape recording the interviews to allow for systematically and in-depth probing without the distraction of note taking (Sanders, 1982).

In an effort to be considerate of the time of the senior level administrators in higher education that were interviewed for the study the researcher conducted documented analysis prior to the interview to collect background information about the senior level administrator. This secondary form of data collection included analysis of documents such as institutional websites, newsletters and reports as well as published data in a review of literature (Patton, 1990).

### **Data analysis**

Bogdan and Biklen (1982) defined qualitative analysis as “working with the data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others” (p. 145). Therefore, the data analysis for this study was conducted using a multi-phased approach (Creswell, 2013; Esterberg, 2002; Merriam, 2002). First, I began content analysis by organizing and preparing the data (Creswell, 2009).

The data were analyzed after each audiotape was transcribed. The transcripts were divided into meaningful themes (Merriam, 2002). Open coding was conducted on line-by-line bases of the entire transcripts (Esterberg, 2002). During the open-coding phase the researcher began to identify the tentative names of the conceptual categories into which the phenomena observed was grouped. Each significant statement was treated as having the same value as

the researcher worked to develop a list of statements (Moustakas, 1994). These categories may be modified during the subsequent stages of analysis that follow (Patton, 2000). The themes that emerge from the participants' stories were pieced together to form a comprehensive picture of their collective experience.

The next stage of analysis involves re-examination of the categories identified to determine how they are linked, a complex process sometimes called "axial coding" (Strauss and Corbin, 1990). During the axial coding phase I will need to build a conceptual model to determine whether sufficient data exists to support that interpretation.

The final stage of analysis involves translating the conceptual model into a story line that will be read by others (Patton, 2002). According to Strauss and Corbin (1990), "ideally, the research report will be a rich, tightly woven account that closely approximates the reality it represents" (p. 57).

The aforementioned method of data analysis is also described by Sanders' (1982) four levels of phenomenological analysis: (1) description of the phenomena as revealed in the taped interviews; (2) identification of themes that emerge from the descriptions; (3) subjective reflections of the emergent themes; and (4) explication of essences present in these themes and subjective reflections. The themes will be shared with participants for member checking, debriefing and feedback in order to ensure the goodness of the research (Creswell, 2009).

### **Trustworthiness and Validity**

In qualitative studies, the researcher must address the trustworthiness of the study by examining the credibility, transferability, and dependability of the findings (Miles & Huberman, 1984). Creswell (2009) referred to trustworthiness as validity and reliability,

pointing to the procedures a qualitative researcher follows to ensure the accuracy and consistency of the methods and analysis. This study has incorporated a number of these strategies to insure the trustworthiness and validity of the findings.

### **Internal validity**

Creswell (2009) and Merriam (2002) identified several strategies to strengthen a qualitative study's internal validity. These include: triangulation, member checks, and peer review or debriefing (Creswell, 2009; Merriam, 2002).

#### **Triangulation**

Triangulation uses multiple sources of data, or multiple methods to confirm emerging finding (Merriam, 2002). Four types of triangulation are: multiple investigators, multiple theories, multiple sources of data, and multiple methods used to confirm emerging findings (Merriam, 2002). Triangulation in this study was accomplished in several ways.

The researcher kept a journal and field notes throughout the process and used this as a supplemental resource during the data analysis phase of the study. Additionally, the researcher reviewed and analyzed the organizational chart and other pertinent information retrieved from the institutional website for each participant prior to conducting the interview (Creswell & Miller, 2000).

#### **Member checking**

Member checking was used to determine the accuracy of research findings. Member checking involves taking data, interpretations, and conclusions back to the participants for their feedback on the accuracy and the overall confirmation of the data (Esterberg, 2002; Merriam, 2002). Participants were asked to review transcripts of their interview to make



corrections, deletions or additions to the data. In addition, the themes associated with the transcript were shared with the participants to determine if they believed the findings are accurate (Creswell 2009; Merriam, 2002).

### **Peer review/debriefing**

Peer reviewing is a strategy used when peers read and comment on the findings. Basically the “peer examination would involve asking a colleague to scan some of the raw data and assess whether the findings are plausible based on the data” (Merriam, 2002, p. 26). The researcher used two fellow doctorate students in the School of Education as the peer reviewers for this study (Creswell, 2009).

### **Reliability**

Merriam (2002) defined reliability as “to the extent to which research findings can be replicated. In other words, if the study were repeated would it yield the same results?” (p. 27). Since the duplication of this study is not possible, the more important question is whether the results are consistent with the data collected.

According to Lincoln and Guba (1985), in qualitative research instead of insisting that others get the same results as the original researcher, reliability lies in others’ concurring that given the data collected, the results make sense, they are consistent and dependable (p. 288). In order to ensure reliability for this study the researcher kept an audit trail and disclosed her positionality.

### **Audit trail**

A well-maintained audit trail will enable future researchers to understand how the study was crafted and conducted. An audit trail is a “detailed account of the methods,

procedures, and decision points in carrying out the study” (Merriam, 2002, p. 31). The use of a detailed journal served as an audit trail for this study as it described how data was collected, how categories were derived, and how decisions were made throughout the inquiry of the study.

### **Researcher role and positionality**

As the primary investigator, I was the primary instrument for data collection and analysis (Patton, 1990). My primary responsibility was to develop a relationship and gain the trust of the research participants while maintaining ethical behavior at all times. Qualitative research is about “researcher credibility and trustworthiness, about fairness and balance (Patton, 1990, p. 481). I plan to disclose my positionality to the participants in the study, this strategy is sometimes labeled “research position” or “reflexivity” – the process of reflecting critically on the self as researcher, the “human instrument” (Lincoln & Guba, 2000, p. 183).

As a women administrator in higher education for over eighteen years I have witnessed a variety of disparities between women and men in higher education involving salary, promotions, equality and encouragement. These disparities were not anything that were known, they were not policies and procedures that were documented at the institution, they appeared to be “unwritten” or invisible criteria that often times prevented women administrators from achieving their full potential.

However, as I reviewed more carefully the demographics of the senior level administrators at the institution, I discovered that, although few, some women in higher education were able to overcome these unwritten or invisible criteria that appears to prevent

many other women from achieving their full potential. It is this vaguer which caused me to choose to explore this research area further. It is my intention that, by learning the strategies and methods the women senior level administrators in this research study used, it may provide guidance to other women administrators who are experiencing the same phenomena at their institution.

### **External validity**

Providing rich, thick description is a major strategy to ensure for external validity or generalizability in the qualitative sense (Merriam, 2002, p. 29). The goal of this study was to provide a rich, transparent and contextualized analysis of the accounts of the participants, so that readers will be able to determine how closely their situations match, and thus whether findings can be transferred (Merriam, 2002). In addition, the research used multiple sites for data collection which also increased the range of situations by readers of the research.

### **Ethical Issues**

Ethical research practice is a dynamic process and should be monitored throughout data gathering, analysis, and reporting (Smith et al., 2009). The informed consent document was carefully reviewed with each participant in the study and they were given an opportunity to ask questions before signing the informed consent document. Participants were told that they can request to skip any questions that they did not wish to answer and that the interview could be stopped at any time if they become uncomfortable with the questions or do not wish to continue for any reason. Participants were given pseudonyms to protect their identity.

### **Limitations and Delimitations of the Study**

Limitations are factors that may or will affect the study, but is not under the control of the researcher; a delimitation differs, principally, in that it is controlled by the researcher (Mauch & Park, 2003). This research study was limited to a qualitative phenomenological methodology design. This means that the information gained from this particular study cannot be generalized to other research methods.

The delimitations are selected by the researcher to define the boundaries of the study. I delimited this study by selecting only women who were: (a) senior level; (b) employed in higher education administrative positions; and (c) located in the Midwest.

The limitations of this study included using a random approach for selecting the sample for the study. The study used purposeful sampling to insure that only women in senior level administrative positions were invited to participate in this study. Because this research study was limited to a small group of participants in senior level administrative positions in higher education the research findings cannot be generalized or transferable to senior level administrators in other organizations.

The results were limited to women senior level administrators in higher education institutions. My responsibility was to ensure that ample information was collected and provided to enable readers to understand the context as expressed by the participants and investigated in their own words. Therefore, this research was limited to the lived experiences of the participants in this study.

## Significance of Research

This study attempted to address gaps in the literature related to the phenomenon of the “glass ceiling” as experienced by senior level women administrators in higher education. Most studies in higher education have addressed faculty and students, rather than administrators (Barbezat, 1987, 1989, 1991; Bellas, 1992; Glazer-Raymo, 1999; Ransom and Megdal, 1993; Smart, 1991; Volkwein, Malik, & Napierski-Prancl, 1998; Walton & McDade, 2001).

Despite their significant numbers administrators have been of little concern to researchers (Rosser, 2000, p. 5). Iverson (2009) conducted a study in 2009 that addressed the advancement of clerical university women to administrative positions, but few existing studies on higher education administrators are available.

While there are data associated with the advancement of both men and women and people of color in the U.S. workforce, these trends are not reflected in senior-level positions in higher education (Athey et al., 2000; Burbridge, 1994; Johnsrud & Heck, 1994).

Many other studies have investigated a range of variables that may serve as determinants of advancement (Giscombe & Mattis, 2002; Ivarsson & Ekehammar, 2001; Tharenou, Latimer, & Conroy, 1994). For example, Marongiu and Ekehammar (1999) studied the influence of individual and situational factors on the career advancement of women and men, and found that instrumentality/masculinity is positively linked (and the major predictive factor) to managerial advancement. Other analyses have advanced theoretical conceptions of the barriers and challenges for women, notably feminist critiques of macho organizational culture (Acker, 1990).

## Summary

In summary, this chapter described the research methodology that was selected to conduct and collect data for this research. This study used a qualitative phenomenological research design with semi-structured interview. The participants were purposefully selected for the study based upon established criteria. Participant recruitment, research site, data collection and data analysis were described. Finally, trustworthiness and validity were outlined.

The next chapter will present, discuss, and summarize the finding from the interviews in relation to the current research topic. Finally, Chapter 5 will provide a descriptive summary of findings for each of the research questions. Scholosberg's transition theory will be presented and discussed, specifically the four major sets of factors that influence a person's ability to cope with transition (situation, self, support, and strategies).

## CHAPTER 4. RESULTS AND ANALYSIS

The results of the study are presented in this chapter. First, participant profiles provide brief descriptions of the participants' educational background and career path. Second, data from the study are presented and explained. Throughout this chapter, participant quotations provide examples and illustrations of their experiences. To answer the four research questions, an interview protocol was developed to guide the interview between the participants and me. When exploring and describing the participants' experiences associated with the glass ceiling phenomena, the results are organized into four major areas related to each of the research questions which are described as follows:

The first section—*Perception of the glass ceiling*—explores the participants' experience with the glass ceiling in higher education. The influences of the glass ceiling subthemes were: *Institutional leadership*, *evidence of the glass ceiling* and *traditional norms* were the subthemes identified in this section. The specific experiences of the glass ceiling in higher education revealed the following subthemes: *Choices*, *unacceptable behavior* and *being passed over*.

The second section—*Characteristics and challenges*—explores what characteristics the participants believe helped them break through the glass ceiling to their senior level administrative position in higher education. The participant's challenges during their career advancement were also explored. *Attitude*, *personality* and *actions* were subthemes that emerged when the participants' talked about the necessary characteristic for breaking through the glass ceiling in higher education. There were two additional subthemes emerged when participants shared their challenges were: *lessons learned* and *epiphany*. Although minimal

some participants shared that they had made *personal sacrifices* to advance their career in higher education.

The third section—*Tools and Resources*—provides information related to the tools and resources participants' identified as helping them break through the glass ceiling in higher education. *Visibility, personal development, skills and external influences* were the subthemes that emerged when discussing the tools and resources needed for career advancement to a senior level administrative position in higher education.

The fourth section—*Overcoming Obstacles and Advice*—explored the participants' experiences with obstacles or challenges that they had to overcome in order to advance to their senior level administrative position in higher education. *Physiological aspects, lack of acknowledgment, and roles* were the themes that emerged when the participants' shared their stories associated with overcoming obstacles during their careers. When the participants' shared their advice for breaking the glass ceiling in higher education and the following themes emerged: *Qualities, authenticity and understanding*.

### **Data Analysis Process**

The purpose of this qualitative phenomenological study was to describe the “glass ceiling” as a lived experience of women senior level administrators in higher education in the Midwest. The study focused on the lived experiences of seven women senior level administrators in leadership positions at higher education institutions in the Midwest.

### **Demographic Information**

The interview guide was used to begin each interview. It provided an introduction to the topic as well as several reminders for the format of the interview, for example all the



questions are voluntary and, therefore, can be skipped if requested. It also provided a structure for the interview questions as well as sought to gather personal background data about the participants. Table 2 provides a synopsis of the demographic data for the participants in the study.

One participant in the study had a PhD, four participants had master's degrees and two had bachelor's degrees. The participants shared the importance of having an advanced degree, especially while working in an institution of higher education. Several of the participants in this study began their careers in higher education before the advanced degree requirement was a primary prerequisite for employment. Their expertise in their fields as well as their reputation for excellence was sufficient for them to obtain senior level administrative positions in higher education. The degree standard for senior level administrative positions in higher education today is such that many positions will only consider candidates with a PhD.

Table 2. Demographic information of the participants

Pseudonym Name	Highest Degree	Years in HE	Work Environment
Polly	PhD	17	Student Affairs
Sally	BS	17	Administrative Affairs
Niki	BS	30	Student Affairs
Elise	MA	26	Academic Affairs
Rose	MS	31	Student Affairs
Faith	MS	38	Administrative Affairs
Lisa	MS	19	Academic Affairs

The interviews were conducted between October 2013 and December 2013. Each participant was interviewed one time and the interviews ranged from 65 to 90 minutes in length. The participants chose to conduct the interviews in their private offices, with the exception of one participant who requested to conduct the interview over the telephone. An

interview script was used to guide the interview which allowed the participants the opportunity to share their stories (Appendix C-6).

The audio files from each interview were uploaded to my password-protected computer. After uploading the audio file, I transcribed each interview using Express Scribe, transcription software. With the aid of a foot pedal I completed the transcription of each interview. I transcribed the interviews verbatim and then went back and crossed out all identifying information such as names of institutions, supervisors, titles etc.

I used the following steps to analyze the data:

1. Transcripts were read and re-read while listening to audio recordings of the interviews.
2. A line-by-line analysis of the transcript was conducted to reveal the descriptions of the phenomena. I highlighted the significant statements, sentences, or quotes that provided an understanding of how the participants experienced the phenomena. I assigned codes to each of the significant statements, sentences, or quotes.
3. Developed clusters of meaning from the significant statements (codes) or descriptions into themes (Creswell, 2007). The themes were formed by grouping units of meaning together (Creswell, 1998; Moustakas, 1994). I then wrote a description of what the participant experienced with the phenomenon (textural description) for each theme. Subthemes were also identified underneath the themes. This process followed a systematic procedure that moved from narrow units of analysis (e.g. significant statement or codes), on to broader units (e.g., meaning units), and on to detailed descriptions that summarize two elements, “what” the individuals have experienced and “how” they have experienced it (Moustakas, 1994).

4. An emerging model was developed to illustrate the relationship between identified themes and research questions.
5. All findings were shared with participants for member checking as well as peers for review to ensure accurate interpretations of the data.

### **Participant Profiles**

#### **Polly**

Polly started her education in fine arts and after a few degree changes she discovered higher education. She made this discovery primarily from hands on involvement with student campus life but unfortunately she didn't realize her newfound passion until the fourth year of her undergraduate degree. After finishing her undergraduate degree she decided to take some time off from school before starting a master's degree in student personnel and higher education. She shared, *"this was a great program and it exposed me to all the different concepts that we need to understand in student services."*

After graduate school she accepted her first position in higher education where she served for two years in residence life and two years as the coordinator of multi-cultural affairs. She described her time at this institution as, *"An awesome experience, life changing in a couple ways!"*

She was invited to apply for a position at a historically black college and university by an acquaintance she met at a conference; she described the meeting as,

*So I took a group of five, six or seven, I don't know, students, from (name of institution) to a conference in (named state). And they were enamored! They had never seen a group of African American students, who were in college like them, who were doing all these cool things; I mean literally... They had never had that experience.*

*So I took them there, they went to a conference session and they said “we met this woman and we think you would like her.” And I’m like “okay”... and so they introduced me to this woman and I promise you, she became my mentor like a year later. It was just a weird kind of thing but if I had not been taking them to a conference, which I thought was about them, but the development was really about me.*

She worked at the HBCU for three years as the director of student activities. While she enjoyed this position she knew she wanted to obtain a PhD, so she started looking for opportunities that would allow her to pursue a PhD. She accepted a position as assistant dean in the same community for an institution with an enrollment of 30,000 students that were predominately commuters.

Her plans for graduate school were delayed for three years, she explained: *When I started this job in 2003 my intent of course was to get into a PhD program right away but that didn’t happen...the job was just bigger than I thought so I didn’t actually start the PhD program until three years later.*

She continued at this institution as the assistant dean for nine years. When she completed her PhD she knew that she was ready for a new challenge. She looked at dean positions and associate vice-president positions and even vice-president positions at small institutions. She was very intentional about her search and made a list of criteria she wanted for her next position. After working with a search firm, she accepted her current senior level administrative position in higher education, working in student services. She reflected on what attracted her to her current senior level administrative position: *I came here and I was blown away! The importance placed on the student experience here is amazing, it’s respected, and it’s anticipated. So I thought this is a place where I fit!*

## Sally

Sally has a bachelor's degree in accounting and she is a certified public accountant (CPA). She spent the first seventeen years of her career working in an audit environment. She was promoted after her first year as a junior auditor and after her second year she was promoted to a supervisor and after three years she was managing seventeen people. Sally recalled,

*I had, at that time, I spent 17 year there, but I was able to do a number of things as well as manage a team, write different kinds of regulatory materials or training materials—I did a lot of training. And I did a lot of technical services for the CPA community in (name of state). There were a lot of different opportunities where I was.*

After seventeen years in this position she transferred to a state educational Board as the associate director. The mission of the Board was to create the best public enterprise in the United States to serve the needs of the state, its citizens, and the world. She was promoted to the Chief Business Officer at the state Educational Board after only two years. She recalled, *“I think I was the longest serving business officer that the (Board) had, and I was there 11 years.”*

She was invited to apply for a position at her current senior level administrative position at a university in the Midwest, where she has served for six years.

## Niki

Niki started her education in prelaw. She shared: *After I wrote my first case brief for college, I went ugh, this is not what I want to do but I didn't want to pay for another year of school. So I took a degree in psychology saying it would make me have a better understanding in myself.*

While in college Niki started working in food services and after a short time she was promoted to the head student manager, where she was responsible for supervising eight student managers and 40 student employees.

The company she worked for while attending college offered her a position as a food service manager after she completed college. She spent the next twenty five years of her career at a number of institutions across the U.S. Some of the positions she held were: Resident District Manager, Director of Dining, Vice-President of Operations, Director of Student Center Food Service, Director, Residential Dining, Director, Off-Campus Residential Dining and Food Service Manager.

Her career accomplishments are too many to list but some highlights are:

- Opened a Canadian Division Dining Services on West Coast. Established all programs. Organized and implemented a two million dollar remodel, taking the food program and facilities from the 1960s to the 1980s.
- Increased revenues of a poorly located facility by 50% with effective marketing.
- Implemented a safety program that resulted in a 10% reduction of workers' compensation from previous year.

Niki commented that she had to be willing to relocate as she progressed in her career to her current senior level administrative position. Niki shared:

*I had been advised by a male mentor that had been the manager at, (named university) when I was there that the best way to move up, if you are driven by money, which I tend to be...So he said you have to move around. So I said "okay." So every 18 months about, I was getting promoted.*

### **Elise**

Elise started her career in state government immediately after completing her bachelor's degree in accounting where she worked for four years. She began her career in higher education working in extension while working on a master's degree in higher education administration. With only a semester and a half of her master's remaining she accepted a position at her current institution in administration where she has remained for the past 25 years. Elise shared a very different perspective than the other participants because she had chosen to move into an area that is traditional staffed by faculty. She shared:

*I knew this when I made the switch, and I thought about it very-very carefully, eighteen years ago, when I came over to academic affairs and was offered a permanent job, I knew that I had just stepped into a job that had a built in glass ceiling.*

### **Rose**

Rose began her career in higher education thirty-one years ago as a secretary at a large Midwest institution in student services. She recalls, *“it was kind of a misnomer to call it a secretarial position, at that point in time we still had paper application forms we had to complete, for students and so, there was a lot of just filling out the application forms”* After only nine months in the position the Secretary II in her area went on maternity leave so she had to quickly learn how to manage not only her job but her colleagues job as well. Nine months later an opening occurred in the department for a Secretary II position so she applied for this position where she worked for two and a half years. She shared that moving into this position was a positive experience and she was able to learn a lot from the director who was her direct supervisor.

It was at this time that Rose returned to college and was taking courses toward a master's degree. She worked full-time and took courses in the evening. After completing all the course work for her master's program she was required to do a half-time practicum and it needed to be outside of her current job. Consequently, at the same time, a colleague in the department in a professional and scientific position had just returned from maternity leave and wanted to work half-time, so Rose assumed fifty percent of her position to satisfy the requirement of her practicum. At the same time she continued to work fifty percent at her Secretary II position. A short time after she graduated with her master's degree she was promoted to a full-time professional and scientific position where she worked for fifteen years.

When a new director restructured the department and decided to hire an associate director Rose shared:

*I had never really thought that I had wanted to move up, I loved what I was doing with (name of her area in student services), but, it dawned on me that, I might end up with somebody in here as my boss that I wouldn't really like. And it could make life miserable for me and everyone else. So I decided to apply for the position as associate director, and um, ended being hired for that position.*

She was the associate director for three years until the director left and she was named the interim director. She was in the interim role for two years which gave her the opportunity to “get seasoned as a director so that I would be a viable candidate when they decided to go for the full search.” She was selected by the search committee to be the director where she has served for the past ten years.



## Faith

Faith has had a 38-year career at the same institution. She started her career in what she described as a low level professional job, as a coordinator of a program. She spoke fondly about her supervisor and mentor. Faith shared:

*But the most important thing was my boss at the time, was vice president (name), an African American man, very progressive, very supportive, just a terrific guy, he originally came out of college of engineering, but at the time he was Vice President of Student Services and the Dean of Faculty which was in what we now call the Provost Office, then it was called the Office of Academic Affairs. But it was great to have him because it was really (name) who gave me a sense that there was a place at this institution for myself because, I mean I was definitely a social activist*

Her next position was as the director of a program on campus. It was during this time period that she started to get involved in work place issues, environment issues and policies. She was very active with the Council on the Status of Women as well as a number of women's advocacy initiatives. She described this period of her career as follows:

*I started to be on a lot of university committees, which was very critical, again to have that broader view, and again, since I was naturally someone who would raise their hand and say, I'll do that, I'm over here, volunteering. In a way it started to snowball.*

In addition, she started to get involved in the governance at the university and was elected to the staff counsel that represents the professional staff on campus. She was later elected as the president of staff counsel, which gave her great exposure to deans, vice presidents and the president of the university which was critical to helping facilitate her career. It was during this time that she wrote a grant for a training program that focused on helping low income women to be self-sufficient in skill trades and technical occupations.

Faith continued to receive increased responsibility and work on visible projects at the university. She shared, *“and you never know how it's going to play out, where the*

*opportunities... but I am convinced that you do enhance your potential opportunities if you make it clear that you are interested.”* Eventually she was promoted to a senior level administrative position where she has served for the past sixteen years.

### **Lisa**

Lisa started her career in finance after college and decided after only one year that she didn't enjoy the financial field. She reflected, *“I was First Generation College and so when I came to college it wasn't about exploring your horizons, it was about job training and I didn't even kind of understand that thing at the time. So I got a finance degree.”* She returned to college to pursue a master's in Sociology because, as she said, *“I thought I'll study something I'm really interested in this time and sociology is of interest to me.”* After completing an MA in Sociology she accepted an entry level position at her current university which she laughs about because it wasn't exactly what she envisioned she would do with a Sociology degree.

She continued to work in the same administrative position for about twelve years under the leadership of a man who she described as *“...a great boss and wonderful mentor.”* When she described her boss and mentor, she said: *It's funny, he always said he had a sheep dog style of management, he just sort of nudged people around. But that was his style of management. He was very smart because he didn't put limits on us.”* She also shared that he supported her when she applied and received a Fulbright. Finally, after many years of working hard she was promoted to another office. She referred to this promotion as *“I was just kind of pulled up upstairs”* where she worked for three years before being promoted again to her current senior level administrative position.

She shared that her career path has been non-traditional: *“Yeah, so I just, but truly an accidental tourist in that I didn’t know, you know some people know from a very young age what they want to do, I kind of evolved. It’s been very evolved rather than planned situation.”*

### **Glass Ceiling in Higher Education**

The participants’ were hesitant to say that a glass ceiling existed in higher education.

Lisa shared, *So, I think there is glass ceiling; I don’t think there’s a massive conspiracy though. And I don’t feel a victim.* Polly stated:

*I think there’s a glass ceiling because society says there’s a glass ceiling; you know so do I think that women have some different challenges than men do professionally? Absolutely, I mean no doubt about it, but there are women who are college presidents and to me that’s the pinnacle right?*

Elise also acknowledged that she personally had never felt the glass ceiling at her institution where she has worked for over 26 years. She shared:

*I never felt that I was treated any differently because I was a woman, but I also just walk into every circumstance thinking I am here to contribute and the fact that I’m a woman has nothing to do with it. I mean, it’s just not ever on my radar screen. So, maybe I’m really obtuse, maybe I’m extraordinarily naïve, but that’s the way I simply walk into circumstance, I feel as though I have every right to be there and I have every right to be listened to.*

When asked if she had any personal examples of the glass ceiling, Rose responded:

*You know, I don’t, and partly I think that is that I’ve been a person who really sort of keeps my nose to the grindstone, and just keeps working hard and figures that if you work hard and you do good work, people will eventually notice, and you’ll be, you’re either going to continue to have the passion for what you are doing and you just find that passion in the job itself, or you decide that’s not it and you are going to change and go someplace else. Um, but I, I guess I’ve never intentionally looked for it. And haven’t really heard a lot from a lot of women who have felt that they been that--Which is good. Not to say it doesn’t exist.*

Despite the fact that the participants were reluctant to say there was a glass ceiling in higher education they shared a broad number of reasons why the glass ceiling exists in higher education. Participant responses were categorized into three subthemes: *Influences of institutional leadership, evidence of the glass ceiling in higher education and traditional norms*. Each of the subthemes are defined and outlined in Table 3.

Table 3. Perceptions of the glass ceiling for women in higher education

Theme	Basic Description	Subthemes
<b>Influences of Institutional leadership</b>	The organizations practice for guiding, directing, or influencing people.	<ul style="list-style-type: none"> <li>• Depends who's in charge</li> <li>• Some men threatened by women</li> <li>• Diversity should be visible</li> <li>• Not intentional/old school</li> </ul>
<b>Evidence of glass ceiling in higher education</b>	Sign or proof of the existence or truth that leads somebody to come to a particular conclusion.	<ul style="list-style-type: none"> <li>• Pay disparity</li> <li>• Diversity should be visible</li> <li>• Low number of women in senior level administrative positions</li> </ul>
<b>Traditional Norms</b>	A way of thinking, behaving or doing something that has been used by the people in a particular group for a long time.	<ul style="list-style-type: none"> <li>• Senior level positions are not flexible</li> <li>• Roles for women are different outside of work</li> <li>• Society says is a glass ceiling</li> <li>• Good ol' boys</li> <li>• Not intentional/old school</li> </ul>

### **Influences of institutional leadership**

The participants shared examples of ways that institutional leaders in higher education affected women in higher education and perhaps aided in the glass ceiling phenomena that make it difficult for women to advance to senior level administrative positions in higher education. Some descriptions of influences of institutional leaders that the participants shared were: Depends who's in charge, some men are threatened by women, and diversity should be visible and the ideas that even though the glass ceiling is present in higher education institutions it's not intentional, but rather it's an "old school" way of thinking.

Sally shared the following description that illustrates how the glass ceiling phenomena is dependent on who's in charge at the institution:

*But I think if you look at who's running the universities, they're all older. And as far as, they were brought up as, the ones that are currently in charge, are probably 50's, 60's, maybe 70's, that that was the world they grew up in and that's the world they know. And I think the ones that are younger or have broken out of the mold so to speak, I think are the ones that are more, they just want to do the best job. It doesn't matter if you're male or female. If you can do the job, you can be the person that they go to for the information, and then you'll have success. But it's still hard to break down the barriers that this is the world they grew up in. and I'm thinking as we move another generation into leadership, I think those things will change.*

Some participants responded that a possible reason why the glass ceiling exists in higher education is because some men feel threatened by women in the work force. Sally shared the following:

*So, I think, there are still some, how do I want to phrase this? There are certain people that women don't scare them. In administration, other people women scare them and they're intimidated. And it may be because, they're aggressive, it may be because they're not sure how to deal with women.*

While admittedly the glass ceiling exists in higher education several of the participants didn't believe the institution was intentionally creating an environment that held women back, they stated that although it happened it wasn't intentional. Elise stated, *I don't think that there's anything about our structure or our policies or anything that makes it any more difficult.*

### **Evidence of glass ceiling in higher education**

The participants didn't identify their personal experiences as those directly associated with the glass ceiling. However, they identified many issues that are common barriers for women that prevent them from climbing the ladder, regardless of their qualifications or

achievements. They revealed stories of pay disparity, lack of diversity in senior level leadership as well as the small number of women in senior level administrative positions in higher education as examples of evidence of the glass ceiling in higher education. Sally shared, *“It also depends on who the boss is because from my perspective, even though women are doing equivalent jobs, they are not getting paid the same.”* All of the participants talked about the pay disparity of women in higher education. Several of the participants shared stories of actions that they took to rectify their pay disparity. When asked if she had experienced the glass ceiling in her career, Sally shared:

*Actually the first time I felt it, was when I came to (name of current institution). In my entire career--And it's not that I didn't feel like I was getting adequately paid, it was the fact that, the men that were here were better paid and not necessarily because of length of time or performance, it was just the way that, um, things had worked out, that they were the ones that were paid more.*

When asked if she took any action to rectify the pay disparity, she responded *“well I put a spread sheet together and gave it to my boss.”* Rose also shared a story of when she was part of a group of directors in student services that filed a formal grievance for pay disparity, she shared:

*You know there were some pay inequity things that we've had to try to address over the years in the late 80's, um, those of us who were assistant directors actually filed a grievance against the director, and I don't know that necessarily it was a situation where it was, um, I think it was just a situation where the vice president at the time was not funding (area of student services) and so the dollars that were available for salary just weren't there. But what (area of student services) was getting for an operating budget and for salaries was so disparate from what was happening in other areas of the university that we really had to fight for it. And, um, I don't regret that we had to fight for it because I really think it was the right thing to do, what I regret was that it put the director in such an awkward position because then he had to, he felt like he was kind of in the middle between the vice president who was saying, well there's no more money for any pay increases versus us who are saying um, we're filing a grievance against you because that was the pathway we had to go to do this and had to go all the way up to HR and it made him look as if*

*he was not a good leader, when that wasn't necessarily the case. He was just sort of in a situation where his hands were tied based on, decisions that were being made above him. Um, so that was kind of a challenging time.*

Faith shared that in her role as a senior level administrator she feels a responsibility to share the lessons she's learned along the way with other women administrators that are coming up behind her. She shared that the issue of pay disparity for women administrators and faculty has been a long-standing issue that she has struggled with in higher education:

*I think, this was something I had to learn and I've tried to make sure a lot of other women have learned this since, and again it involves the same individual, the same associate vice president, because at this point, I'd been working with her for quite some time, so when I was doing the training program, I was under her. And I started to do some special projects for her. And, up to that point in time, I had always gotten this very exceptional performance evaluations, you know, "you do such terrific work," but you know, just a lot of, sort of praise and appreciation and finally I said to her one day, I said, "can you explain to me how I can be such a great performer and make such little money?"*

Faith not only commented on the issue of pay disparity but also offered a possible solution to the problem. She suggested that often- time's women are paid low salaries because they don't ask for more, she shared:

*Now I'm not saying it always can be reduced to that type of transaction but in fact, many women don't ask. In terms of salary, get assignments, those types of things. Not even your most well intended supervisor, do not think they necessarily are going to get there in their mind. They're overloaded, they're thinking about twenty thousand other things, and they're delighted you're so wonderful, but they might just not get there.*

As Polly spoke about the glass ceiling she discussed the current focus on diversity in higher education, however she acknowledged that if the institution is truly diverse then it should be visible throughout the organization including the student body staff and faculty, she stated:

*I think it's interesting for universities to say we value diversity and all of the redirect right, but what you value is what I should see. So when I look at the leadership if they're all white men or all black men or all whatever you're not, what you're saying and what you're doing are two different things.*

The participants all acknowledged that there are a low number of women in senior level administrative positions. Lisa shared that she has served on a number of search committees and she said, *"I've seen in action how affirmative action and diversity policy are important."* She noted a recent search committee experience she had that produced nine male candidates, however she shared, *"and then indeed you take another look and you do find qualified women."* Despite the low number of women in administrative positions many of the participants noted that there are more and more faculty women in senior level administration today than ever before.

### **Traditional norms**

The participants provided numerous stories of *traditional norms* or common ways of thinking, behaving or doing something for a long time that they identified as reasons that the glass ceiling exists in higher education. Elise recalled when she was a mother of two young children and the only female senior level administrator at the time, the challenge of being a working mother with all male colleagues, she shared:

*I sit around these conference room tables, I was the only one who was a parent, a parent of young children, first of all, because there's this age difference, I'm kind of an old mother, of 15 and 16 years old, because I didn't have my kids until I was in my forties, um, but I would be the only one that was actively parenting. And I would be the only women. And you know, when somebody's going to start setting, scheduling meetings at seven am or seven thirty am, and I would speak up. Just say, you know that's hard for me to make that work. And sometimes, and I didn't speak up all the time, but I knew that there were times I could. So, I think those sorts of things; contribute to, to there being the perception of there being a glass ceiling.*



Several participants acknowledged that the responsibilities for women outside of the office are often times more demanding for women despite the fact that they hold senior level positions and still responsible for the majority of the household chores and childcare. Elise shared that the responsibilities for women outside of the office are often different for women than for men, she stated:

*I'm going to use myself, I mean; it's demanding (referring to her senior level administrative position). You have to be able to spend the time and have the flexibility and everything to do that. Is that true for a man? Sure, it would be true for a man as well. But the difference might be what those people's circumstances are outside this building. Um, you know, I think it's still; there are still a lot of men moving through the administrative system, that don't have the same level of responsibilities outside of work that women do.*

Many of the participants shared that although the glass ceiling exists in higher education they didn't believe that it was an intentional, Polly shared "So I don't know that I think people are sitting around the table saying we don't want women." Elise commented that although there is a glass ceiling in higher education that exists she thought it was rooted in tradition and not intentional but rather it was perhaps an "old school" way of thinking, she stated:

*Yeah, we have many-many roles. And, even with the best of partners at home and the best of support, when you're a mom, you're a mom. I mean, I do have two children. So, I think that there are ways that it makes it challenging for women to fulfill the whole range of responsibilities. I think that there are probably... I don't think that anybody intends for there to be a glass ceiling. My guess is that people don't intend it, but I think it happens.*

All of the women in the study had a significant number of years of experience in higher education; therefore, when asked about their experiences with the glass ceiling in higher education they shared openly about their experiences. Their experiences were

categorized into three subthemes that included *choices*, *unacceptable behavior* and the feeling of being *passed over*. Each of the subthemes are defined and outlined in Table 4.

### Choices

Several of the participants shared experiences of personal choices that may have caused them to experience a glass ceiling in higher education. Niki shared that “*the glass ceiling (for her) would be the education and little letters after my name*” meaning that because she didn’t have PhD after her name she recognized that some opportunities in higher education wouldn’t be available to her as far as her career advancement. Lisa also shared that she felt the glass ceiling she encountered was self-imposed because she didn’t have a PhD:

*Yeah, um, I would say, it’s interesting. I would say my limits have been self-imposed. You can imagine there have been many times where I’ve pondered, oh should I go back and get a terminal degree or you know an MBA was fashionable for a while. Um, so in some ways, I would say, sort of, my limits have been somewhat self-imposed.*

Table 4. Personal experiences of the glass ceiling

Theme	Basic Description	Subthemes
<b>Choices</b>	Act of picking or deciding between two choices or more possibilities.	<ul style="list-style-type: none"> <li>• Self-imposed</li> <li>• Advanced degree needed</li> </ul>
<b>Unacceptable behavior</b>	Falling short of a standard	<ul style="list-style-type: none"> <li>• Harassment from supervisor</li> <li>• Unethical requests</li> <li>• Chauvinistic boss</li> <li>• Men &amp; Women viewed differently in work place</li> </ul>
<b>Passed over</b>	To fail to give proper attention to	<ul style="list-style-type: none"> <li>• Pay disparity</li> <li>• Ideas being overlooked</li> <li>• Evaluation disparity</li> </ul>

Elise shared that she too had made a difficult choice when she accepted a position in academic affairs that is typically held by a senior faculty member, she shared this experience as follows:

*You know when I first went to work straight out of college, I mean I went to work with an undergraduate degree, and, I'm quite certain that the master's degree, particularly in public administration, particularly from a very good institution and everything played a part in all of that. Um, it's interesting as I read these things, and you know, your use of the term glass ceiling and everything, its, and I knew this when I made the switch, and I thought about it very-very carefully, eighteen years ago, when I came over to academic affairs and was offered a permanent job, I knew that I had just stepped into a job that had a built in glass ceiling. But I mean I knew that, I stepped into a self-imposed glass ceiling. And I knew that. Um, but on the other hand, I also knew that the experience that I would gain here would give me, very good experience and credentials to move into business and finance. I mean to just move all sorts of different places. But I knew it wasn't going to be here.*

Two of the participant reflected on the implications that their career choice as a senior level administrator in higher education may have had on their personal life. Niki shared, *I don't have any children. I did end up getting divorced. Um, were there other things that were part of that Yes?" But, I was making choices at the time, the priority was work.* Polly also reflected on the demands of her career choice in higher education she shared:

*I mean sure there are lots of women at senior level positions who are married and have kids, but I think my own personal challenge is...have I sacrificed unintentionally, have I sacrificed you know the family, husband and all of those things. I'm driven, but I don't think I'm so driven that I've been like no I'm not going to do this because I'm not that strategic (laughter) personally at least.*

### **Unacceptable behavior**

Several participants shared experiences that were described as unacceptable behaviors in the workforce. Some of these behaviors were intentional whereas others were viewed simply as differences between men and women. Sally shared the following experience,:

*I had a boss that had SMS-Short man syndrome. Yeah and then there was another one that had been, he didn't like people that were heavy, he didn't like minorities. And he didn't want anybody to know more than he did. And so if things happened, it would be in a vain that he would make your life miserable. But you gotta take it the right way. You can't take it personally. Because it's not a personal thing, but that's the way they're wired, and what you do is you work around it, you keep being positive, you keep being proactive, and you keep smiling,*

Sally also shared the following example of an unacceptable behavior when her boss asked her to do something that was an unethical practice; she also shares other example of unacceptable behavior that her boss exhibited that she described as harassment:

*And I said "no I won't do that!" In my mind I could've turned him in for harassment just of all kinds, you know, religious harassment, where my coat was hanging, what I had on my desk, you know, he would come in and go "No I don't want your coat there I want it over there." And it was, "how dumb are you for sending your kids to that school". All sorts of different things.*

Where most of the participants shared experiences that were clearly viewed as unacceptable behavior Elise shared examples of unacceptable behaviors that were transparent and perhaps unintentional. But because men and women often have very different responsibilities outside of work; therefore, men may unintentionally impose unacceptable behavior on women, particularly women with small children and family responsibilities.

Elise shared:

*Yeah, it happens because we are not attentive and recognizing that, um, you know being an (current position in academic affairs), I'm going to use myself, I mean, it's demanding. You have to be able to spend the time and have the flexibility and everything to do that. Is that true for a man? Sure, would be true for a man as well. But the different might be what those people's circumstances are outside this building. Outside this office. And is that, and what people want. Um, you know, I think it's still; there are still a lot of men moving through an administrative system, that don't have the same level of responsibilities outside of work that, women do. I can tell you, much earlier in my career, my children right now are 15 and 16, and when they were little, like 15 and 16 years ago, I sit around these conference room tables, I was the only one who was a parent, a parent of young children, first of all, because*

*there's this age difference, I'm kind of an old mother, of 15 and 16 years old, because I didn't have my kids until I was in my forties, um, but I would be the only one that was actively parenting. And I would be the only women. And you know, when somebody's going to start setting, scheduling meetings at seven am or seven thirty am, and I would speak up.*

### **Passed over**

Several of the participants commented on the different communication styles of men and women. They shared examples of when their ideas and suggestions went unheard by the men in the group and, therefore, they felt passed over. Elise recalled that many times she would contribute an idea in a meeting and it would be overlooked or not acknowledge and then a few minutes later a man would provide the same idea and suddenly it was acknowledged by the leader as a wonderful idea, she shared:

*I've sat in meetings and said something and nothing, then listened to somebody four chairs down say the same thing and you know suddenly it's a great idea... sometimes I think that's part of our way of processing. I think what annoys me the most is the reaction from whoever the leader of the group is like "oh yeah, great idea!"*

Similarly Faith shared stories of times when she had been in meetings and shared her ideas and was viewed as aggressive, *"and you know, I've probably said something the same tone that some guy just used thirty seconds before me."* She shared that this was a way of overlooking ideas and contributions of women:

*I think that it keeps women sort of down, you know. It's like, that...I've seen this and it has happened to me. You say something and the conversation moves on. And then, by God, it's a thing a man says and it's viewed as interesting, creative, innovative, to be listened to. And it's virtually the same thing you have said.*

One participant shared another way of feeling passed over existed because of a disparity in the way that administrators are rewarded in higher education verses the way

faculty is rewarded. The traditional evaluation system in higher education doesn't reward administrators on an objective bases, Lisa shared:

*One thing I have observed that's interesting is so, we're in an institution of higher education, the currency of the realm is education, so rightfully so, people with a terminal degree, which I fully support, are valued more highly, I think that's totally appropriate, that's the nature of our institution, but it is interesting at times where kind of based on the objective measures like how many grants you successfully facilitated and were funded, I can have years where I might be more successful by those objective measures, but there's a limit to how much I would be rewarded, even though people with more formal credentials are paid at the higher level. Credentials are the currency of the realm here. So, it even makes sense to me. But it's funny, we know that institutions of higher education have to change, and in some cases more meritocracy into the tenure ranks I think it more of what's going to happen.*

The participants talked throughout the interview about the pay disparity for women in higher education. While this is clearly a way of holding women back, Faith shared that a possible explanation could be related to the discipline's women typically choose to work, they are fields that are predominately female, she shared,

*And part of it, not all of it, but part of it is a product of the value of the discipline and who dominates the discipline. So in administration, students services or student life or whatever you call it, human resources, they tend to be more female dominated than let's say, finance, information technology. So, and so you look at salary survey, you'll see it right there. You know, it's in term of the pay differential, based on market, um, and it's, again, it's to what degree the work of those disciplines are valued or not. And you know how they're rewarded subsequently.*

### **Characteristics and Challenges**

The participants shared a substantial number of characteristics that they believe are important to achieve a senior level administrative position in higher education. The characteristics fell into three subthemes: *attitude*, *personality* and *actions*. The characteristics subthemes are defined and outlined in Table 5.

Table 5. Characteristics necessary for a senior level career

Theme	Basic Description	Subthemes
<b>Attitude</b>	An opinion or general feeling about something.	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Positive attitude</li> <li>• Belief in Self</li> <li>• Perseverance</li> <li>• Collaborative</li> <li>• Sense of community</li> <li>• Everyone matters</li> </ul>
<b>Personality</b>	Set of emotional qualities or way of behaving that makes a person different from other people.	<ul style="list-style-type: none"> <li>• Visionary</li> <li>• Adaptability</li> <li>• See the big picture</li> <li>• Good listener</li> <li>• Creative (new ideas)</li> <li>• Considerate</li> <li>• Helpful/Reliable</li> <li>• Persuasive</li> <li>• Knowledgeable</li> <li>• Good communicator</li> <li>• Credibility</li> <li>• Patience</li> <li>• Charisma/Charm</li> </ul>
<b>Actions</b>	Something done by someone	<ul style="list-style-type: none"> <li>• Mobility</li> <li>• Good education/degree</li> <li>• Delegate</li> <li>• Read professional journals</li> <li>• Networking</li> </ul>

### Attitude

The first subtheme attitude is defined as, an opinion or general feeling about something. The participants provided numerous examples of attitudes that they felt attributed to their career success such as confidence, a positive attitude, believe in yourself, perseverance, being collaborative, having a sense of community and the belief that everyone matters. It was apparent from the participants that these attitudes were so ingrained into who they were.

Polly shared, *“The first (characteristic) I have to say is confidence. I have to say that you have to believe unequivocally in your ability to be successful.”* Elise shared the following: *...you have to have confidence that you’re valued, and should be valued, and to go into circumstances like, without allowing them to intimidate you. I think that’s important.*

Lisa spoke during the interview about how women are effective at working collaboratively. She works with a lot of faculty at her institution and based upon many years of experience she shared the following observation: *I see a lot of faculty members that I work with, who might want to move into administration, but the academy has trained them in such a narrow way. For their own discipline, it’s hard for them to work in a collaborative and disciplinary way.*

When speaking about women administrators (non-faculty) and the characteristics necessary for senior level administrative positions, Lisa made reference again to women being more collaborative, but she also offered a possible explanation, she shared:

*Women are getting a lot better with true role modeling and I heard someone else observe this, that first line of women managers and leaders, they were doing their best to act like men because that’s what the model was. Now women are finding ways to adopt their own style of leadership, and I think that’s true too. And I think it is more collaborative.*

Throughout the interview Rose shared stories about her staff such as, ways that she tries to provide them with growth opportunities and the challenge of being able to provide salary increases for her staff when her departmental budget is continually decreased. Interestingly even when talking about the characteristics needed for a senior level woman in higher education Rose spoke about the importance of her staff and capitalizing on each of their strengths, she shared:



*Yeah and I think it helps them to feel like they have an important role. That way we are stronger together. Um, and so we need to capitalize on each other's strengths and if somebody has a weakness in an area, well that doesn't mean that they are not effective, it just means that they're strong someplace else you may not be.*

Similarly Polly also shared that having an attitude that everyone matters within the organization was a characteristic that was second nature to her, she shared:

*Because (pause) and this might be a difference between men and women I think and I don't mean it in a negative way. But I think that as a woman you've got to be able to understand "it's not about you". It is so bigger than you and your dreams and all of that (laughter) that if we want students, right because they are our foundation, if we want students to have a good experience then you've gotta reach across the table, you've gotta collaborate with faculty, you've gotta make everybody feel important. One of the things I talked about when I interviewed here, was everyone matters. And I didn't realize Lori to be honest how much people would kinda resonate with that, that's just who I am. Literally when I interviewed here I talked about how everybody matters, so I don't care if it's the person who empties my trash to the president...we've all here for whatever reason and everybody has a different role but they all matter.*

## **Personality**

The second subtheme, personality is defined as a set of emotional qualities or way of behaving that makes a person different from other people. Some of the characteristics shared under this subtheme were: visionary, adaptability, being able to see the big picture, good listener, helpful, persuasive, knowledgeable, communication, patience, having charisma and being credible. Sally shared; *"You have to be positive. You have to be knowledgeable and you have to know the big picture because so many times, people see their own world and only view their own world."* Lisa reflected on some of the great women leaders that she's known in higher education. She shared, *"you have to have enormous strength, but coupled with enormous sense of humor and I dare say charisma or charm."* All of the participants shared

that communication skills were critical for senior level administrators in higher education.

Polly shared the following insight to the importance of listening:

*Listening for me is important, and I try to be objective, if you're in committee meetings or meetings and they're trying to figure out what the process or problem is or for the most part, I try to listen to everybody that's there and keep putting everything into manageable components in my head, I guess I would say. And then, are they really saying what the problem is or is the underlying problem, nobody wants to say it.*

Elise shared the following experience about the importance of communication and listening characteristics:

*I think you need to have, good communication skills. And you know I was just on a search committee, and one of the questions I was asking all the candidates is, I said "you'll never see a job posting these days that doesn't say must have excellent communication skills." I looked at them and I'd say "tell me what you think that means?" "So what does that mean-- excellent communication skills?" And it was really interesting. But I think what that means is across the whole spectrum, yeah you better be able to write clearly, and explain yourself. But, you have to be able to listen.*

Faith also echoed the importance of communication skills and shared that she thinks women are especially skilled at listening. She shared:

*And again, I think we're really good listeners. Generally speaking which, can, really be an asset. When somebody is sitting across from you, I don't care what their gender is, when they realize you're actually hearing them, it goes a mighty long way. Whether they're complaining to you or they're telling you to do something, or they're asking your opinion. The fact that you're actually listening, is very positive.*

Rose shared the importance of being a good listener helps her in potentially uncomfortable situations especially when working in student services. She shared:

*I really try to not only listen-but to try to figure out, okay what emotions are going on behind here. And that has served me very-very well. In that, um, even when I'm working with students, you know, some people will come in angry, well, that's their way to mask the fact that they are frustrated or scared, or they've dug themselves into a hole and they don't want to admit their own*

*mistakes, so let's blame somebody else. Um, so just trying to figure out some of that. So being a good listener, taking time for people.*

All of the participants in the study spoke about the importance of being helpful to the organization and being someone that can be counted on every time. They shared that if opportunities present themselves they were always the first one to raise their hand and volunteer. Sally shared, *"...looking at the landscape, not just being satisfied with doing what you have to do because you're told to do it, but reaching out and seeing what else can I do to make everybody else's life easier, including my own."* Lisa shared *"and find a way to make yourself indispensable to them (faculty)."*

Faith spoke at length about the importance of being reliable and committed to the improvement of the organization. She shared, *I mean, one thing is have your ideas heard but is to take on responsibility and get the job done. I mean that's, when I say results oriented, I mean you deliver on a project and you deliver on it well. You deliver on time, you do great work. But you deliver.*

When Sally first came to her current institution she shared that she needed to gain the respect of the faculty and staff and eventually she was able to do this by being someone that could be counted on to get things done, she shared, *"...and I want to prove to them that I can be a valuable resource and I think that part of it has been coming along loud and clear and I've had other people telling other people well if you want that you ought to go to (Sally) or if you want that you need to go talk to (Sally)."*

Being considerate was another quality that many of the participants spoke at length about. They shared stories of how they incorporated consideration into their daily routines. Sally shared the following example of how she showed consideration to others in meeting:

*And, to me, that's just not my style. I like to understand, I like to know, and if there's something that's really going on, I like to take people aside instead of, quote on quote showing my knowledge in front of everyone. You know, we really ought to think of this and this and I don't want to say you don't know what you're talking about in front of a group but I said, this is what the background is on this so you're prepared later.*

## **Actions**

The participants referred to specific things that women can do to help advance their career in higher education, Rose mentioned the importance of staying current in her student services field and diligently reading professional journals in her field. She stated:

*I really do try to do it first thing in the morning, at least peruses the headlines so that I know what's out there. If I believe that it's something that's going to have an impact on me, during the day; I will definitely read it right away. The other thing I do is I also prescribe to the (name of statewide newspaper).*

Another action mentioned by several participants was being willing to move to another institution if necessary to advance their career. Niki's career required several moves before securing her current senior level administrative position. She stated that she thought moving from one institution to another allowed her to advance in her career and give her more opportunities and growth potential. She stated:

*I had been advised by a male mentor that had been the catering manager at, (named university) when I was there that the best way to move up, if you are driven by money, which I tend to have been, um, which was one of the things, if you're going to go after it you gotta do it. So he said you have to move around.*

Some of the moves from one position to another were not necessarily promotions; she stated

*“there are a couple times I actually take lateral moves to gain experience.”*

All of the participants agreed that educational institutions value two virtues: higher levels of academic preparation and length of service; therefore, an advanced degree was needed to progress to a senior level administrative position in higher education. Elise stated,

*“I think that’s (education) important. I think you have to have just a good education.”* Polly also thought an advanced degree was important but for a slightly different reason, she stated for her a graduate degree was important because it provided exposure to topics that prepared her for a career in student services, she stated: *“I went to the (name of university) for graduate school and did a master’s in student personnel and higher education, which is a great program and it just exposed me to all the different concepts that we need to understand.”*

Faith also thought a PhD degree was important for advancement in higher education more so than in other industries. She stated:

*“Well for me, right or wrong, it’s sort of a passport. You know. Um, so, uh, if you don’t have some advance degree, at least master’s level, unfortunately at times, you won’t be considered. Again, I’m not saying that’s right or wrong, but that’s, what I think.”*

The participants shared stories of the challenges that accompanied their journey to senior level administrative positions. These stories resulted in two subthemes, *lessons learned* and *epiphanies* which are defined and outlined in Table 6.

Table 6. Challenges for senior level administrators in higher education

Theme	Basic Description	Subthemes
<b>Lessons Learned</b>	A piece of instruction acquired.	<ul style="list-style-type: none"> <li>• Need to improve skills that are weak</li> <li>• Accept change</li> <li>• Be flexible</li> <li>• Let go and delegate</li> <li>• Filter advice from others</li> </ul>
<b>Epiphany</b>	A sudden manifestation or perception of the meaning of something	<ul style="list-style-type: none"> <li>• Balance is difficult/Travel with family is difficult</li> <li>• Administrator in faculty role has limitations</li> <li>• Diversity should be visible</li> </ul>

## Lessons learned

The participants shared a number of insightful lessons they learned during the course of their careers in higher education. When asked if she had encountered any challenges with regard to career advancement to her senior level administrative position in higher education, Elise shared that she believed she was able to rise to her current position because she was able to do challenging work and never felt that she was intentionally targeted or held back by anyone. Elise possessed an attitude of always being flexible and adaptable to changes in the workforce. She shared:

*No, I didn't, but maybe that's as much my personality as much as anything else, it's that sense of flexibility that you have, that you picked up on. So, I know I don't feel as if people put barriers in my way and I had to find ways around them or over them. I have had very challenging issues I had to deal with and challenging problems to solve. And I think the fact that I've done a pretty decent job of that has allowed me to stay in the job, get more responsibility, so...*

Nancy shared that with over twenty restaurants across campus to manage she couldn't be there every minute; therefore, one important lesson she shared was the importance of learning to let go of some things and delegating to her staff, she shared, *And then relinquish necessarily a little bit of how it gets done, but not abdicate, and that was one of the things I use to talk about, there's delegate and there's abdicate.*

## Epiphany

Many of the participants shared that a major challenge for them has been finding balance between their home life and their career. Polly shared stories of the demanding schedule involved with student services because much of her work included weekends and evenings, making a balanced life especially challenging for her. She shared:

*I think another challenge, this is a personal challenge but it's certainly permeates in my career and that is balance. Like I'm so bad at that...And I have to say that I do wonder if I were because I'm single and I don't have any children and I say well if I were married and or had children would my life still be the same. You know it wouldn't be the same, but you know what I mean like would I still be at this level?*

Elise also shared she felt fortunate that she had her children when she was older and well established in her career, she shared that younger women on her staff are faced with the challenge of balancing a demanding career and raising children. She shared:

*My career was established. I certainly could see, and I have a young women, a younger women, she's in her late 30's I think 37, and and her children are 5 and 9, or something like that, and you know, I think that is. There's a lot to juggle there and a lot of negatives. And when I was 37, I didn't have any children. So I mean I was working, I could work as much as I wanted, um, so I think yeah. I think it is. The timing of it makes a big difference.*

Related to the challenge of finding balance Rose shared that her career required extensive travel that was challenging for her, particularly when her children were younger. She shared that traveling creates an added stress for women with children, for example she always felt like she needed to prepare meals in advance for her family when she traveled. As a result when given the option she tried to limit after hours work related commitments as well as overnight travel whenever possible. She shared:

*But I really felt a lot of pressure, traveling, particularly traveling. I really have tried to minimize the afterhours, um, stuff that I will do when I'm in town. I figure when I travel, there's nothing I can do about that. You're gone, you're gone, there's not a lot you can do. But, if it's a requirement that I need to be someplace at 7 or 8 o'clock at night, I will be there. Um, but if it's just a choice, I will choose my family first. Because I think that you can sacrifice your family for your job and someday you're going to retire from your job and I want my family to still be there for me.*

Rose also recognized that despite the fact that it was challenging for her to travel, when she was required to travel she felt she could do so because she had a supportive spouse

taking care of the home. This allowed her to travel for national meetings in Washington, D.C. which undoubtedly helped advance her career, she shared that women in senior level administrative positions have to mindfully make choices throughout their career. She shared:

*But I think you need to look very critically at where you are and what's important to you and what do you want to keep in your life. If you want to keep your spouse and you want to keep your children in your life, then you're going to have to make some sacrifices along the way, career wise. And you are just going to have to decide if that's okay with you or that it might take you longer to get to where you want to get, but that might be okay as well, because it enables you to have that time with your children when they're young, and time that you're never going to get back.*

### **Tools and Resources**

The participants provided several tools and resources they felt were needed or helpful to them as they were climbing the career ladder in higher education. The tools and resources provided were categorized into four subthemes that are visibility, personal development, skills and external influences. The subthemes of the tools and resources shared by the participants are defined and outlined in Table 7.

#### **Visibility**

Many of the participants felt that being involved in both national and local associations provided opportunities for them to network with other professionals in their field. They also felt strongly that being actively involved on their campuses provided valuable opportunities for them to be noticed by senior level leaders on the campus. Faith shared how her involvement with staff counsel at her university gave her exposure that was critical to her career advancement:



Table 7. Tools and resources needed

Theme	Basic Description	Subthemes
<b>Visibility</b>	Quality or state of being known to the public	<ul style="list-style-type: none"> <li>• Visibility in the community</li> <li>• Serving on Boards</li> <li>• Involvement in national associations</li> <li>• Street credibility/professional reputation</li> <li>• Serving on University committees</li> </ul>
<b>Personal Development</b>	The act or process of growing	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Good credentials/education</li> <li>• Setting Goals</li> <li>• Diversity of experience</li> <li>• Have broad perspective</li> <li>• Need to know yourself</li> <li>• Knowing strengths &amp; weaknesses</li> </ul>
<b>Skills</b>	Ability to do something that comes from training, experience, or practice.	<ul style="list-style-type: none"> <li>• Adaptability to change</li> <li>• Being a negotiator</li> <li>• Technology proficient</li> <li>• Create win-win situation</li> <li>• Observation skills</li> <li>• Be indispensable</li> </ul>
<b>External Influences</b>	Outside power that affect other people's thinking or actions	<ul style="list-style-type: none"> <li>• Mentors</li> <li>• Professional networks</li> </ul>

*So that was good, sort of in a sense political training. But meanwhile, besides all these various committees, I started to get involved in governance at the university. At first I got elected to staff council which represents professional staff here. And then, I became the president of it. And that was probably the most singular important thing in terms, I think, of a catalyst or you know something that really facilitated my involvement in the university, really as a complex organization. Because it almost immediately, you know, you're involved in meetings with deans and vice presidents and the president and you're speaking in front of the board. I mean issues get brought to you for okay, what's your opinion? What do you think?*

The networks that Faith established during her time on the university staff council later provided valuable opportunities. The president of the university had put together a cabinet of vice presidents and a few other people on campus to advise about faculty and staff issues; however, as Faith pointed out, "I kept saying to him, because at that time there was

*probably about twelve thousand staff on this campus (non-faculty), today's more like thirteen thousand staff and it was like, there should be a staff member in this group."* Eventually he agreed and Faith was invited to serve on the president's council she shared the following about the importance of this experience:

*And so, here I am, like this mid-level staff person, getting to meet with the vice presidents and the president on a regular basis about issues across the entire institution. So, again, it was the thing about exposure, learning, obviously challenging, stimulating. And, and I had things to offer. I mean they did in fact need to hear the staff perspective. It's not that I could represent, one person could not represent the voice of thirteen thousand people, but, so...*

Polly shared the importance of having a good reputation in your field and among your peers not only at your own institution but across the entire higher education field. She shared that after she had applied for her current senior level administrative position she later learned from colleagues across the nation that the search committee had been broadly inquiring about her. She shared

*But we all know what happens in this field (higher education), and in part every other field too, but everybody knows somebody who knows somebody who knows somebody. And so they did all their professional vetting above the board. But understand there was a whole lot of this going on. Where I didn't know that at the time but there were people who said to me, "Yeah, you know, people were asking about you and making sure that you're the right girl." I'm like, oh, okay. So you've got to have street credibility. You need credentials. But a lot of people have credentials. You know, degree central. But you have to have street credibility. So to me, that's where being involved professionally helps you.*

### **Personal development**

All of the participants shared great examples of the importance of professional development. They remarked about the importance of attending national and local conferences, trainings, serving on boards to allow increased leadership experience as well as

the importance of having good credentials and setting goals. However, Polly shared a different tool that she felt was important to her career growth in higher education, that she called diversity of experiences. She described herself as someone who lived life to the fullest, seeking opportunities and experiences wherever she could. She shared that she even accepted a job in a cold northern state (she was raised in a warm climate) because she thought the experience would increase her diversity of experience; she explained diversity of experiences as follows:

*The other one, and I'm going to say this and it's going to sound kind of cheap and I don't mean it this way but, I think the other tool is diversity. And I don't mean ethic culture diversity necessarily, but I mean diversity of experience. ...And I didn't want to ever say what if? What if I had had this opportunity to go and I didn't go? But I will tell you that exposure—diversity of experience for me is exposure. So it means, understanding that the world is not like whatever home, city you came from. There are just different ways of thinking. Had I not gone to (cold Northern state) for four years, I couldn't move to (current state where she works) by myself. I probably couldn't move to (name of current state).*

Polly shared that she felt personal development opportunities had been instrumental in her career development; *I will tell you that my career has been enhanced from professional development opportunities. I've been to China and I've been overseas to do some opportunities there.*

One participant, Niki, shared that one of the tools and resources that she believes is important for women who are aspiring for senior level administrative positions is to know yourself. She stated, *Um, this is going to sound funny but counseling. You need to know yourself. I've gone in and out of different programs and things like that. I think when you hit a hiccup you gotta go back and figure out what it was.*

## Skills

There are many obvious skills needed to be a successful administrator in higher education such as being adaptable to change, being a good negotiator and observer and of course being technology proficient. Niki shared that in her area of higher education it's important to be a negotiator. She shared, *“But it's not about, what are the skills that I need to have to get to that next level. It's important that you be a negotiator, that you can create a win-win situation.”*

Faith made reference to her previous supervisor throughout the interview. She shared that while they had a good relationship her supervisor wasn't supportive of her aspirations for advancement. She shared that she thought she personally gained her greatest insights from observing her environment. She shared:

*Well let's put it this way, both my degrees are in sociology. And so, I always felt that I've been a good observer. And the people I've mentioned, none of them actually directly mentored me, it was never that formal, but, I learned a lot through observation of people who have very different work styles and values actually., I mean, I naturally will go to a meeting and think okay, dynamics in the meeting, what went well, what didn't, who could've done something differently, you know what affected...I mean, that's sort of a natural critiquing, and learning that way.*

## External influences

There was unanimous consensus from the participants that having mentors is important for women who are seeking senior level administrative positions in higher education. However, many of the participants shared that they didn't have formal mentors but rather people that they looked up to and saw as good role models. Polly shared:

*The first one I would say is mentorship. Yeah, you gotta have folks, and they don't have to be women of course, but you have to have people who can help*

*guide you along the way. Absolutely yes so that's the first one (tool/resource needed).*

Niki also shared that mentors can also serve as examples of behaviors that are not desirable which can be helpful as well. She shared, *“I've had some bosses or different mentors that I've worked with, some teach you good things some teach you things you never want to do.”*

Faith recalled that though she has been a mentor for many women throughout her 38 year career in higher education most of her mentees have been in the form of informal observations. She shared:

*Well let's put it this way, both my degrees are in sociology. And so, I always felt that I've been a good observer. And the people I've mentioned, none of them actually directly mentored me, it was never that formal, but, I learned a lot through observation of people who have very different work styles and values actually. I mean, I naturally will go to a meeting and think okay, dynamics in the meeting, what went well, what didn't, who could've done something differently, you know what affected. I mean, that's sort of a natural critiquing, and learning that way.*

Niki shared several stories about her mentor who was her boss and now holds an esteemed position in her field. She shared:

*And she was probably the best thing that ever happened to me. Now I hated working for her every minute, she was a tough woman. I learned a heck of a lot. And she was then my mentor after I stopped working for her, and now she's my friend.*

### **Overcoming Obstacles and Advice**

The numbers of women in senior level administrative positions in higher education are few. This research study highlights seven senior level higher education administrators that were able to break through the glass ceiling to achieve what so many other women have not be able to accomplish. When asked about obstacles or challenges they had to overcome in

order to advance to their current position the participants had surprisingly little to share. After probing from the researcher the participants were able to name only a few obstacles and challenges and many of these were concepts that had already been discussed such as pay disparity, having a balanced life and feeling like their ideas were overlooked. The subthemes of the *obstacles and challenges* shared by the participants are defined and outlined in Table 8.

Table 8. Overcoming obstacles or challenges in higher education

Theme	Basic Description	Subthemes
<b>Physiological Aspects</b>	Characteristic of appropriate, healthy or normal functioning	<ul style="list-style-type: none"> <li>• Long hours</li> <li>• Physical and emotional work</li> <li>• Balanced life</li> </ul>
<b>Lack of acknowledgment</b>	Lack of favorable notice of an act or achievement	<ul style="list-style-type: none"> <li>• Recognition/Reward</li> <li>• Ideas being overlooked</li> <li>• Pay disparity</li> </ul>
<b>Roles</b>	Character assigned or assumed	<ul style="list-style-type: none"> <li>• Working in predominately male field</li> <li>• Balanced life</li> </ul>

### Physiological aspects

Polly works in student services and she shared a number of times throughout the interview that working in student services is challenging. Because the work is very physical, involves long hours that are often times outside of the normal 8-5 workday and also the emotional aspects of dealing with students can be draining at times. She shared:

*I mean I think it's just the challenges of this kind of work. This work is draining, I mean, physically but also emotionally. Um, and as I've gotten older and have had more responsibility, you know I'm dealing with, matter of fact, I've got a meeting right after this with a student who's being beaten by her boyfriend.*

Polly went on to share that working in student services as a senior level administrator is hard work:

*You don't get to this level just because you're chilling or because you're cute, no this is a grind kind of thing. You know I think about all of the programs I have set-up for students, the chairs I have lifted, the floors... I mean you know what I mean like this is not glamorous. Maybe once you get to the presidential level and all of that, but not at my level- let me tell you.*

### **Lack of acknowledgment**

The participants spoke about the lack of recognition and reward they received in the workforce as a challenge. Faith shared that although her supervisor recognized that she was doing great work she didn't want to encourage or support her to pursue other opportunities because she didn't want to lose her. She shared that this type of obstacle is hard to overcome. *Well, again, I had said one earlier, which was when my boss, the associate vice president, was basically saying "I want you to stay in that position" which by definition is in a sense, narrow and going nowhere but it's useful.*

Elise echoed the challenges associated with lack of recognition and reward in her department. Because her department facilitates the institutional awards it makes it even less likely that she will be recognized, because it might be perceived that she gave herself an award. She shared that despite the lack of formal recognition and rewards some leaders have made her feel appreciated in informal ways. She shared. *Um, yeah, I think so, you know there certainly was indirect, at times, recognition that came and acknowledgement of the value that I was providing from presidents and you know, vice presidents.*

Faith acknowledged a complex issue is that since women are by definition so dependable and loyal sometimes their work is viewed as "*less important*" than the work that men typically do. She shared:

*My guess is other women might feel this way from men, is that there's a sense that you're being taken for granted. I mean, you're so consistent, you're so*

*dependable, and you're steady, you're so stable, you're so, you know, it's sort of the opposite of the you're too much, this is like, and that, yeah, that you get taken for granted. Just in a way that man would not be.*

## **Roles**

One of the participants spoke with conviction about how challenges associated with perceptions in our culture and society can sometimes create a glass ceiling for women. She referred to situations where women are not taken seriously and their ideas and suggestions are not given equal consideration in meetings. Faith shared more about this challenge as follows:

*Well, it's, I doubt that very few, at least at a university like this one, say you're in a meeting that someone will say "oh she's a woman, forget it!" But you know, in the back of somebodies mind, it's like well, you know, again, she doesn't seem to take a strong conviction, You get into the whole thing, I wonder if she has kids, whether she'll be dependable, whether she can work extra. This running tape that just...*

Sally spoke about the challenges of being a female administrator and working with men in fields that are predominately male. She shared that even though she was coming from a position of authority she recognized many of the men were very territorial about their departments and didn't think that a woman could possibly understand the complexity of what they do enough to help them in anyway:

*I was a female when it came to male dominated areas: Facilities, Environmental health and safety. Um, and those were, those were areas that you know, what do you know about facilities? You'd be surprised. But I had to make sure I didn't overrule them but I just had to understand their business process, what their practices were, and why it was important they do this or that. But it was more of mediation, who am I to be telling them what to do. So it, there was a lot of tension.*

The participants were invited to share their most important piece of advice for young women pursuing a senior level administrative position in higher education. The participants



spoke confidently with sincerity as they shared what they hoped would be advice that would help other women break through the glass ceiling to senior level administrative positions.

Their words of advice were divided into three subthemes: *Qualities*, *authenticity*, and *understanding* and each is outlined and defined in Table 9.

Table 9. Most important piece of advice

Theme	Basic Description	Subthemes
<b>Qualities</b>	Characteristics or features that someone has or may need to monitor	<ul style="list-style-type: none"> <li>• Hardworking</li> <li>• Professional</li> <li>• Make everyone's life easier</li> <li>• Don't be too emotional</li> </ul>
<b>Authenticity</b>	Real or genuine	<ul style="list-style-type: none"> <li>• Make career goals known</li> <li>• Be true to yourself</li> <li>• Know strengths and weaknesses</li> </ul>
<b>Understanding</b>	Knowledge or ability to judge a particular situation or subject	<ul style="list-style-type: none"> <li>• Not about you</li> <li>• See big picture</li> <li>• Learn environment</li> <li>• May need move or relocate</li> </ul>

### Qualities

The participants mentioned qualities that you would expect such as hardworking, always be professional, make everyone's life easier and don't be too emotional and maintain composure during crises were revealed as advice for women pursuing senior level administrative positions. Sally provided ample examples of ways that she tried to make everyone else's life easier, she spoke throughout the interview about volunteering to lead projects and serve on committees. She shared; *I kind of, always accepted more work and just tried to always make sure I could get it all done. You know, just, I tried not, I don't know if I ever said no too often. And sometimes that meant a lot of extra work on weekend.*

Sally shared examples of her work style throughout the interview that reflected her strong work ethic and willingness to go above and beyond to achieve success. She felt that these qualities had served her well throughout her career and shared a bit of her philosophy:

*Well, what happened was, in the environment that I was in, they were just doing the same old same old because that was just the way it was done. And you know, during my first evaluation from my boss, it was kind of funny; he said I worked too hard. Okay and I went alright if that's my worst evaluation I can't handle that! But for me it's about seeing the big picture and then trying to make sure I made everybody's life easier.*

Polly shared the importance of being professional; she said she was surprised to learn when she was interviewing for her current senior level administrative position members of the search committee were inquiring about her professionalism among her peers in higher education. She shared:

*But we all know what happens in this field, and in part every other field too, but everybody knows somebody who knows somebody who knows somebody. And so they did all their professional vetting above the board. But understand there was a whole lot of this going on. Where I didn't know that at the time there were people who said to me, "Yeah, you know, people were asking about you and making sure that you're the right girl." I'm like, "oh, okay." So you've got to have street credibility. You need credentials. But a lot of people have credentials. You know, higher education is degree central. But you have to have street credibility. So to me, that's where being involved professionally helps you.*

### **Authenticity**

Several of the participants gave advice that pertained to being authentic such as sharing career goals or, always be true to yourself and know your strengths and weaknesses. Niki's advice went a bit beyond sharing your career goals and included being intentional about exactly what is needed for the next promotion. She shared:

*You need to ask questions and get specific direction and share your goals. Yes, because if you share your goals, they can talk to you about the skill, you gotta get reviewed. I use to have a boss who use told me "oh you're doing*

wonderful". Tell me what I need to do if I want to get to this point. What are some of the skills, what are my weaknesses? Ask those questions because most people won't ask 'em. They're too afraid.

Faith also offered advice for women to make their ambitions known to their supervisor. She shared:

*I see it very clearly, as I'm in sort of the last stages of my career, women who show their ambition, show their interest, their desire for growth, responsibility, promotion, the whole deal, it's really attractive and it's magnetic. Here you notice it and you remember it. And it might be five months later, something comes up, you need somebody for something. And you think back and you remember that energy. And it happens again and again. And it's like, male or female, people are fools if they hid under a little rock and hope somebody discovers them. That's not how it happens, generally speaking.*

Faith continued her advice to encourage women to be self-promoting and let their desires for career advancement known to their supervisor. She shared:

*And again, it's what I said earlier. Is do not hide or underplay your desire to succeed, grow, have more responsibility. Um, I think that's what women got to get over. You know. And to actually understand that for somebody like here (at her institution), it's really interesting to see somebody, whether they are male or female, to say, you know, they're interested. You know, they want to play the game.*

Elise shared advice that included "being true to yourself" and don't try to be something you're not. She shared:

*Well you know this is probably advice I would give anybody who was embarking on a career whatever they aspired to...I would say know yourself and be true to that. What I mean by that is, know what you can do, what your strengths are, and what there're not...and be true to that, don't try to be something that you're not.*

## Understanding

The subtheme understanding contained several examples of advice to help women acquire the ability to judge a particular situation or subject. Polly who works in student

services shared throughout the interview that the most important part of her job was “serving the students” so it wasn’t surprising that her words of advice were simply, “it’s not about you!”

Sally’s words of advice were that you need to take time to learn the environment where you work, including the department, college and university structure. She shared:

*To me, you gotta learn the environment, no matter where you are, you have to understand, be willing to put in the effort to understand what is going on around you. And, uh, and keep an even keel. Because if you go off the deep end on somebody, nobody will ever forget it! And that, you know, sometimes for young women, pursuing...if you want to be seen as a professional. Act like one.*

She also shared the importance of being able to see the big picture and offered this as advice for women pursuing a senior level administrative position in higher education. She shared:

*I think I’ve been blessed that I’ve always been able to see a big picture on almost anything I do and it’s not this task plus this one plus this one, it’s what’s the purpose behind the task you’re doing, what’s the goal, and see the end product and then kind of back up. We want to get to point A and how do we get there in the most efficient, effective way...*

### **Summary**

This study was designed to describe the glass ceiling as perceived by women senior level administrators in higher education at institutions in the Midwest. This study also sought to understand the characteristics of women in senior level administrative positions in higher education and their perception of the glass ceiling in higher education as well as their reflection on the challenges for women in higher education. And finally, this study sought to understand the tools and resources necessary for women to obtain a senior level administrative position in higher education. Through a thorough analysis of the data themes

emerged that provided insight regarding how the seven participants in the study made meaning of the phenomenon of the glass ceiling in higher education.

The four themes—Perception of the glass ceiling, Characteristics and challenges, Tools and Resources, and Overcoming Obstacles and Advice—were each presented in this chapter along with subthemes and definitions emerged from the analysis.

## CHAPTER 5. DISCUSSION

This final chapter provides a discussion of the research findings and the implications of those findings. The chapter includes: a brief summary of my research study and findings and how those findings aided in answering my original research questions. The model used to frame this study is also provided. Implications for practice and recommendations for future research as well as my personal reflection of the study are also provided.

### Summary of the Study

Qualitative research design was applied to fully understand the lived experience of women in senior level administration positions in higher education. Phenomenology was the methodology that guided the study. Phenomenology was an appropriate choice for this research study because it aligned with the purpose of this study--to understand the lived experiences of women in senior level administrative positions in higher education as it related to the “glass ceiling” (Moustakas, 1994).

Seven women participated in the study. These participants were “purposefully selected (Creswell, 2009, p. 179). Three of the participants worked in student affairs, two worked in academic affairs and two worked in administrative affairs. One of the participants had a doctorate degree, four had a master’s degree, and two had bachelor’s degree. While their years of experience in higher education varied, the average number of years of experience was 25.

Individual interviews were conducted with each participant at their convenience. The interviews were transcribed by the researcher. A line-by-line analysis of the transcripts was conducted to reveal the descriptions of the phenomena. It was through this data analysis

process that the essence of the participants' lived experiences was understood. After analyzing, coding, and organizing the data, the information was arranged into four major themes and was presented in Chapter 4.

- The first section—*Perception of the glass ceiling*—describes the participants' experience with the glass ceiling in higher education.
- The second section—*Characteristics and challenges*—explores the participants' characteristics that they believe helped them break through the glass ceiling to their senior level administrative position in higher education. The participant's challenges during their career advancement were also explored.
- The third section—*Tools and Resources*—provides information related to the tools and resources participants' identified as helping them break through the glass ceiling in higher education.
- The fourth section—*Overcoming Obstacles and Advice*—explores the participants' experiences with obstacles or challenges that they had to overcome in order to advance to their senior level administrative position in higher education.

### **Findings**

The purpose of this qualitative phenomenological study was to describe the “glass ceiling” as a lived experience of women senior level administrators in higher education in the Midwest. A second purpose was to understand the characteristics of women in senior level administrative positions in higher education and their perceptions of the glass ceiling at several Midwest research institutions. The challenges within the workforce as they relate to women will also be investigated. A third purpose was to understand the tools and resources

necessary for women to obtain a senior level administrative position in higher education (e.g., doctoral degree, mentoring).

The following question guided the study: How do women senior level administrators in higher education who have broken through the “glass ceiling” make meaning of this phenomenon? The following sub-questions were used to provide answers to specific aspects related to the overarching question:

1. How do women senior level administrators in higher education perceive and describe their experience with the glass ceiling?
2. What are the characteristics of women senior level administrators in higher education which allowed them to break through the glass ceiling to their current position?
3. What are the tools and resources needed in higher education for women to advance to senior level administrative positions?
4. Why are some women senior level administrators able to overcome obstacles or challenges associated with the glass ceiling and break through the glass ceiling?

**Research Question 1: How do women senior level administrators in higher education perceive and describe their experience with the glass ceiling?**

The first research question sought to explore the participants’ perception and description of the “glass ceiling”. There is much in the literature about the barriers that prevent women in higher education from advancing to senior level positions (Baugher & Martin, 1981; Hall & Sandler, 1984; Wood, 2009b). Therefore, since the women in this study were able to overcome these barriers and break through the perceived “glass ceiling” this question was designed to explore (1) the participant’s opinion of the existence of the glass ceiling and (2) their experiences related to the glass ceiling.



The participants' perception and description of the glass ceiling were organized into three subthemes and were discussed in chapter 4. First, *institutional leadership* was a primary subtheme that described the organizations practices for guiding, directing or influencing people. Some examples of *institutional leadership* were; it depends who's in charge, diversity should be visible and the belief that the glass ceiling is not intentional but rather an "old school" way of thinking. The second subtheme, *evidence of the glass ceiling in higher education* revealed signs or proof of the existence or truth that leads somebody to come to a particular conclusion. Some examples of *evidence of the glass ceiling* were pay disparity, the belief that diversity should be visible and the low number of women in senior level administration positions in higher education. The third subtheme was *traditional norms* which are ways of thinking, behaving or doing something that has been used by the people in a particular group for a long time. The participants shared examples of how senior level administrative positions were not flexible particularly when women have children and are required to work long hours, travel and are perceived as not being dedicated when they have to stay home to care for a sick child. Other examples of traditional norms were provided in participant stories of their perceived roles outside of work compared to their male counterparts, and the "good ol' boys club".

Most research studies conclude that the primary barrier to career advancement for women in higher education is beyond their control. The Glass Ceiling Commission charges organizational and structural barriers as the most predominate barrier toward women's upward climb on the career ladder (Woody & Weiss, 1994). Similarly, this study revealed a variety of institutional barriers that were attributed to the glass ceiling; however, the most prominent variable that this study attributed to women being held back from senior

leadership positions in higher education was the male dominated structure. Faith summarized one of the major reasons that women are perhaps not more represented in higher education is because the leaders at the table making the decisions are often times primarily men. She shared:

*I think, so many times there can be a high level task force, or some type of committee, I mean, there's some type of assignment, and if it's dominated by men, nobody thinks twice in terms of who's in the leadership, who's participating, if it was the reverse, it would create incredible conversation.*

Another aspect of *institutional leadership* revealed in this study was “not intentional/old school” which meant that the current institutional leaders don’t “really mean” to create an environment that prevents equal opportunities for all, male or female, it’s just simply the reality that they have come to know. This study revealed the belief that as new leaders replace older more traditional leaders there will be a shift in attitudes and behaviors. Jones (1988) summarized the concept as follows:

Women administrators may be more respected and better accepted by a “new breed” of male administrators currently ascending into top management positions in education. New male administrators are somewhat different than their predecessors. They are more aware of the potential, capabilities, and aspirations of women professionals in education. The new breed of leaders has shared more responsibilities for parenting and household management than did their predecessors. In most cases, they have shared those responsibilities with working wives who have proven that women can successfully manage multiple roles as mother, wife, and employee. They have also worked with female colleagues throughout their careers and are aware of the contributions that women can make as managers. (p. 6)

This study revealed that “some men are threatened by women” as another example of an *institutional leadership* practice that supported the existence of the glass ceiling. This finding was supported in the literature, by the Glass Ceiling Commission report that revealed that some Caucasian men reported to the researchers that they believed that “minorities and

women are taking over and imposing different cultures and communication styles on them” (U.S. Department of Labor, 1995, p. 35).

This study revealed that the *existence of the glass ceiling in higher education* was evident because of the low number of women in senior level administrative positions, pay disparity for women and one participant shared that if there wasn't a glass ceiling then the diversity of the leadership on her campus would reflect more diversity. She shared:

*So if you look at the organization now they're all white men and so I think it's interesting for universities to say we value diversity and all of the rhetoric right, but your value is what I should see. So when I look at the leadership if they're all white men or all black men or all whatever you're not, what you're saying and what you're doing are two different things.*

The issue of pay disparity was raised by the participants throughout the interviews and particularly during this question. Several of the women shared that because they worked at a state university the salary information was public knowledge. Therefore, it was easy to see the disparity of salaries for men and women across their campus. The literature echoed the participants concerns about pay disparity. The Bureau of Labor Statistics reports that female-to-male earnings ratio in 2011 varied by race and ethnicity. White women earned 81.1% of what their male counterparts earned, compared with black (96.2%), Asian (75.9%), and Hispanic (89.9%) (Bureau of Labor Statistics, 2010). Women begin to fall behind the moment they leave school. Even controlling for their college major and professional field, they wind up being paid 7 percent less than men, on average, one year after graduating, according to a study by the American Association of University Women (AAUW, 2012).

Women may be further disadvantaged relative to men by their less aggressive approach to negotiations (Babcock & Laschever, 2003). One reason is they take fewer risks when it comes to negotiating salary; they are much less likely to negotiate their first salary

whereas 57 percent of men do, versus 7 percent of women (Franke-Ruta, 2013). Some theorists believe that women would earn more if they were better at salary negotiations (Barron, 2003; Bowles, & Babcock, 2013; Swiss 1996).

This study revealed several experiences related to the glass ceiling that were categorized as *traditional norms*. This study revealed that the traditional structure of the work environment in higher education was a definite factor preventing women from achieving senior level administrative positions. This study, similar to many others revealed that the strain of being a full time administrator as well as a parent was difficult. The literature revealed the greatest role strain and anxiety occur when the woman is a mother (Barnett & Baruch, 1985) and show up in extra hours of the total workload (Krause, 1984). In a 2003 study by Elliott at a public U.S. university, two family situations challenged the ability to live up to work responsibilities, particularly for women (1) parenting a child under age 19 and (2) difficulty in finding satisfactory childcare or elderly care. Elliott (2003) also found that having a supportive spouse was crucial to university employees and five times more crucial for women than men.

In the past thirty years women have made more progress in the workforce than in the home. According to recent analysis when a husband and wife both are employed full-time, the mother does 40 percent more child care and about 30 percent more housework than the father (Milkie, Raley, Bianchi, 2009). A 2009 survey found that only 9 percent of people in dual-earner marriages said they shared housework, childcare, and breadwinning evenly (Hall & MacDermid, 2009).

Another *traditional norm* revealed was the notion of an exclusive club called the “good ol’ boys”. Other studies have also identified the “good ol boys” as a prevalent issue for

women in higher education. Coleman (1998) conducted a study in Minnesota with 49 female administrators in education, business and government, 10 respondents were African-American and 39 were Caucasians. Analysis from two surveys revealed the most frequently identified barriers for African-American respondents were racial discrimination (88%), no opportunity for upward mobility (75%), exclusion from the old boys' network (71%) and negative attitude toward women in administration (71%). The Caucasians respondents revealed the most frequently identified barriers for were the old boys' network (79%), employer's negative attitude toward women (55%), lack of professional networking (52%), and negative attitude toward women in administration (48%) Klenke (1996) suggests that women face an exclusion policy that prevents them from penetrating the "ol' boys" network. Access to such networks is considered a significant step to gaining upward mobility in organizations. One can access information and learn more about the organization not possible in regular communication channels.

**Research Question 2: What are the characteristics of women senior level administrators in higher education which allowed them to break through the glass ceiling to their current position?**

The second research question focused on the characteristics of the successful senior level women administrators in this study. This question sought to learn the depth of these women to better understand from their lived experience what they perceived as the most critical characteristics for senior level administrators in higher education. The characteristics believed to be most necessary to the participants were organized into three subthemes and were discussed in chapter 4. First, a person's *attitude* or their opinion or general feeling about something was believed to be an important characteristic in this study. Some examples of

attitudes provided were being confident, having a positive attitude, a belief in self, and a sense of community. These were the characteristics shared in this study as being necessary for career advancement in higher education. Second, *personality qualities* or ways of behaving that makes a person different from other people were also shared. Some personality traits shared by the participants were being visionary, adaptable, a good listener, considerate, helpful, reliable, patient and having charisma and credibility. Third, *actions were* revealed as being necessary for career advancement. Being mobile and willing to move, having a good education that included an advanced degree, reading professional journals and networking with colleagues at your institution, statewide and nationally, were examples of actions.

This study revealed a number of attitudes and personality traits that were found helpful for advancement in a higher education administrative career. Many of the attitudes and personality traits shared were well documented in the literature. In the literature related to women's personality, three topics are prominent: personality traits, leadership styles, and education/training. Personality traits attributed to career advancement well supported in the literature were networking skills (Madsen, 2008; Seibert et al., 2001; Wolverton & Gmelch, 2002); flexibility or adaptability, resilience, sense of humor, determination, self-motivation, confidence, and independence (Beck, 2003; Cubillo & Brown, 2003; Gilligan., 1979; Ismail & Rasdi, 2006; Madsen, 2008); and a high level of job commitment (Rosser, 2000). Ramsey (2011) identified integrity, loyalty, decisiveness, charismatic, visionary, passionate, influential and being a good listener as some of the character qualities of leadership.

This study revealed confidence as a primary characteristic needed for women senior level administrators in higher education. Caitlin Williams, author of *Successful Woman's*

*Guide to Working Smart*, informally surveyed women to whom she presents workshops, asking them “what one quality do you believe is the most important for career success?” “Confidence wins the top spot every time”, Williams’s reports (Williams, 2001).

Many of the leadership style attributes were also shared as attitudes and personality traits. Studies have focused on the differences between men and women based on psychological, emotional, or intellectual qualities (Morris et al., 1999), whereas others have focused on gender as well as ethnicity (Cotter et al., 1999, 2001). Studies of faculty administrators reveal that society commonly relates leadership characteristics to stereotypical male traits such as ambition, confidence, dominance, and assertiveness (Eagly and Carli, 2007). However, female stereotypical traits, such as kindness, helpfulness, warmth, and gentleness do not make women effective leaders. Some researchers believe this assumption is misleading and that effective leaders should be able to select the most appropriate characteristics depending on the settings, problems, and audience (Keohane, 2007).

A key personality trait revealed in this study was good communication skills. The study revealed that the characteristic of having good communication skills was absolutely necessary for career advancement in higher education. Helgesen (1990) in her book, *The Female Advantage: Women’s Ways of Leading* studied the strategies and organizational theories of successful female leaders. She concluded that women see themselves at the center of a network or “web of inclusion”, where communication, or the flow of information throughout the organization is vital. They are concerned with keeping relationships in good standing, and are able to pace themselves and integrate their work and home life. Women exhibit strength in planning and communication, human relations skills, and the ability to focus on ends as well as means. Women’s experiences as women and mothers, in addition to

their acquired management skills and human relations skills, make them better managers and leaders (Halgesen, 1990).

This study revealed in some instances the characteristics of successful higher education administrators went beyond *attitude* and *personality* traits and required an *action* in order to advance ones career. This study revealed that in order to step up the ladder in higher education sometimes you must be willing to move to a new job at your current institution or perhaps move to an entirely different institution. Hogue and Dodd (2006) stated:

What about moving to a new position altogether as a means of closing a professional qualification gap? Sometimes there is no better way to move up in your career than by moving on. Careful consideration may reveal that you have exhausted all reasonable possibilities for professional development where you are, or an opportunity may come along that represents a way to gain important skills and experience. One of the things that aspiring leaders must understand is the high probability of relocation at some point. (p. 59)

A recent study examined career paths and choices leading to the Senior Student Affairs Office (SSAO) for women at community colleges. Data were comprised of 57 resumes and 11 interviews from SSAOs during the 2008-2009 academic years. Analysis of the data revealed two dichotomies based on career choice: (1) institution path (changing institutions frequently versus remaining at one institution); and (2) job moves (changing jobs more than four times verses changing jobs less than three times). Results revealed an average of four job changes and obtaining a doctorate degree leads to the SSAO.

The impact of education on career advancement is another characteristic that emerged and was reported in the *actions* subtheme and is well supported in the literature (Ross & Green, 1998; Seibert et al., 2001; Umbach, 2001). According to the theory of social capital, education and training are forms of human capital that are critical in women's career paths (Seibert et al., 2001; Umbach, 2003).



**Additional Question 2a: What challenges have you encountered with regard to career advancement to your current senior level administrative position in higher education?**

To better understand the characteristic of the women in the study participants were invited to share their experiences with any challenges they might have encountered along their career journey. The challenges were organized into two subthemes and were discussed in chapter 4. First, *lessons learned* was the first subtheme that emerged as a challenge, this subtheme revealed such things as the importance of continued improvement of skills that may be weak, adaptability to change, being flexible and learning to delegate to subordinates more. The second subtheme was *epiphany* and revealed that work/life balance is difficult, being an administrator in a faculty role has built in limitations, diversity at the institution should be visible and the realization that a challenge of a senior level administrator in higher education may be the sacrifice of a family and children.

The barriers for women in higher education such as salary gaps, comparative merit and promotions, fiscal and social inequalities, institutional sexism and racism, and inclusive and protective memberships, such as the “good ol’ boys” club and others are all barriers that are well documented in the literature (Baugher & Martin, 1981; FGCC, 1995; Hall & Sandler, 1984; Harland and Berheide, 1994; Hymowitz & Schellhardt, 1986; Jackson, 2001; Jackson & O’Callaghan, 2009, Oakley, 2000; Wood, 2009a). Therefore, this question provided an opportunity to validate the challenges for the women in this study and to learn if the barriers in the Midwest are consistent with the literature.

This study revealed many similar challenges categorized under the subtheme *epiphany* that included the difficulty of finding balance between a demanding administrative position and the domestic responsibilities that women often have at home. This was believed

to be a challenge unique to women as despite their career status women are still the primary caregivers for the children and responsible for many of the domestic responsibilities.

Having multiple roles, called *role conflict* is sometimes viewed as an obstacle to advancement for women. Role conflict is “the concurrent appearance of two or more incompatible expectations for the behavior of a person” (Biddle, 1986, p. 82). According to Jones (2013):

Administrators have multiple sources telling them how to carry out their individual roles. If all these sources are sending the same signals about how an individual should act, the individual should succeed. However, if these signals are different (e.g., supervisor wants female to work overtime, husband wants wife to work but be home when he is, mother says wife should stay home with child as she did), role conflict results. (p. 68)

Perhaps the opposite was the challenge of not having children. This study revealed that sometimes senior level administrator’s careers were so demanding that finding time for a family and children hadn’t happened. According to a Pew Research study the most educated women still are among the most likely never to have had a child. By marital status, women who have never married are most likely to be childless, these rates have declined over the past decade, while the rate of childlessness has risen for those who are married or were married at one time. Among all women 40-44, the proportion that has never given birth, 18% in 2008, has grown by 80% since 1976, when it was 10%. There were 1.9 million childless women ages 40-44 in 2008, compared with nearly 580,000 in 1976 (Livingston, & Cohn, 2010).

This study also revealed a number of *lessons learned*, such as the ability to let go of every detail and learning to delegate responsibilities and ownership to staff were other challenge that senior level administrators had to learn to overcome. The ability to behave

democratically and allow subordinates to participate in the decision-making verses behaving autocratically and discouraging subordinates from participation was studied by Eagly and Johnson (1990). They reviewed 162 studies that yielded comparisons of women and men on relevant measures and determined that women's leadership style is more democratic (or participative).

Delegating household tasks to babysitters, caterers, housekeepers and shopping services is the mark of many successful women. In a study of 69 multiple-role women, women who had the ability to use multiple coping strategies were less likely to allow distress to build up to the point of negatively affecting their marital relationships. Women who actively problem solved and tried to change their work environment were able to learn to lessen the effects of stress on their lives (McLaughlin, Carmier, & Cormier, 1988).

**Research Question 3: What are the tools and resources needed in higher education for women to advance to senior level administrative position?**

The third research question focused on identifying the tools and resources most necessary for career advancement in higher education. The tools and resources revealed in this study were organized into four subthemes and were discussed in chapter 4. First, the importance of being known to the public categorized as *visibility* was revealed as an important tool and resource. Some examples of *visibility* are being involved and, therefore, “visible” on campus, state and national committees, Boards and workgroups. The second subtheme was *personal development* which included resources needed to continue to grow personally and professionally. This study revealed personal development was necessary to survive as an administrator in higher education. Professional development, setting goals, having a good education, knowing your strengths and weaknesses were all examples of

personal development. The third subtheme, identified was *skills* which are a person's ability to do something that comes from training, experience or practice. This study offered the following tools and resources as necessary skills for success: adaptability to change, being technology proficient, learning to create win-win situations, having superior observation skills and making yourself indispensable to your supervisor as well as your institution. The fourth subtheme revealed was *external influences*. This theme refers to the outside power that affects other people's thinking or actions. This study revealed having a mentor and professional networking were critical tools necessary for success as an administrator in higher education.

Women are typically neither raised to be leaders, nor are they conditioned to develop skills and attitudes that are needed to become effective administrators. Positions of leadership have been created by men. "The very culture of business is male, born of a mindset that views competition, gamesmanship and control as virtues (and traditionally feminine qualities as signs of weakness)" (Jacobsen, 1985). While this is true, there are skills and resources that women can use to be successful in a male dominated culture.

To begin to establish a strong support system the study revealed that it is important to invest in community organizations, University committees, national associations and Boards to increase one's visibility. This is the beginning of building a power base in the community and across the institution. Being involved in community organizations gives women an opportunity to build their leadership skills of communications, negotiations, analytical thinking, decision making, conflict resolution, political posturing and analysis (Pearson, 1991). Ragins et al. (1998) reported that 94% of their study respondents regarded handling

difficult or highly visible assignments as important to the success. They also reported the need to seek out these assignments more so than their male counterparts.

Leadership, education, training and development have been around since the time of Socrates (Klenke, 1996). This study revealed when seeking a job, look for institutions that offer training programs and professional development opportunities. It is imperative that senior level administrators in higher education are competent and remain current in their professional field, in human relations and about issues that are important to their institution and position. If women are to lead and inspire they must be stimulated and allowed self-development opportunities. One participant shared that working in a department that wouldn't allow personal development might be a deal breaker for her. She shared: *I mean if there's no support for those types of activities (professional development), or going to trainings where you're learning new skills. Or like, doing an internship someplace else, you might have to get a different job.*

This study revealed that getting as much education as possible is critical for a women who aspires to advance to senior level administration in higher education. According to research and U.S. census data, women have been going to colleges and universities increasingly since the early days of Oberlin College. It is important to note the following:

- Women first passed men in bachelor's degrees in 1996;
- In 2008-09, for the first time, American women passed men in gaining advanced college degrees as well as bachelor's degrees. As of 2011, among adults 25 and older, 10.6 million U.S. women have master's degrees or higher, compared to 10.5 million men (LeBlanc, 2013).

Another development resource revealed was the importance of knowing yourself. Seeking advancement into leadership roles requires skill and ability in analyzing self, the environment and the other players (Pearson, 1991).

It was not surprising that the study regarded *external influences* such as mentoring and networking as important tools to help women advance in their careers. The literature supports these as important tools and resources as well. Mentors serve a variety of purposes; therefore, seeking several different mentors to assist with specific aspects of professional development and advancement for leaders is a wise career move. Because there are few women in senior level administrative positions in higher education it may require being more diligent about finding a mentor (Reinarz, 2002). Mentoring has a number of benefits, including reports that people with mentors are more satisfied with their job and have greater success on the job than those without mentor (Jackson, 2001). There is no substitute for having an experienced, respected individual watching over you, pushing you in the right direction, giving you advice and introducing you to the right people (Ausejo, 2013).

Networking is an informational support system that can be used by women administrators in the development of a career path. The benefits of informal networking are well acknowledged as important for upward mobility, including information exchange, career planning and strategizing, professional support and encouragement, and increased visibility (Jackson, 2001). To begin networking, women should identify key individuals who can assist them in both their immediate work circle and beyond the organization (Ausejo, 2013). They should explore opportunities available through organizations such as Leadership America that are devoted to enhancing the knowledge base and confidence of women (Reinarz, 2002).

**Research Question 4: Why are some women senior level administrators able to overcome obstacles or challenges associated with the glass ceiling and break through the glass ceiling?**

The fourth research question sought to understand the essence of the women in this study and understand how they were able to achieve a senior administrative position in higher education. The obstacles and challenges overcome as revealed in this study were organized into three subthemes and were discussed in chapter 4. First, *physiological aspects* such as working long hours, the physical and emotional demands and difficulty with having a balanced life were findings that were categorized as *physiological aspects*. The second, *lack of acknowledgement* revealed obstacles and challenges that resulted from a lack of favorable notice of an act or achievement. Some examples of *lack of acknowledgement* were not receiving recognition and rewards for contributions from the institution, when ideas are overlooked and also when hard work and dedication is not rewarded with pay equity. The third theme, *roles* is defined as the character assigned or assumed. Such as working in a predominately male field which can produce challenges and also the challenges associated with having a balanced life was revealed as a challenge.

This question revealed several obstacles or challenges that have been discussed previously; however, several new concepts also emerged. The subtheme *lack of acknowledgement* revealed that recognition and rewards was a challenge for senior level administrators in higher education. Recognition and rewards can be monetary such as a promotion or extra compensation or they can be non-monetary such as formal or informal acknowledgment, assignments of more enjoyable job duties, opportunities for training, or an increase role in decision-making. Non-monetary recognition can be very motivating, helping to build feelings of confidence and satisfaction (Keller, 1999). Recognition and rewards is

documented in the literature for faculty, but few studies have explored this challenge from the administrator's perspective (Areekkuzhiyil, 2011; Chalmers, 2011; Samble, 2008). Sue Couch conducted a study in 1981 as part of a large research project at the University of Kentucky; the study was conducted to discover why there are so few women administrators in the upper levels of vocational education administration. The study objective of the study was to examine employer perceptions of the qualifications of male and female applicants for administrative position in vocational education. A sample of 114 people who have responsibility for appointing vocational administrators in Kentucky evaluated average and superior male and female applicants on the basis of two pairs of fictional resumes. They considered seven criteria educational background, employment experience, career commitment, leadership potential, interpersonal skills, professional involvement and written recommendations. The study revealed that sex is an important factor in the evolution of equally qualified male and female applications for administrative positions. The findings indicated that the employers in the study see the employment experience of a man as more valuable than the same experience belonging to a woman, and that they perceive women as more competent than men in the area of interpersonal skills.

Another study investigated the challenges of working long hours and lack of rewards and recognitions was conducted by David Baumgartner (1991), of student affairs professionals at private colleges in the state of Iowa. One-hundred-fifty-nine Chief Student Affairs officers at 22 private colleges responded to a questionnaire that asked about how they spend their day, percentage of time spent on student contact, administrative tasks, developing new ideas and programs and professional development activities; salary, and salary satisfaction; and feelings about the profession. The majority of those responding



indicated no advancement, poor salary, lack of faculty acceptance of Student Affairs as a profession, long hours, and campus politics as areas of dislike about their job.

**Additional Question: What is the most important piece of advice you would share with young women pursuing senior level administrative positions in higher education?**

The final question provided an opportunity for the participants to share their wisdom and insights from the perspective of an administrator who had broken through the glass ceiling. The advice as revealed in this study was organized into three subthemes which were discussed in Chapter 4. The first, *qualities*, is defined as characteristics or features that someone has or may need to monitor. Some examples of *qualities* are the importance of being hardworking and professional, are extremely vital, and the concept of being indispensable and making everyone's life easier is another example of advice. The final quality that women may need to monitor is not being too emotional at work. The second subtheme, *authenticity*, includes making your career goals known to your supervisor, department head or anyone in the organization that can potentially help advance your career. Additionally, be true to yourself and know your strengths and weaknesses. The third, subtheme, *understanding*, is defined as knowledge or ability to judge a particular situation or subject. This subtheme includes such aspects as the realization that everything "is not about you", the importance of being able to see the big picture, the importance of getting to know your environment and, finally, it may be necessary to move to another department or relocate to another institution to advance to a senior level administrative position.

This study revealed that important qualities such as hard work, professionalism, competence and not being too emotional were important leadership qualities necessary for women who are seeking senior leadership positions in higher education. According to Kouzes

and Posner (2006), there are five practices that good leaders share, and how they work with others:

- They model the way by showing others their values and work ethic.
- They inspire a shared vision by looking into the future and making it accessible to those around them.
- They challenge the process by embracing change, taking risks and stepping into the unknown.
- They enable others to act by making it possible for others to do their best work.
- They encourage the heart by showing appreciation, recognizing and celebrating others. (2002, p. 13)

This study was consistent with the literature on the importance of women leaders maintaining a professional demeanor and not allowing their emotions to impede their decision making. The data on equality of opportunity in educational administration revealed that gender, more than age, experience, background or competence determines the role an individual will be assigned in education (Whitaker & Lane, 1990). It is well documented that women and men lead differently; men view leadership as leading and women view leadership as facilitating (Schaefer, 1985). Although male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasized (Chliwniak, 1997). Women embrace relationships, sharing, and process, but men focus on completing tasks, achieving goals, hoarding of information, and winning (Chliwniak).

Being authentic was a subtheme that encompassed advice that reminded women to remain real and genuine as they pursue their careers in higher education. Such as career planning, which is important for everyone, but especially for women because they generally have more barriers than men do. Developing 5-, 10-, and 15-year career goals of where you want to be will help accomplish these goals. A national survey investigated the perceptions of Hispanic women administrators in higher education concerning factors that positively

influenced or hindered their advancement to leadership positions. Respondents were 68 women occupying senior administrative positions. The five major factors in the professional category seen as positively influencing career advancement included education and training, goal-setting, networking, knowledge of mainstream system, and knowledge of the advancement process (Gorena, 1996). This study also revealed it's important for women to not only set goals but to share their goals with their supervisor so they are aware of your aspirations for a leadership position. Bosses tend to promote not just valuable people but people who push to move up the ladder. They want to give opportunities to people who want to grow with the institution (Gorena).

The subtheme *understanding* revealed a number of items presented earlier; however, the importance of “seeing the big picture” was a new concept that was revealed during this question. At the National Association of Student Personnel Administrators (NASPA) conference held in March 2012 in Phoenix, Stephanie Russell Holz and John Lehman pointed out that politics is involved in everything that happens in the workplace. Whether viewed positively or negatively, politics is defined as “the culture of people and how to navigate it.” Holz identified a preparation strategy is to constantly observe your environment. Collect and analyze data while seeking to identify who has the real power—and whether that power is legitimate, referential or positional (Santovec, 2012).

### **Framing Model**

Schlossberg et al. (1995) identified four major sets of factors that influence a person's ability to cope with transition: situation, self, support, and strategies. They are known as the 4 S's. A person's “assets and liabilities” in each of these sets are the determinants for

evaluating how well they will cope with the transition, and why “different individuals react differently to the same type of transition and why the same person reacts different at different times” (Schlossberg’s et al., 1995). This theory helps answer the research question to explain how the women in this study were able to break through the glass ceiling into senior level administrative positions in higher education at institutions in the Midwest.

### **Situation**

Situation refers to a person’s situation at the time of transition. The situation factors are those that describe the transition situation, such as the timing, the duration, concurrent stress, and the individual’s previous experience with similar transitions.

This study provided an opportunity for women administrators to share their story as it relates to their career path to their current senior level administrative position in higher education. Many shared that the timing for opportunities presented themselves. For example, Sally shared, *I was there 11 year and (current institution) asked if I would come to (current institution) and be (name of current position) and hopes of secession planning for (name of current supervisor).*

Rose was working in her current department when she was invited to be the interim director. She shared:

*They asked me to step in and be the interim director, and I had had no experience really being a director, I had worked closely with our previous director for the prior two or three years. When I was asked to be the interim director, I decided to accept the position because I was afraid that they would move somebody else in from some other area of campus that knew absolutely nothing about (department) and it would end up not being good for us and our staff so...*

Other participants such as Polly shared that, after she completed her PhD, she knew it was time to pursue new opportunities. She shared, “...at that point you know I had been at (name of institution) for nine years and I was like “oh I’ve been here a little bit longer” and so it was time to look for a job.” Niki spoke about being very intentional about her career path. She added, “there are a couple times I actually took lateral moves to gain experience.

As the participants shared their stories about their career path the researcher listened carefully to what triggered or precipitated the transition and how much control the participant had on the situation. While there were many situations that were presented as barriers such as influences of institutional leadership, traditional norms and unacceptable behaviors in the workforce shared by the participants. The key element with the participants in this study was that they all had such a positive attitude and adventurous spirit that when opportunities or potential barriers were presented they accepted them with an attitude of “I can’t fail”. They all spoke about their willingness to volunteer for additional responsibility and viewed these additional responsibilities not as additional “tasks” but rather additional opportunities to learn new skills and meet new people to strengthen their network of colleagues.

### **Self**

Self looks at an individual’s reaction to an event related to self. Self-factors are those that describe the individual, both in terms of demographic characteristics (age, gender, race and so on) and of psychological resources (such as optimism and self-efficacy). The seven women that participated in this research study were all experienced administrators; their average number of years of experience in higher education was 25. Six of the women were white and one was African American.

This study revealed a large number of psychological resources that were important to achieving a senior level administrative position in higher education. Many of these are ones that would be expected such as confidence, positive attitude, an attitude of collaboration and “a belief in yourself”. However, many of the participants in the study went beyond the typical resources to describe the importance of being self-promoting and advocating for yourself. Faith shared that in her career she has found that many women sit back and do “good work” and hope that their supervisor will notice and promote them. She shared that this seldom happens if women want to move up in higher education they have to let it be known. She shared:

*Women, who show their ambition, show their interest, their desire for growth, responsibility, promotion, the whole deal, it's really attractive and it's magnetic. Here you notice it and you remember it. And it might be five months later, something comes up, you need somebody for something. And you think back and you remember that energy. And it happens again and again. And it's like, male or female, people are fools if they hid under a little rock and hope somebody discovers them. That's not how it happens, generally speaking.*

This study revealed that having a positive attitude was a major psychological resource. Each of them shared personal stories of challenges and personal hardships in their careers as well as their personal lives. However, they embraced these challenges with a smile on their face and saw these challenges as opportunities for personal growth. They had a strong sense of self-worth, dignity and meaningful purpose in their lives.

### **Social support**

Support refers to the people and the institutions to which the individual in transition can turn for help. Sources of support can help a person in transition in a number of ways. They can provide emotional support in forms of comfort, reassurance, and encouragement.

They can provide advice. They may help in material or tangible ways such as money or other material offerings. They can also provide honest feedback to individuals in transition.

This study revealed the importance of a number of sources for social support such as staff development, networking with colleagues both at their institution as well as nationally. This study revealed the importance of having a mentor to provide advice and guidance along the career path. It also revealed that serving on local and national committees and Boards provided valuable social support which can increase career advancement as well. The participants in this study all shared heartwarming stories of family support, primarily from their parents. They shared that growing up in a household that offered encouragement and support provided them the confidence to reach their career goals. Polly shared:

*I grew up with parents who said and who still say “you can do anything you put your mind to” and you know you think that’s so corny you know as a child, what does that mean? But I believed them and I didn’t realize I believed them until I started progressing, I’m like “ya my mom and dad have said this to me all of my life, so I think I just kinda naively...I was like “well mom and dad said.”*

Social conditions from childhood taught the male how to compete and how to win. Girls were not taught to be leaders. Confidence was not programmed into girls. They were not taught to take risks. Therefore, it’s imperative that women establish a strong network that involves both mentors and professional colleagues to provide them with social support (Klenke, 2004).

### **Strategies**

Strategies refer to the things that the individual does to cope with a transition. Pearlin and Schooler (1978) classified coping strategies as those that try to change the situation (e.g. brainstorming or legal action), those that try to reframe the situation (e.g., trying to see

opportunities that might occur from not getting a promotion), and those that help reduce stress (e.g., meditation, exercise). There is no single coping strategy, but rather the person who uses lots of strategies will be better able to cope (Pearling & Schooler).

This study revealed a number of strategies to cope with career transition events. These included positive attitude, adaptability, flexibility, a cooperative attitude and finding balance. For example, the coping strategy for Sally for overcoming a difficult work situation was to always be positive. She shared:

*I think there's a difference because a lot of women in the workplace that I've worked with, wear their emotions on their sleeves and not that I don't, to some extent, but for the most part, my emotions are all positive and what "can I do", "let's go forward", "we'll make it work". Win-win for everybody.*

The women in this research study were effective leaders; they stimulated themselves as well as others to consider alternative ways of thinking. They shared a large number of strategies that they utilized to cope with transactions. One important strategy shared that resonated with me was the importance of taking time for yourself, as Mother Teresa said, "To keep a lamp burning, we have to keep putting oil in it."

### **Implications**

I undertook this study with the hope that the results would be helpful to women in middle-management administrative positions in higher education wanting to advance their career to a senior level administrative position in higher education. While there is a large body of research conducted regarding the "glass ceiling" in higher education, the majority has been focused on faculty with little mention of administrators. While there are similarities between these two groups, such as hiring practices, pay disparity, fewer leadership opportunities and traditional environments that are often times unfriendly toward working



mothers. There are also differences; faculty positions are governed by a faculty senate that oversees promotion and tenure (e.g., assistant professor, associate professor to full professor) whereas administrative staff is classified under a different organizational structure which does not have clearly defined measures for career advancement. Often times the criteria and evaluation process for promotions are subjective and sometimes the decision makers are men who may be bias. Studies suggest that organizations tend to hire or promote those candidates who resemble themselves (Coleman, 2009; Shakeshaft, 1987; Whites, 2003). This study attempted to give voice to senior level administrators in higher education to help inform and change practices and policies in higher education which will enable more women advancement opportunities.

### **Individuals**

Understanding the challenges and victories of women in senior level administration in higher education carries implications for individuals as well as the institution. My research supports the need for women to be more proactive and intentional about their career aspirations. The belief that hard work will be recognized and rewarded was not shared by the women in this study. This study provided suggestions for women who are seeking senior level administrative positions in higher education. Some of the key suggestions were:

- Mentors are critical; they provide career advice and introduce you to the right people.
- Politics is unavoidable, get involved and be part of the solution not the problem.
- Networking is a necessity for meeting the right people and gaining experience.
- Professional development is a priority, it's critical to keep your skills current.
- Education and experience are two things that will get noticed.

- Embrace being a woman, don't try to emulate male leadership be who you are.
- Attitude is everything, keep positive and see every situation as an opportunity to make a difference.
- Work life balance is challenging, take advantage of resources that are available.

### **Institutions**

When an institution has many more men than women (or vice versa) in influential positions, the culture tends to adopt attributes that favor the dominant gender or what is referred to as “gendered organization” (Klenke, 1996). The institution of higher education must change in order to provide more opportunities for women to advance to senior level positions. The American council on Education on Women reported that:

The status of women in our society has changed profoundly over the last two decades. The fundamental nature of the changes is inescapable. Women are the majority of all students in higher education. The numbers of women in the paid workforce have vastly increased. Women are present to some degree in virtually every occupational field. They are an influential force in the electorate. They are recognized and counted as powerful consumers. They have introduced new vocabulary and concepts to everyday life. And, they have caused society to question traditional notions about sex roles and cultural expectations. (Shavlik, Touchston, & Pearson, 1989, p. 1)

This study identified many institutional changes necessary to provide equal opportunities for women to advance to senior level administrative positions in higher education. Some suggestions for change for the institutions of higher education to remove career barriers for women are:

- Implement a formal mentoring program to help women along the leadership path (Klenke, 1996).

- Readdress human resource policies and practices to help change the organizational culture and executive attitudes to help the institution retain highly talented women.
- Include diversity in all strategic plans and hold deans and directors accountable for progress.
- Provide work/life family friendly practices and policies that benefit all employees.
- Provide equal pay for equal work regardless of gender.

### **Recommendations or Future Research**

While considering the valuable information gleaned from this study, there are several opportunities for future research to continue exploring the glass ceiling in higher education. While the glass ceiling as a deterrent for obtaining their career goals didn't appear to be a consideration for the women in this study. They did acknowledge that they either personally knew or were aware of women in higher education at the mid-management level that despite having stellar credentials and experience were unable to break through the glass ceiling to a senior level position in higher education. Therefore, it would be interesting to conduct a similar study with women in mid-level management positions in higher education.

This study attempted to address gaps in the literature related to the phenomenon of the glass ceiling from the lived experience of senior level administrators in higher education. Most studies in higher education have addressed faculty and students rather than administrators (Barbezat, 1987, 1989, 1991; Bellas, 1992; Glazer-Raymo, 1999; Jackson, 2008; Ransom & Megdal, 1993; Smart, 1991; Volkwein, Malik, & Napierski-Prancl, 1998; Walton & McDade, 2001). Therefore, similar studies from the perspective of administrators in higher education would help close this gap in the literature.

Despite their significant numbers, administrators have been of little concern to researchers (Rosser, 2000, p. 5). Often times, the literature on pay disparity, career advancement, and fiscal and social inequalities are from the perspective of the faculty. Therefore, there is a need for additional research on these barriers from the perspective of administrators in higher education. The two groups are very different and, therefore, similar issues produce very different outcomes for the two groups. For example, a faculty position often comes with the security of tenure whereas administrators are considered “at will” employee, which does not offer the same security as a tenured position.

There needs to be more research conducted on the value of mentors for women in higher education. The women of the 21<sup>st</sup> century will have the advantage of growing up in households with mother’s that had successful careers so they are able to provide excellent first-hand advice to their daughters. One important piece of advice would be to find a mentor in your career area that can guide you and make suggestions along the journey. To be able to take advantage of those that have gone before us is a valuable resource that needs to be utilized by women in future generations.

### **Final Thoughts**

There are numerous barriers to women’s advancement in higher education administration, only a few have been discussed in this research study. Twenty-first century administrators must embrace change through strategic leadership in higher education, utilizing best practices for understanding of issues and roles, approaches to connectivity and collaboration. Administrators must be committed to lifelong learning, as well as personal and professional development opportunities (LeBlanc & Owens, 2012). Women must continually

strive to overcome workplace barriers including inequalities, salary gaps and many others in pursuit of greater achievement and advancement in higher education administration.

The majority of the findings from this study were consistent with the literature. The one notable finding revealed in this study was that a person's attitude seems to be a major contributor to breaking the glass ceiling in higher education. The women in this study are women of incredible strength, and integrity. They possess leadership skills, knowledge of their work environment, extensive work experience and a strong network of support, both personally and professionally. However, the most striking attribution about these women is their attitude. They were so focused on excellence that it appeared they didn't even take time to consider the possibility of a glass ceiling or invisible barrier that could prevent them from achieving their career goals. They persevered through difficult supervisors, salary gaps, lack of recognition, long work hours, juggling work-life balance, hectic travel schedules, personal challenges...all with a smile on their face. They have inspired me beyond words with their "failure is not an option when success is your destination" attitude!

I will close with a portion of the commencement address that Sheryl Sandberg, gave at Barnard College, an all-women's liberal arts school in New York City.

You are the promise for a more equal world. So my hope for everyone here is that after you walk across this stage, after you get your diploma, after you go out tonight and celebrate hard—you then will lean way in to your career. You will find something you love doing and you will do it with gusto. Find the right career for you and go all the way to the top.

As you walk off this stage today, you start your adult life. Start out by aiming high. Try---and try hard.

Like everyone here, I have great hopes for the members of this graduating class. I hope you find true meaning, contentment, and passion in your life. I hope you navigate the difficult times and come out with greater strength and resolve. I hope you find whatever balance you seek with your eyes wide

open. And I hope that you have the ambition to lean in to your career and run the world. Because the world needs you to change it. Women all around the world are counting on you.

So please ask yourself: What would I do if I weren't afraid? And then go do it. (Sandberg, 2013, pp. 25-26)

**APPENDIX A. CHARACTERISTICS OF SENIOR LEVEL COLLEGE  
ADMINISTRATORS**

## A-1: CUPA-HR Administrators in Higher Education Salary Survey 2012-13

CUPA-HR ADMINISTRATORS IN HIGHER EDUCATION SALARY SURVEY (AHSS) 2012-13										
<p>The Administrators Survey collects salary data for 190 positions with primary assignments requiring management of the institution or of a customarily recognized division within it. All positions are FLSA Exempt. This survey replaces the Administrative Compensation Survey.</p> <p>The survey includes 183 positions previously covered in the Administrative Compensation Survey, plus 7 new positions. Seventy-six (76) positions that were part of the AdComp survey are now reported in the new Professionals in Higher Education Salary Survey (PHESS) and data are no longer collected for 28 additional positions with low response rates.</p> <p>The headings in this document reflect the grouping of positions in Surveys-on-Line.</p>										
New Position #	Old Position #	Job Role	Job Description	FLSA Status	SOC for IPEDS	2012 IPEDS Occupation	BLS SOC #	BLS *	US Census Code #	VETS 100 Category
			<b>Top Executive Officers</b>							
	0010	Chief Executive Officer, System	President. Directs all affairs and operations of a higher education system or district. Each subordinate campus has its own President, Chancellor or Provost, administrative offices and independent programs.	Ex	110000	Management	11-1011			Exec/Sr Level Officials
	0010	Chief Executive Officer, Single Institution or Campus within a System	President or Chancellor. Directs all affairs and operations of a higher education institution or of a campus within a system.	Ex	110000	Management	11-1011			Exec/Sr Level Officials
	0230	Executive Vice President/Vice Chancellor	Responsible for all or most functions and operations of an institution under the direction of the Chief Executive Officer. If the incumbent is also the Chief Academic Affairs Officer/Provost, report in 105000 and not here.	Ex	110000	Management	11-9033			Exec/Sr Level Officials
			<b>Senior Institutional Officers: Positions 105000 - 125000</b> Persons in these positions direct a major functional area with institution-wide scope/impact and also the work of other professional employees. Reports to a top executive officer or to another senior institutional officer.							
	0230	Chief Academic Affairs Officer / Provost	Directs the academic program of the institution. Overall responsibilities typically include academic planning, teaching, research, extensions and coordination of interdepartmental affairs (e.g. Admissions, Registrar, and library activities).	Ex	110000	Management	11-9033			Exec/Sr Level Officials



	0230	Chief Business Officer	Responsible for the combined functions of administrative and financial affairs. Overall responsibilities typically include accounting, purchasing, physical plant and property management, human resources, food services, auxiliary enterprises, investments and related business matters.	Ex	110000	Management	11-9033		Exec/Sr Level Officials
	0230	Chief Athletics Administrator	Provides administrative direction and oversight for all intercollegiate, intramural and recreational athletics staff, programs, facilities and activities. Responsible for ensuring compliance with all federal, divisional and university athletics regulations and administering departmental funds and accounts. Develops short-term goals and long term strategic plan and vision for the department. Oversees departmental fund-raising, public relations and community outreach activities. Top athletics administrative position. Typically requires: Bachelors degree in an appropriate area of specialization; 5 - 8 or more years of relevant administrative/supervisory experience in intercollegiate or professional athletics. <b>Previous job title: Director of Athletics.</b>	Ex	110000	Management	11-9033		Exec/Sr Level Officials
	0800	Chief Audit Officer	Plans, develops, and directs the institutional internal audit function which serves as an independent assurance and advisory activity of the institution's risk, governance and control processes. Designs, develops, and implements internal auditing policy and procedure within the institution to ensure compliance with identified objectives, standards and laws. Leads and directs the work of others. Interviews, advises and negotiates with mid to executive level of management, which may include the governing board, as to results of the work performed. For smaller institutions, may perform individual audit,	Ex	130000	Business & Financial Operations	13-2011		Exec/Sr Level Officials

			investigative or advisory engagements encompassing all the duties identified at the subordinate audit levels. Requires an advanced level of knowledge of auditing concepts, practices and procedures, as well as excellent verbal and written communication skills and diplomacy. Typically reports to governing board and/or to executive management. Requires bachelor degree in area of specialty or related field and at least 8 years of experience; may also require professional certification. Positions may be associated with titles such as vp/assoc vp/chancellor, executive director or director.						
	0060	Chief Development /Advancement Officer	Responsible for institutional development programs. Overall responsibilities typically include institutional fundraising, public relations and alumni relations. <b>Previous job title: Chief Development Officer.</b>	Ex	110000	Management	11-2031		Exec/Sr Level Officials
		Chief Development & Public Relations Officer	<b>Position Deleted - Report in 113000 above.</b>						
		Director, Development & Alumni Affairs	<b>Position Deleted - Report in 113000 above.</b>						
	0230	Chief Enrollment Management Officer	Responsible for development of marketing plans for recruitment and retention of students. Also coordinates institutional efforts in admissions, financial aid, records and registration and advising.	Ex	110000	Management	11-9033		Exec/Sr Level Officials
	0230	Chief Extension / Engagement Officer	Found most typically in land-grant institutions, position leads the institution's outreach, extension, and engagement efforts with external communities to extend and apply the organization's knowledge, expertise, and resource capabilities to improve local, state, and regional economic interests and quality of life. Leads collaborations with business, industry, government, other universities, individuals, and groups to address a	Ex	110000	Management	11-9033		Exec/Sr Level Officials

			wide range of issues and challenges facing the larger community.						
	0230	Chief External Affairs Officer	Responsible for such functions as communications, public relations, alumni relations and government affairs.	Ex	110000	Management	11-9033		Exec/Sr Level Officials
	0410	Chief Facilities Officer	Responsible for the construction, rehabilitation, and maintenance of physical plant facilities. Overall responsibilities typically include new construction and remodeling, grounds and building maintenance, power plant operation and parking. <b>Previous job title: Chief Physical Plant / Facilities Officer.</b>	Ex	110000	Management	11-9141		Exec/Sr Level Officials
	0120	Chief Financial Officer	Responsible for the direction of financial affairs. Overall responsibilities typically include investments, accounting and budgets. Report Controller in 1610000, not here.	Ex	110000	Management	11-3031		Exec/Sr Level Officials
	0350	Chief Health Affairs Officer	Provides overall leadership and direction for an institution's academic and affiliated human healthcare programs, including establishing and facilitating the accomplishment of strategic goals and objectives. <u>In institutions with hospitals and medical schools, typically has responsibility for both.</u> Report the Director of Student Health Services in Student Affairs. <b>Previous job title: Chief Health Professions Officer.</b>	Ex	110000	Management	11-9111		Exec/Sr Level Officials
			<b>Senior Institutional Officers: Positions 127000 - 145000</b>						
	0136	Chief Human Resources Officer	Responsible for administering institutional human resource policies and practices for staff and/or faculty. Overall responsibilities typically include personnel records, benefits, staff employment, wage and salary administration	Ex	110000	Management	11-3121		Exec/Sr Level Officials

			and (where applicable) labor relations.						
		<b>Director, Human Resources &amp; Affirmative Action</b>	<b>Position Deleted - Report in 127000 above.</b>						
	0110	Chief Information / IT Officer	Directs the institution's major academic and administrative computing activities, as well as voice and data communications. May also be called the Chief Technology Officer. <b>Previous job title: Chief Information Officer.</b>	Ex	110000	Management	11-3021		Exec/Sr Level Officials
	0230	Chief Institutional Planning Officer	Responsible for the direction of long-range planning and resource allocation. Overall responsibilities typically include strategic resources allocation/budgeting, institutional research and facilities planning. May also be responsible for planning and budgeting and for compliance with state and federal regulations. <b>Previous job title: Chief Planning Officer.</b>	Ex	110000	Management	11-9033		Exec/Sr Level Officials
		<b>Chief Planning &amp; Budget Officer</b>	<b>Position Deleted - Report in 131000 above.</b>						
	0230	Chief Institutional Research Officer	Conducts research and studies on the institution, including design of studies, data collection, analysis and reporting. Also responsible for accomplishing the institution's Federal reporting requirements, e.g. IPEDS, as well as those of the State. <b>Previous job title: Director, Institutional Research.</b>	Ex	110000	Management	11-9033		Exec/Sr Level Officials
	0230	Chief Investment Officer	Responsible for the direction and management of the institution's investment activities.	Ex	110000	Management	11-9033		Exec/Sr Level Officials
	2100	Chief Legal Affairs Officer	Responsible for managing the institution's legal affairs, including advising on legal rights, obligations and related matters. Typically provides legal advice to the corporate board and President/Chancellor, manages matters in litigation, and supervises both inside and outside	Ex	230000	Legal	23-1011		Exec/Sr Level Officials

			counsel. Often serves as liaison to regulatory and legislative bodies, courts and attorneys general. <b>This individual is an employee of the institution; do not report if not on the institution's payroll.</b>						
139000	2050	Chief Library Officer	Provides strategic leadership for all functions of the library in collaboration with other academic units and in support of the mission of the College/University; serves as primary advocate for the library. At some institutions, position may be referred to as Chief Librarian. Degree requirement: ALA Accredited Masters. <b>Previous job title: Director, Library Services.</b>	Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
141000	1048	Chief Public Relations Officer	Responsible for communications/public relations programs. Overall responsibilities typically include public relations, news media relations, legislative relations, alumni relations and information office services.	Ex	110000	Management	11-2031		0060 Exec/Sr Level Officials
143000	1027	Chief Research Officer	Oversees the institution's scientific research. Responsibilities typically include research policy, sponsored-research administration (Grants and contracts), compliance with regulations pertaining to research, technology transfer and commercialization of intellectual property (patents) and research communications.	Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
145000	1043	Chief Student Affairs/Student Life Officer	Responsible for the direction of student services and student life programs. Overall responsibilities typically include student conduct, counseling and testing, career development and placement, student housing, student union, campus/student activity, minority student support program, residence life and related functions.	Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials

			<b>ACADEMIC DEANS: Positions: 153010 - 153140</b> Persons with faculty status who serve as the principal administrator/head of an academic program, which may be a school, college or department. Only report those whose administrative, non-teaching, non-research responsibilities represent at least 50% of their fulltime responsibilities. Do not report persons without faculty rank here.							
153010	1201	Dean Agriculture		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153020	1202	Dean Architecture /Design		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153030	1203	Dean Arts and Letters		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153040	1204	Dean Arts and Sciences		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153050	1205	Dean Biological and Life Sciences		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153060	1206	Dean Business		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153070	1207	Dean Computer and Information Sciences		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153080	1208	Dean Continuing Education		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153090	1209	Dean Cooperative Extension		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153100	1210	Dean Dentistry		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153110	1211	Dean Divinity / Religion		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153120	1212	Dean Education		Ex	110000	Management	11-9033		0230	Exec/Sr Level

									Officials
153130	1213	Dean Engineering		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153140	1214	Dean External Degree Programs		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
			<b>ACADEMIC DEANS: Positions 153150 - 153280</b>						
153150	1215	Dean Family and Consumer Sciences		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153160	1216	Dean Fine Arts		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153170	1217	Dean Forestry and Environmental Studies		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153180	1218	Dean Government / Public Affairs / Public Policy		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153190	1219	Dean Graduate School		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153200	1220	Dean Health-Related Professions		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153210	1221	Dean Honors Program		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153220	1222	Dean Humanities		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153230	1223	Dean Instruction		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153240	1224	Dean Journalism and Mass Communication		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153250	1225	Dean Law		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials
153260	1226	Dean Library Science		Ex	110000	Management	11-9033		0230 Exec/Sr Level Officials

153270	1227	Dean Mathematics		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153280	1228	Dean Medicine		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
			<b>ACADEMIC DEANS: Positions 153290 - 155010</b>							
153290	1229	Dean Music		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153300	1230	Dean Nursing		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153310	1231	Dean Occupational Studies/ Vocational Ed/Technology		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153320	1232	Dean Performing Arts		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153330	1233	Dean Pharmacy		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153340	1234	Dean Public Administration		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153350	1235	Dean Public Health		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153360	1236	Dean Sciences		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153370	1237	Dean Social Sciences		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153380	1238	Dean Social Work		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153390	1239	Dean Special Programs		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153400	1240	Dean Undergraduate Programs		Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
153410	1241	Dean Veterinary Medicine		Ex	110000	Management	11-9033		0230	Exec/Sr Level



										Officials
155010	7003	Dean of Students	Responsible for functions such as student activities, housing, conduct and orientation. Reports to the Chief Student Affairs Officer.	Ex	110000	Management	11-9033		0230	Exec/Sr Level Officials
			<b>Institutional Administrators: Positions 161000 - 173000</b> Persons in these positions direct a major functional area with institution-wide scope/impact and the work of other professional employees. Also serve as the senior content expert in a recognized professional realm. Report to a top executive officer, senior institutional officer or other institutional administrator.							
161000	1040	Chief Accounting Officer/Controller	Directs accounting, payroll, cashiering and related functions. May also be responsible for office services, such as mail and telephone services.	Ex	110000	Management	11-3031		0120	First/Mid Level Officials
162000	1030	Chief Administration Officer	Responsible for administrative affairs. Overall responsibilities typically include purchasing, physical plant management, property management, human resources, administrative computing and auxiliary enterprises. <b>Does not</b> generally include budget and accounting.	Ex	110000	Management	11-3011		0100	First/Mid Level Officials
163000	3102	Chief Architect for the Institution	Responsible for the long-range development of the campus. Makes continuous studies of the physical needs of the institution and coordinates the planning and construction of physical facilities. <b>Previous job title: Architect for the Institution.</b>	Ex	170000	Computer, Engineering and Science	17-1010		1300	First/Mid Level Officials
164000	3050	Chief Auxiliary Services Officer	Responsible for the management and operation of college support and auxiliary services, which typically include food service, bookstore, housing, vending, student union, and printing services and which may include a variety of other services and operations.	Ex	110000	Management	11-3011		0100	First/Mid Level Officials

165000	1034	Chief Budget Officer	Responsible for current budgetary operations. May also be responsible for long-range planning in the absence of a planning officer.	Ex	110000	Management	11-3031	0120	First/Mid Level Officials
166000	3033	Chief Purchasing Officer	Directs central purchasing operations for the institution. Functions typically include preparation of specifications, contracting, bidding, receiving and stores, and approval of invoices. <b>Previous job title: Director, Purchasing/Materials Management.</b>	Ex	110000	Management	11-3061	0150	First/Mid Level Officials
167000	4009	Chief Equal Opportunity / Affirmative Action Officer	Responsible for the university-wide programs designed to ensure equality of employment opportunity on an individual basis without preferential treatment of any group. <b>Previous job title: Director, Affirmative Action/Equal Opportunity.</b>	Ex	130000	Business & Financial Operations	13-1041	0565	Prof
168000	1051	Chief Diversity Officer	Manages and oversees diversity programs and services at the institution. Responsibilities typically include helping to build diverse student, faculty and staff populations, creating opportunities to engage diverse ideas inside and outside the classroom and providing programs and services that emphasize the importance of a diverse and inclusive campus environment.	Ex	110000	Management	11-9033	0230	First/Mid Level Officials
169000	1042	Chief Hospital Administrator	Immediate Administrative head of institution's hospital or medical center. Typically reports to the CEO of the institution or to the Chief Health Professions Officer. Report the Director of Student Health Services in Student Affairs. <b>Previous job title: Chief Administrator Hospital/Medical Center.</b>	Ex	110000	Management	11-9111	0350	First/Mid Level Officials
169010	NEW	Chief Veterinary Hospital Administrator	Immediate Administrative head of institution's veterinary hospital or medical center. Typically reports to the Dean of the Veterinary School or to the chief campus administrative/business officer.	Ex	110000	Management	11-9111	0350	First/Mid Level Officials

171000	1044	Chief Student Admissions Officer	Responsible for the admission of undergraduates. May also be responsible for recruitment and selection for the admission of graduate and professional students or for scholarship administration or similar functions. <b>Previous job title: Chief Admissions Officer.</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
	2077	Director, Admissions & Registrar	<b>Position Deleted - Report in 171000 above.</b>							
	2081	Director, Admissions & Financial Aid	<b>Position Deleted - Report in 171000 above.</b>							
172000	2082	Chief Student Financial Aid Officer	Directs the administration of all forms of student aid. Responsibilities typically include assistance in the application for loans or scholarships, administration of private, state, or federal loan programs, award of scholarships and fellowships and maintenance of appropriate records. <b>Previous job title: Director, Student Financial Aid</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
173000	2078	Chief Student Registration / Records Officer	Also referred to as the <b>Registrar</b> . Responsible for student registrations and records. Specific responsibilities typically include registration, classroom scheduling, maintenance of student records, graduation clearance, and related matters. <b>Previous job title: Registrar.</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
			<b>Institutional Administrators: Positions 175000 - 187020</b>							
175000	1028	Chief Technology Transfer Officer	Responsible for managing technology transfer activities relating to scientific discoveries and inventions. Participates in setting and interpreting policy pertaining to technology transfer activities, supervises the licensing and administrative staff engaged in them and has budgetary authority. Also keeps the institution's senior administration or governing board informed about these activities.	Ex	110000	Management	11-9033		0230	First/Mid Level Officials

176000	2009	Chief Sponsored Research/Programs Administrator	<b>Pre-award</b> , Directs administrative activities for externally funded grants and contracts, including funding source identification, institutional review, and sign-off of proposals. Also negotiates contracts; and develops research policy. <b>Note:</b> If you institution has only one position with both pre- and post-award responsibilities, report here. <b>Previous job title: Director, Sponsored Research and Programs.</b>	Ex	110000	Management	11-9033	0230	First/Mid Level Officials
177000	3005	Chief Contracts and Grants Administrator	<b>Post-award</b> , responsible for advising the institution on matters relating to laws, rules, regulations and policies pertaining to fiscal management of contracts and grants; for insuring that the business interest of the institution are protected; for monitoring compliance with all provisions of contracts, grants and agreements and for maintaining auditable records of charges to contracts and grants. <b>Previous job title: Director, Contracts and Grants.</b>	Ex	110000	Management	11-3031	0120	First/Mid Level Officials
179010	7001	Deputy Chief, Student Affairs	Generally second-in-command to Chief Student Affairs Officer. Responsible for one or several broad-based areas within Student Affairs.	Ex	110000	Management	11-9033	0230	Exec/Sr Level Officials
179030	NEW	Deputy Chief Research Officer	Responsible for one or several specific areas related to the institution's scientific research activities under the direction of the Chief Research Officer. <b>Data no longer collected for Assistant VP/VC of Research.</b>	Ex	110000	Management	11-9033	0230	First/Mid Level Officials
181000	2001	Deputy Provost	Responsible for one or several broad-based areas within Academic Affairs under the direction of the CAO. Only report individuals that do not serve as a Chief Functional Officer. <b>Previous title: Vice Provost.</b>	Ex	110000	Management	11-9033	0230	First/Mid Level Officials
183000	2002	Assoc Provost	Responsible for one or several broad-based areas within Academic Affairs under the direction of the CAO or another Provost.	Ex	110000	Management	11-9033	0230	First/Mid Level Officials

185000	2003	Asst Provost	Responsible for one or several broad-based areas within Academic Affairs under the direction of the CAO or another Provost.	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
187020	NEW	Chief of Staff to System or Institution CEO	Advises the CEO on policy, procedural and operational issues of the system or district, and may be charged with leading the operationalization of strategic initiatives for the CEO. Represents the CEO to senior vice presidents, campus officials, and critical external constituents. Serves a visible top-level leadership role for the institution on behalf of the CEO; the position is considered a peer of the institution's other senior / executive officers. <b>See Professionals Survey for Executive Assistant to CEO (position 320010).</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
	1002	<del>Exec Assistant / Chief of Staff for the CEO of a System or District</del>	<b>Position Deleted - Report Chief of Staff in 187020 above and Executive Assistant in 320010 of Professionals Survey.</b>							
	1004	<del>Exec Assistant / Chief of Staff to the CEO of a Single Institution</del>	<b>Position Deleted - Report Chief of Staff in 187020 above and Executive Assistant in 320010 of Professionals Survey.</b>							
			<b>Heads of Divisions, Departments &amp; Centers: Positions 194010 - 196020</b> Persons in these positions direct an institutionally recognized division, department or center and the work of other professional employees. Generally report to a top executive officer, senior institutional officer or institutional administrator.							
194010	NEW	Deputy Chief Financial Officer	Generally second-in-command to the chief financial officer; typically responsible for the direction of financial affairs, including investments, accounting and budgets.	Ex	110000	Management	11-3031		0120	First/Mid Level Officials
194020	3103	Deputy Chief Facilities Officer	Generally second-in-command to the chief facilities officer. Responsible for one or several areas of facilities maintenance and operation. Reports to the Chief Physical Plant/Facilities Officer. <b>Previous job title: Assoc Dir, Physical Plant/Facilities Maint</b>	Ex	110000	Management	11-9141		0410	First/Mid Level Officials

194030	4001	Deputy Chief HR Officer	Generally second-in-command to the chief HR officer. Responsible for one or several areas of human resources. Reports to the CHRO. <b>Previous job title: Associate Director, Human Resources.</b>	Ex	110000	Management	11-3121		0136	First/Mid Level Officials
194040	5001	Deputy Chief Information / IT Officer	Generally second-in-command to the chief information/IT officer, often with responsibilities for day-to-day management of technical operations (e.g. COO). <b>Previously called Associate Director, Information Systems.</b>	Ex	110000	Management	11-3021		0110	First/Mid Level Officials
194050	6002	Deputy Chief Athletics Officer	Supervises operations of selected sports programs and special projects as assigned by the Athletic Director (AD). Responsible for administration, personnel, budgets, team support functions and compliance with governing rules, as well as staff motivation. Keeps the AD informed and aware as to the condition of each program. Typically requires: Bachelor's degree; 5 or more years of management experience in intercollegiate or professional athletics. <b>Previous job title: Associate Athletic Director</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
194060	8001	Deputy Chief Advancement /Development Officer	Generally second-in-command to the chief advancement/development officer .Responsible for one or several areas of fund raising within Development, which may be defined in the position title. Typically reports to the Chief Development Officer. Only report individuals that do not serve as a Chief Functional Officer. <b>Previous job title: Associate/Assistant VP/VC for Development.</b>	Ex	110000	Management	11-2031		0060	First/Mid Level Officials
194150	NEW	Deputy Chief Budget Officer	Generally second-in-command to the chief budget officer. Responsible for current budgetary operations. May also be responsible for long-range planning in the absence of a planning officer.	Ex	110000	Management	11-3031		0120	First/Mid Level Officials

196010	3030	Bursar	Custodian of institutional funds. Oversees tuition and fees, bill payment, and tax credits. For students, responsible for the assessment of student tuition, financial aid disbursement, and billing. For faculty and staff, responsible for accounts receivable, petty cash, and payments.	Ex	110000	Management	11-3031		0120	First/Mid Level Officials
196020	3053	Chief Campus Bookstore Administrator	For operations managed in-house, rather than outsourced: Directs the operation of the campus bookstore. Responsibilities typically include purchase and sale of new and used books, supplies, and equipment; advertising; employment and supervision of sales staff; and maintenance of sales and inventory records. <b>Previous job title: Director, Bookstore</b>	Ex	110000	General and Operations Managers	11-1021		0020	First/Mid Level Officials
			<b>Heads of Div, Depts &amp; Centers: Positions 196030 - 196130</b>							
196030	2010	Chief Campus Continuing Education Administrator	Directs all activities of the institution's continuing education operation, including both on- and off-campus programs. Report Dean, Continuing Education in 153080. <b>Previous job title: Director, Continuing Education.</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
196040	2012	Chief Campus Distance Education Administrator	Develops and promotes distance learning initiatives. Plans, schedules, and coordinates compressed video programs. Plans and develops Internet courses and provides training for faculty and staff on distance teaching. <b>Previous job title: Director, Distance Learning.</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
196050	2007	Chief Campus International Education Administrator	Directs all activities of the institution's international education programs. Responsibilities typically include international study, English study, international visitors, visa certification, and international student admission functions. <b>Previous job title: Director, International Education.</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials

196051	2008	Chief Camps International Studies Education Administrator	Coordinates academic studies conducted outside the United States, advises students and faculty on international study and travel and promotes campus activities of an international nature. <b>Previous job title: Director, International Studies Education.</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
196060	3076	Chief Environmental Health and Safety Administrator	Responsible for the campus environment and/or occupational health and safety program. <b>Previous job title: Director, Environmental Health &amp; Safety</b>	Ex	110000	Management	11-1021		0020	First/Mid Level Officials
196070	3001	Chief Campus Risk Management & Insurance Administrator	Responsible for the protection of the institution from fortuitous loss. Advises senior management on all potential sources of loss and on how to best reduce or eliminate loss. Represents the institution to the insurance market. <b>Previous job title: Director, Risk Management &amp; Insurance.</b>	Ex	110000	Management	11-1021		0020	First/Mid Level Officials
196080	3077	Chief Campus Security Administrator / Police Chief	Manages campus police and patrol units; directs campus vehicle traffic and parking; organizes security programs and training as needed. <b>Previous job title: Director, Campus Security/Safety.</b>	Ex	110000	Management	11-1021		0020	First/Mid Level Officials
196085	3576	Deputy Chief Campus Security Administrator / Assistant Police Chief	Assists the Chief of Campus Security in planning and directing activities relating to campus security. Plans, develops and oversees a variety of campus security programs, including crime prevention, police personnel training, and criminal investigations. Requires P.O.S.T. certification plus 5-8 years' related experience. This is the highest-level uniformed officer.	Ex	110000	Management	11-1021		0020	First/Mid Level Officials
196090	3078	Chief Campus Parking / Transportation Administrator	For operations managed in-house, rather than outsourced: Responsible for campus parking and transportation functions. Must effectively manage daily operations and solve short-term problems while consistently planning for program modifications as a result of campus growth,	Ex	110000	Management	11-3071		0160	First/Mid Level Officials



			construction and change. <b>Previous job title: Director, Parking &amp; Transportation.</b>						
196100	4006	Chief Campus Employment Administrator	Responsible for recruiting, interviewing, placement, and other human resources office functions. <b>Previous job title: Director/Manager, Employment.</b>	Ex	110000	Management	11-3121		0136 First/Mid Level Officials
196110	3032	Chief Campus Payroll Administrator	Supervises operation of the institution's payroll system. <b>Previous job title: Director/Manager, Payroll.</b>	Ex	110000	Management	11-3031		0120 First/Mid Level Officials
196120	4002	Chief Campus Benefits Administrator	Responsible for implementing staff and/or faculty benefits, such as medical, dental, long-term disability, retirement, and accidental death benefits. <b>Previous job title: Director/Manager, Employee Benefits.</b>	Ex	110000	Management	11-3111		0135 First/Mid Level Officials
196130	4004	Chief Campus Employee Relations Administrator	Advises and assists staff and/or faculty with respect to general human resource policies and procedures regarding grievances, employee relations, affirmative action, and equal opportunity in a nonunion setting. <b>Previous job title: Director/Manager, Employee Relations.</b>	Ex	110000	Management	11-3121		0136 First/Mid Level Officials
			<b>Heads of Div, Depts &amp; Centers: Positions 196140 - 196230</b>						
196140	4007	Chief Campus Classification & Compensation Administrator	(Previously, Wage and Salary/ Compensation). Responsible for maintaining classification and pay schedules for the institution. Conducts job audits and salary surveys and monitors the pay plan. <b>Previous job title: Director/Manager, Compensation &amp; Classification.</b>	Ex	110000	Management	11-3111		0135 First/Mid Level Officials
196150	4008	Chief Campus HR Information Systems Administrator	(Previously, Manager Personnel Information Systems). Responsible for developing, implementing and maintaining systems to support key human resources initiatives, for ensuring the integrity of employee demographic and employment data and for maintaining all personnel, benefits and payroll information.	Ex	110000	Management	11-3121		0136 First/Mid Level Officials

			<b>Previous job title: Director/Manager, HRIS.</b>						
196160	4003	Chief Campus Training & Development Administrator	Directs and coordinates employee training, which may include in-house training for management and faculty as well as staff. <b>Previous job title: Director/ Manager, Training &amp; Development.</b>	Ex	110000	Management	11-3131		0137 First/Mid Level Officials
196170	3055	Chief Campus Food / Dining Services Administrator	For operations managed in-house, rather than outsourced: Administers all institutional food/dining services, whether directly managed and operated or catered. <b>Previous job title: Director, Food/ Dining Services.</b>	Ex	110000	Management	11-9051		0310 First/Mid Level Officials
196175	3056	Deputy Chief Campus Food / Dining Services Administrator	For operations managed in-house, rather than outsourced: Generally second-in-command to the chief campus food/dining services administrator. Responsible for one or several areas of institutional food/dining services or facilities. Administers all institutional food/dining services, whether directly managed and operated or catered. <b>Previous job title: Associate Director, Food/ Dining Services.</b>	Ex	110000	Management	11-9051		0310 First/Mid Level Officials
196180	3004	Chief Campus Research Park Administrator	Responsible for overseeing a property-based venture which commonly has master-planned property and buildings designed primarily for private/public research and development facilities, high technology, sciences based companies and support services, a contractual, formal or operational relationship with one or more science/research institutions of higher education, a role in promoting the institution's research and development through industry partnerships, a role in aiding the transfer of technology and business skills between	Ex	110000	Management	11-1021		0020 First/Mid Level Officials

			institution and industry teams and a role in promoting technology-led economic development for the community or region. <b>Previous job title: Director, University Research Park.</b>						
196190	3101	Chief Campus Real Estate Administrator	Oversees all real estate transactions of the institution and manages space allocation decisions on campus. <b>Previous job title: Director, Real Estate &amp; Space Management.</b>	Ex	110000	Management	11-9141		0410 First/Mid Level Officials
196200	3104	Chief Campus Energy and Utilities Administrator	Responsible for managing the institution's complex utility infrastructure, managing the purchase and operation of energy resources, and providing specialized engineering and technical services for the institution, including oversight of utility infrastructure projects. <b>Previous job title: Director, Energy &amp; Utilities.</b>	Ex	110000	Management	11-1021		0020 First/Mid Level Officials
196210	5006	Chief Campus Telecommunications / Networking Administrator	Administrative official responsible for the institution's telecommunication system and physical cable plant, including planning and coordinating voice and data system modifications, equipment installation, maintenance, monitoring, network management, and operating procedures. Responsible for networking policy. <b>Previous job title: Director, Telecommunications/Networking.</b>	Ex	110000	Management	11-3021		0110 First/Mid Level Officials
196220	5007	Chief Campus Enterprise Applications Administrator	Directs the development and maintenance of the institution's enterprise applications. This would include traditional "administrative" applications like HR-payroll, finance, etc. but also includes academic information systems, notably course management systems. <b>Previous job title: Director, Enterprise</b>	Ex	110000	Management	11-3021		0110 First/Mid Level Officials

			<b>Information Systems.</b>							
196230	5002	Chief Campus Academic Computing/Instructional Technology Administrator	Directs the institution's academic/research computing activities and labs for faculty, staff and students. Liaises with faculty and helps set agendas for faculty development and promotes the effective integration of IT into teaching and learning related activities. Often responsible for instructional/education media as well as for campus computer laboratories.	Ex	110000	Management	11-3021		0110	First/Mid Level Officials
	5011	<del>Instructional Technology Administrator</del>	<b>Position Deleted - Report in 196230 above.</b>							
			<b>Heads of Div, Depts &amp; Centers: Positions 196240 - 196330</b>							
196240	5004	Chief Campus Administrative Computing Administrator	Directs the institution's administrative computing activities. <b>Previous job title: Director Administrative Computing.</b>	Ex	110000	Management	11-3021		0110	First/Mid Level Officials
196250	5008	Chief Campus Research Computing Administrator	Directs the provision and support of high performance computing, scientific visualization, large scale data management, visualization, mass storage, and other specialized functions associated with the application of IT to research. <b>Previous job title: Director, Research Computing.</b>	Ex	110000	Management	11-3021		0110	First/Mid Level Officials
196260	5010	Chief Campus IT Security Administrator	Directs the institution's IT security policy, operations, and frequently oversees compliance with the institution's IT security policies, including IT security training. <b>Previous job title: Director, IT Security.</b>	Ex	110000	Management	11-3021		0110	First/Mid Level Officials
196280	7026	Chief Campus Student Activities Administrator	Responsible for coordinating all campus student activities, including special events, student organizations, publications, and student government activities. <b>Previous job title: Director, Student Activities.</b>	Ex	110000	Management	11-1021		0110	First/Mid Level Officials

	7030	<del>Director of Student Union &amp; Student Activities</del>	<b>Position Deleted - Report in 196280 above.</b>							
196300	7031	Chief Campus Student Center Administrator	Directs the total operation of a student union building and its personnel. May coordinate related student activities or make arrangements for special activities or functions. <b>Previous title: Director, Student Union.</b>	Ex	110000	Management	11-1021		0020	First/Mid Level Officials
196310	7004	Chief Campus Greek Life Administrator	Responsible for assisting fraternities and sororities in upholding their founding principles of scholarship, community service, campus involvement and sisterhood/brotherhood . <b>Previous job title: Director, Greek Life.</b>	Ex	110000	Management	11-1021		0020	First/Mid Level Officials
196320	7050	Chief Campus Academic Advising Administrator	Responsible for ensuring that all undergraduate students receive accurate and timely advising services. <b>Previous job title: Director, Academic Advising.</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
196330	7051	Chief Campus Career Services Administrator	Directs the operation of a student placement office to provide job placement and counseling services to undergraduates, graduates, and alumni. May also be responsible for placement of students in part-time jobs or jobs outside the institution. <b>Previous job title: Director, Career Development &amp; Placement.</b>	Ex	110000	Management	11-9033		0230	First/Mid Level Officials
			<b>Heads of Div, Depts &amp; Centers: Positions 196340 - 196410</b>							
196340	7104	Chief Campus Student Counseling Center Administrator	Oversees the provision of brief counseling/therapy services for students with troubles ranging from development issues to problems with family and friends to serious psychological concerns. Staff typically includes psychologists, clinical social workers, and psychiatrists experienced in working with college-age adults. <b>Previous job title: Director, Counseling &amp; Psychological Services.</b>	Ex	110000	Management	11-9111		0350	First/Mid Level Officials
196350	7103	Chief Campus Student Health Center - Non-Medical Administrator	Senior administrator (who is neither a physician nor nurse) with overall responsibility for medical/counseling unit	Ex	110000	Management	11-9111		0350	First/Mid Level Officials

			of an institution. <b>Previous job title: Director Student Health Services (non-medical administrator).</b>							
196354	7101	Chief Campus Student Health Center - Physician Administrator	Senior administrator (who is a physician) with overall responsibility for medical/counseling unit of an institution. <b>Previous job title: Director Student Health Services (physician administrator).</b>	Ex	110000	Management	11-9111		0350	First/Mid Level Officials
196355	7102	Chief Campus Student Health Center - Nurse / Nurse Practitioner Administrator	Senior administrator (who is a nurse) with overall responsibility for medical/counseling unit of an institution. <b>Previous job title: Director Student Health Services (nurse administrator).</b>	Ex	110000	Management	11-9111		0350	First/Mid Level Officials
196360	7076	Chief Campus Student Housing Administrator	Manages student housing operations. Responsible for the direction of all residence hall operations for students. Also may administer off-campus housing programs. If housing (room and board) is provided and is reported as taxable income, add its value to the reported salary data for this position. Report 12-month, fulltime equivalent salary. <b>Previous job title: Director, Student Housing.</b>	Ex	110000	Management	11-1021		0020	First/Mid Level Officials
196370	8002	Chief Campus Annual Giving Administrator	Plans and executes the institution's campaign for annual gift support from all constituents, including alumni. <b>Previous job title: Director Annual Giving.</b>	Ex	110000	Business & Financial Operations	11-2031		0060	First/Mid Level Officials
196380	8003	Chief Campus Corporate/Foundation Relations Administrator	Plans and carries out the institution's program of soliciting gifts and grants from corporations and foundations. <b>Previous job title: Director, Corporate/ Foundation Relations.</b>	Ex	110000	Business & Financial Operations	11-2031		0060	First/Mid Level Officials
196390	8004	Chief Campus Planned Giving Administrator	Plans, organizes, and conducts a comprehensive estate planning and deferred giving program pursuant to the developmental goals of the college or university. <b>Previous job title: Director, Planned Giving.</b>	Ex	110000	Business & Financial Operations	11-2031		0060	First/Mid Level Officials
196400	8005	Chief Campus Alumni Affairs Administrator	Coordinates contacts and services to alumni, develops and maintains alumni mailing lists and mailings, organizes receptions and other special alumni activities. <b>Previous job title:</b>	Ex	110000	Management	11-2031		0060	First/Mid Level Officials

			Director, Alumni Affairs.							
196410	8007	Chief Campus Major Gifts Administrator	Directs institutional fundraising in the areas of special and deferred gifts. <b>Previous job title: Director, Major Gifts.</b>	Ex	110000	Business & Financial Operations	11-2031		0060	First/Mid Level Officials
			<b>Heads of Div, Depts &amp; Centers: Positions 196420 - 301040</b>							
196420	8009	Chief Campus Donor Relations Administrator	Responsible for "stewarding" the institution's philanthropic constituencies. Selected responsibilities include preparation of special gift acknowledgements and memory/in honor of condolences, preparation of pledge reminders and endowment reports, etc. <b>Previous job title: Director, Donor Relations.</b>	Ex	110000	Business & Financial Operations	11-2031		0060	First/Mid Level Officials
196430	8010	Chief Campus Advancement Services Administrator	Responsible for conducting research using public information to identify potential funding sources for projects at the institution. Includes funds management and institution performance management, as well as functional management of advancement information systems. May also coordinate/facilitate relationships with those funding sources. <b>Previous job title: Director, Adv Research / Prospect Management.</b>	Ex	110000	Business & Financial Operations	11-2031		0060	First/Mid Level Officials
196444	8027	Chief Campus Federal Government / Legislative Liaison	Responsible for developing and maintaining effective relations with the federal government and for coordinating the organization's federal-level communications/policy-influencing/ lobbying efforts. <b>Previous job title: Director, Federal Relations.</b>	Ex	110000	Management	11-2031		0060	First/Mid Level Officials
196445	8028	Chief Campus State & Local Government / Legislative Liaison	Responsible for developing and maintaining effective relations with state and local government and for coordinating the organization's state/local level communications / policy-influencing	Ex	110000	Management	11-2031		0060	First/Mid Level Officials

			/lobbying efforts. <b>Previous job title: Director, State Government Relations.</b>						
	8026	<b>Director, Governmental / Legislative Relations</b>	<b>Position Deleted</b>						
<b>196460</b>	8054	Chief Campus Marketing Administrator	Provides marketing leadership to the university community. Advises and assists the President, Vice Presidents, and the heads of academic and administrative units in establishing goals, developing suitable strategies and tactics, implementing programs, and evaluating results. Designs, coordinates and evaluates the effectiveness of university-wide marketing programs and projects. <b>Previous job title: Director of Marketing.</b>	Ex	110000	Management	11-2021		<b>0050</b> First/Mid Level Officials
<b>196470</b>	8050	Chief Campus Publications Administrator	Directs the planning, budgeting, writing, design, production, and distribution of institutional publications. <b>Previous job title: Director, Publications.</b>	Ex	110000	Management	11-2021		<b>0050</b> First/Mid Level Officials
<b>196490</b>	2016	Chief Campus Study-Abroad Administrator	Directs all activities of the institution's education abroad programs. Responsibilities typically include developing, managing and marketing programs, advising and orienting students to facilitate their learning and preparing them for living overseas, and collaborating with faculty to insure the academic quality of programs. <b>Previous job title: Education Abroad Director.</b>	Ex	110000	Management	11-9033		<b>0230</b> First/Mid Level Officials



196500	2017	Chief Campus Workforce/Career Development Administrator	Responsible for leadership, vision and oversight for the institution's workforce and career development, employment services, upward bound and community engagement and outreach initiatives. Tasks include directing the daily operations of training and employment programs, staff development, operational and strategic planning, financial resource assistance, compliance with federal and state policies, funds management and delivery of outstanding services for students, families and community members at various locations. A broad knowledge of academic courses and programs, financial procedures, student services and community engagement functions is essential for the success of the position and the departments that it oversees. <b>Previous job title: Director / Dean, Workforce &amp; Career Development.</b>	Ex	130000	Business & Financial Operations	13-1150	0650	First/Mid Level Officials
301030	3007	Chief Business Affairs Officer, College/Division	Manages overall business and administrative affairs for a college or major administrative division of a University. Reports directly to a Dean or chief functional officer at the University level and is part of the college/divisional senior leadership team. Directs and oversees college- or division-wide activities related to budgeting and financial management, operations and programs and personnel administration. Oversees budgetary controls, provides complex budget/financial analysis and planning, and is involved in the strategic for the college/division. (Typically a non-faculty professional; requires a bachelor's degree in business management or possibly a CPA or MBA, plus 8-10 years of experience.)	Ex	110000	Management	11-9033	0230	First/Mid Level Officials
301040	NEW	Chief HR Officer, College/Division	Responsible for administering institutional human resource policies and practices for a college or	Ex	110000	Management	11-9033	0230	First/Mid Level Officials

			major administrative division of a university.						
			<b>ACADEMIC ASSOC/ASST DEANS: Positions 304010 - 304140</b> Persons <b>with faculty status</b> who report to and support the Dean in administration of an institutional program, which may be a school, college or department. Only report those whose administrative, non-teaching, non-research responsibilities represent at least 50% of their fulltime responsibilities. Do not report persons without faculty rank here.	Ex					
304010	1401	Assoc/Asst Dean, Agriculture		Ex	110000	Management	11-9033		0230 First/Mid Level Officials
304020	1402	Assoc/Asst Dean, Architecture/ Design		Ex	110000	Management	11-9033		0230 First/Mid Level Officials
304030	1403	Assoc/Asst Dean, Arts and Letters		Ex	110000	Management	11-9033		0230 First/Mid Level Officials
304040	1404	Assoc/Asst Dean, Arts and Sciences		Ex	110000	Management	11-9033		0230 First/Mid Level Officials
304050	1405	Assoc/Asst Dean, Biological & Life Sciences		Ex	110000	Management	11-9033		0230 First/Mid Level Officials
304060	1406	Assoc/Asst Dean, Business		Ex	110000	Management	11-9033		0230 First/Mid Level Officials
304070	1407	Assoc/Asst Dean, Computer & Info Sciences		Ex	110000	Management	11-9033		0230 First/Mid Level Officials
304080	1408	Assoc/Asst Dean, Continuing Education		Ex	110000	Management	11-9033		0230 First/Mid Level Officials
304090	1409	Assoc/Asst Dean, Cooperative Extension		Ex	110000	Management	11-9033		0230 First/Mid Level Officials
304100	1410	Assoc/Asst Dean, Dentistry		Ex	110000	Management	11-9033		0230 First/Mid Level Officials
304110	1411	Assoc/Asst Dean, Divinity / Religion		Ex	110000	Management	11-9033		0230 First/Mid Level

										Officials
304120	1412	Assoc/Asst Dean, Education		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304130	1413	Assoc/Asst Dean, Engineering		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304140	1414	Assoc/Asst Dean, External Degree Programs		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
			<b>ASSOC/ASST ACADEMIC DEANS: Positions 304150 - 304280</b>							
304150	1415	Assoc/Asst Dean, Family/ Consumer Sci/Human Science		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304160	1416	Assoc/Asst Dean, Fine Arts		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304170	1417	Assoc/Asst Dean, Forestry & Environmental Studies		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304180	1418	Assoc/Asst Dean, Govt/Public Affairs/Public Policy		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304190	1419	Assoc/Asst Dean, Graduate Programs		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304200	1420	Assoc/Asst Dean, Health-Related Professions		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304210	1421	Assoc/Asst Dean, Honors Program		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304220	1422	Assoc/Asst Dean, Humanities		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304230	1423	Assoc/Asst Dean, Instruction		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304240	1424	Assoc/Asst Dean, Journalism & Mass Communications		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304250	1425	Assoc/Asst Dean, Law		Ex	110000	Management	11-9033		0230	First/Mid Level

										Officials
304260	1426	Assoc/Asst Dean Library Sciences		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304270	1427	Assoc/Asst Dean, Mathematics		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304280	1428	Assoc/Asst Dean, Medicine		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
			ASSOC/ASST ACADEMIC DEANS: Positions 304290 - 304410							
304290	1429	Assoc/Asst Dean, Music		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304300	1430	Assoc/Asst Dean, Nursing		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304310	1431	Assoc/Asst Dean, Occupational/ Vocational Ed/Tech		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304320	1432	Assoc/Asst Dean, Performing Arts		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304330	1433	Assoc/Asst Dean, Pharmacy		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304340	1434	Assoc/Asst Dean, Public Administration		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304350	1435	Assoc/Asst Dean, Public Health		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304360	1436	Assoc/Asst Dean, Sciences		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304370	1437	Assoc/Asst Dean, Social Sciences		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304380	1438	Assoc/Asst Dean, Social Work		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304390	1439	Assoc/Asst Dean, Special Programs		Ex	110000	Management	11-9033		0230	First/Mid Level Officials

304400	1440	Assoc/Asst Dean, Undergraduate Programs		Ex	110000	Management	11-9033		0230	First/Mid Level Officials
304410	1441	Assoc/Asst Dean, Veterinary Medicine		Ex	110000	Management	11-9033		0230	First/Mid Level Officials

## A-2: Characteristics by Type of Institution

Characteristics of Senior College Administrators by Type of Institution, 2007					
	All	Doctoral	Master's	Baccalaureate	2-year
<b>Sex</b>					
Men	55.4%	66.0%	61.7%	58.2%	47.8%
Women	44.6%	34.0%	38.3%	41.8%	52.2%
<b>Race/ethnicity</b>					
White	84.2%	84.3%	85.2%	85.3%	83.2%
African-American	9.3%	8.4%	9.0%	10.3%	9.3%
American Indian	0.4%	0.3%	0.5%	0.1%	0.5%
Asian-American	1.6%	2.5%	1.3%	1.8%	1.4%
Hispanic	4.0%	4.1%	3.3%	2.0%	5.1%
Other/multiple races	0.5%	0.5%	0.7%	0.5%	0.5%
<b>Age</b>					
50 or younger	34.0%	24.4%	32.4%	40.0%	35.5%
51 to 60	46.9%	50.7%	45.0%	42.1%	48.5%
61 or older	19.1%	24.9%	22.6%	17.8%	16.0%
Average age in years	53.3%	55.3%	53.9%	52.3%	52.7%
<p><b>NOTE:</b> The figures are from a web-based survey of human-resources officers at about 4,300 colleges that was conducted in the summer of 2007. The officers were asked to provide information typically found in human-resources databases for employees in 35 senior-executive positions excluding presidents. The survey had the following response rates by type of institution: doctoral, 48%; master's, 34%; baccalaureate, 25%; and two-year, 15%. Overall data are weighted to reflect the national distribution of institutions.</p>					
<p><b>SOURCE:</b> February 8, 2008 "On the Pathway to the Presidency," published by American Council on Education and College and University Professional Association for Human Resources.</p>					

### A-3: Employees in Degree-granting Institutions, by Employment Status, Sex, Control and Level of Institution, and Primary Occupation: Fall 2011

Table 284  
Page 1 of 2

Table 284. Employees in degree-granting institutions, by sex, employment status, control and level of institution, and primary occupation: Selected years, fall 1991 through fall 2011

Sex, employment status, control and level of institution, and primary occupation	1991	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	Percent change, 2001 to 2011	
	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>All institutions</b> .....	<b>2,545,235</b>	<b>2,602,612</b>	<b>2,662,075</b>	<b>2,752,504</b>	<b>2,883,175</b>	<b>3,083,353</b>	<b>3,187,907</b>	<b>3,379,087</b>	<b>3,561,458</b>	<b>3,723,419</b>	<b>3,840,960</b>	<b>24.6</b>	
Professional staff .....	1,595,460	1,687,287	1,744,847	1,835,916	1,950,861	2,132,150	2,260,268	2,459,885	2,629,401	2,782,149	2,923,961	37.1	
Executive/administrative/managerial .....	144,755	143,675	147,445	151,363	159,888	152,038	184,913	196,324	217,518	230,579	238,718	57.0	
Faculty (instruction/research/public service) .....	826,250	915,474	931,706	989,813	1,027,830	1,113,183	1,173,593	1,290,424	1,371,390	1,438,144	1,523,615	36.9	
Graduate assistants .....	197,751	202,819	215,909	222,724	239,738	261,136	282,041	317,141	328,979	342,393	355,916	36.3	
Other professional .....	426,702	425,319	449,807	472,016	523,405	605,793	617,701	655,994	711,514	770,033	805,712	33.0	
Nonprofessional staff .....	949,775	915,325	917,208	916,588	932,314	951,203	919,439	919,202	932,027	941,270	917,019	-3.6	
<b>Males</b> .....	<b>1,227,591</b>	<b>1,256,037</b>	<b>1,274,676</b>	<b>1,315,311</b>	<b>1,365,812</b>	<b>1,451,773</b>	<b>1,494,867</b>	<b>1,581,498</b>	<b>1,650,350</b>	<b>1,709,634</b>	<b>1,754,713</b>	<b>20.9</b>	
Professional staff .....	895,591	930,933	946,134	982,870	1,026,882	1,105,053	1,160,417	1,240,030	1,302,131	1,353,915	1,402,698	26.9	
Executive/administrative/managerial .....	85,423	82,748	82,127	81,931	83,883	79,348	91,404	95,223	102,258	104,892	109,374	37.8	
Faculty (instruction/research/public service) .....	525,599	561,123	562,893	587,420	602,469	644,514	663,723	714,455	743,812	761,035	789,197	22.4	
Graduate assistants .....	119,125	120,384	123,962	125,873	132,607	142,120	156,881	167,529	173,121	180,941	188,468	32.6	
Other professional .....	145,444	146,678	177,152	187,644	207,923	239,071	248,209	262,825	282,940	305,047	315,659	32.0	
Nonprofessional staff .....	332,000	325,104	328,543	332,441	338,930	346,720	336,450	341,468	348,219	355,721	350,015	1.5	
<b>Females</b> .....	<b>1,317,644</b>	<b>1,346,575</b>	<b>1,387,399</b>	<b>1,437,193</b>	<b>1,517,363</b>	<b>1,631,580</b>	<b>1,693,040</b>	<b>1,797,589</b>	<b>1,911,078</b>	<b>2,013,783</b>	<b>2,086,247</b>	<b>27.9</b>	
Professional staff .....	699,869	756,354	798,733	853,046	923,979	1,027,097	1,107,851	1,219,855	1,327,270	1,428,234	1,521,263	48.1	
Executive/administrative/managerial .....	59,332	60,927	65,318	69,432	76,005	72,690	93,309	101,101	115,260	123,687	129,344	77.9	
Faculty (instruction/research/public service) .....	300,453	354,351	368,813	402,393	425,361	468,669	509,870	575,973	627,578	678,109	734,418	56.7	
Graduate assistants .....	78,424	82,435	91,947	96,851	107,131	119,016	135,180	149,612	155,858	161,452	167,448	40.7	
Other professional .....	241,258	258,641	272,655	284,370	315,482	366,722	369,492	393,169	428,574	444,986	490,053	33.6	
Nonprofessional staff .....	617,775	590,221	588,666	584,147	593,384	604,483	583,189	577,734	583,808	585,549	565,004	-6.5	
<b>Full-time</b> .....	<b>1,812,862</b>	<b>1,782,510</b>	<b>1,801,371</b>	<b>1,828,507</b>	<b>1,918,676</b>	<b>2,043,208</b>	<b>2,083,142</b>	<b>2,179,864</b>	<b>2,281,223</b>	<b>2,381,702</b>	<b>2,435,532</b>	<b>19.2</b>	
Professional staff .....	1,031,797	1,039,094	1,066,510	1,104,834	1,180,173	1,283,684	1,337,568	1,432,107	1,526,823	1,619,517	1,693,088	31.9	
Executive/administrative/managerial .....	139,116	137,834	140,990	144,529	153,722	146,523	178,491	190,078	210,257	222,282	231,605	58.1	
Faculty (instruction/research/public service) .....	535,423	545,704	550,822	568,719	590,937	617,868	630,092	675,424	703,463	728,977	761,619	23.3	
Graduate assistants .....	357,058	355,554	374,698	391,584	435,514	519,293	528,785	564,405	613,103	648,258	699,867	34.8	
Other professional .....	781,115	744,416	734,841	723,673	738,503	759,524	745,574	747,757	754,408	762,185	742,445	-2.2	
Nonprofessional staff .....	732,323	619,102	660,704	623,997	664,499	1,040,145	1,104,765	1,199,223	1,280,205	1,341,737	1,405,447	35.1	
Professional staff .....	543,663	648,193	678,357	731,082	770,688	848,446	930,700	1,027,778	1,102,578	1,162,630	1,230,873	45.1	
Executive/administrative/managerial .....	5,439	5,841	6,455	6,834	6,166	5,515	6,222	6,244	7,261	8,297	7,116	29.0	
Faculty (instruction/research/public service) .....	290,429	369,768	380,884	421,094	436,893	495,315	543,501	614,802	667,927	710,167	761,996	53.8	
Graduate assistants .....	197,751	202,819	215,909	222,724	239,738	261,136	282,041	317,141	328,979	342,393	355,916	36.3	
Other professional .....	69,444	69,705	75,109	80,430	87,891	86,500	88,916	89,589	96,411	101,775	105,845	22.4	
Nonprofessional staff .....	148,460	170,909	182,347	192,915	193,811	191,679	174,065	171,445	177,627	179,085	174,574	-8.9	
<b>Public 4-year</b> .....	<b>1,341,864</b>	<b>1,333,533</b>	<b>1,383,478</b>	<b>1,418,661</b>	<b>1,470,842</b>	<b>1,558,576</b>	<b>1,569,870</b>	<b>1,654,709</b>	<b>1,741,699</b>	<b>1,803,724</b>	<b>1,843,204</b>	<b>18.3</b>	
Professional staff .....	826,433	855,913	893,345	932,972	987,422	1,069,161	1,115,312	1,200,168	1,278,694	1,336,958	1,390,625	30.1	
Executive/administrative/managerial .....	43,476	59,678	60,590	61,984	64,336	60,245	70,397	74,241	81,364	84,355	84,911	48.9	
Faculty (instruction/research/public service) .....	358,376	374,021	384,399	404,109	417,086	436,459	450,123	484,691	518,221	539,901	575,534	31.3	
Graduate assistants .....	144,344	170,914	178,342	182,481	196,393	218,240	239,405	257,578	264,429	275,872	285,905	31.0	
Other professional .....	249,239	251,298	270,014	284,398	309,807	352,197	355,192	381,658	412,880	436,836	444,275	26.1	
Nonprofessional staff .....	515,281	477,620	490,131	485,689	483,220	489,415	454,558	456,541	462,805	466,764	452,574	-7.5	

## APPENDIX B. INSTITUTIONAL REVIEW BOARD APPROVAL

**IOWA STATE UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY

Institutional Review Board  
Office for Responsible Research  
Vice President for Research  
1138 Pearson Hall  
Ames, Iowa 50011-2207  
515-294-4566  
FAX 515-294-4287

**Date:** 9/26/2013  
**To:** Lori J Jamon  
2816 York Dr  
Ames, IA 50010  
**CC:** Dr. Daniel Robinson  
N247 Lagumarcino  
**From:** Office for Responsible Research  
**Title:** A Phenomenological Study of Women Administrators In Higher Education Who Cracked the Glass Ceiling  
**IRB ID:** 13-387  
**Approval Date:** 9/25/2013  
**Date for Continuing Review:** 9/16/2015  
**Submission Type:** New  
**Review Type:** Full Committee

The project referenced above has received approval from the Institutional Review Board (IRB) at Iowa State University according to the dates shown above. Please refer to the IRB ID number shown above in all correspondence regarding this study.

To ensure compliance with federal regulations (46 CFR 46 & 21 CFR 56), please be sure to:

- **Use only the approved study materials** in your research, including the recruitment materials and informed consent documents that have the IRB approval stamp.
- **Retain signed informed consent documents for 3 years** after the close of the study, when documented consent is required.
- **Obtain IRB approval prior to implementing any changes** to the study by submitting a Modification Form for Non-Exempt Research or Amendment for Personnel Changes form, as necessary.
- **Immediately inform the IRB of (1) all serious and/or unexpected adverse experiences** involving risks to subjects or others; and (2) any other unanticipated problems involving risks to subjects or others.
- **Stop all research activity if IRB approval lapses**, unless continuation is necessary to prevent harm to research participants. Research activity can resume once IRB approval is reestablished.
- **Complete a new continuing review form at least three to four weeks prior to the date for continuing review** as noted above to provide sufficient time for the IRB to review and approve continuation of the study. We will send a courtesy reminder as this date approaches.

Please be aware that IRB approval means that you have met the requirements of federal regulations and ISU policies governing human subjects research. Approval from other entities may also be needed. For example, access to data from private records (e.g. student, medical, or employment records, etc.) that are protected by FERPA, HIPAA, or other confidentiality policies require permission from the holders of those records. Similarly, for research conducted in institutions other than ISU (e.g., schools, other colleges or universities, medical facilities, companies, etc.), investigators must obtain permission from the institution(s) as required by their policies. IRB approval in no way implies or guarantees that permission from these other entities will be granted.

Upon completion of the project, please submit a Project Closure Form to the Office for Responsible Research, 1138 Pearson Hall, to officially close the project.

Please don't hesitate to contact us if you have questions or concerns at 515-294-4566 or [IRB@iastate.edu](mailto:IRB@iastate.edu).



## APPENDIX C. PARTICIPANT COMMUNICATION

### C-1: Recruitment E-mail Message #1

Study Title: A Phenomenology Study of Women Administrators in Higher Education Who Cracked the Glass Ceiling

Dear (Name):

My name is Lori Jarmon. I am a graduate student in the School of Education, at Iowa State University. I am conducting a research study as part of the requirements for my degree, and I would like to invite you to participate.

I am studying how senior level administrators in higher education have been able to crack the perceived “glass ceiling.” If you decide to participate, you will be asked to take part in one semi-structured interview about your career experiences in higher education that lead you to your current senior level administrative position.

The interview will take place at a mutually agreed upon time and place and can even be arranged to be conducted over the phone if necessary. The interview will take approximately 60 to 90 minutes. The interview will be audio taped so that I can accurately reflect on our discussion. The tapes will only be reviewed by members of the research team who will transcribe and analyze them. Then the audiotapes will be destroyed. Your participation in this study is confidential. All study information will be kept in a secure location. The results of the study may be published or presented at professional meetings, but your identity will not be revealed.

You will not have any cost from participating in this study.

Taking part in this study is your decision. You may decide to end your participation or not to answer any questions you are not comfortable answering.

Please let me know if you have any questions about the study. You may contact me at 319-530-0956 or [ljjarmon@iastate.edu](mailto:ljjarmon@iastate.edu) if you have any study related questions. If you have any questions about your rights as a research participant, you may contact the IRB office at Iowa State University at 515-294-4566 or [IRB@iastate.edu](mailto:IRB@iastate.edu).

Thank you for your consideration. If you would like to participate, please respond to this email. I will also contact you within the next few weeks to see whether you are willing to participate.

Sincerely,

Lori Jarmon  
Doctoral Student, School of Education  
Iowa State University  
Ames, IA 50011

**C-2: Recruitment E-mail Message #2**

Study Title: A Phenomenology Study of Women Administrators in Higher Education Who Cracked the Glass Ceiling

Dear (Name):

You may recall that I contacted you several weeks ago to invite you to participate in a research study entitled “Cracking the Glass Ceiling: A Phenomenology Study of Higher Education Administrators who cracked the Glass Ceiling”. I’m writing to see if you have any questions about the research study that I could answer that would help you decide if you want to participate in the study or not.

You may contact me by email at [ljjarmon@iastate.edu](mailto:ljjarmon@iastate.edu) or by telephone at 319-530-0956.

I look forward to hearing from you soon,

Sincerely,

Lori Jarmon  
Doctoral Student, School of Education  
Iowa State University  
Ames, IA 50011

### C-3: Confirmation for Scheduled Interview E-mail Message #3

Study Title: A Phenomenology Study of Women Administrators in Higher Education Who Cracked the Glass Ceiling

Dear (Name):

Thank you for agreeing to participate in my doctoral research study entitled “Cracking the Glass Ceiling: A Phenomenology Study of Higher Education Administrators who cracked the Glass Ceiling”. I’m looking forward to talking to you on **{insert date scheduled for the interview}** at **{insert the time scheduled for the interview}** at **{insert the location arranged for the interview by the participant}**.

In the meantime I am sending you the interview questions for the interview so you know exactly the topics we will be discussing during the interview. Please remember you do not have to answer any questions that you are not comfortable answering and you will also have an opportunity to review the transcript for your feedback on the accuracy and overall confirmation of the data.

I have also attached a copy of the Iowa State University Institutional Review Board approved Informed Consent Document (ICD) for you to review prior to the interview. When we meet for the interview I will review the ICD with you and answer any questions you may have about the document. Once signed, I will keep the ICD and will give you a copy as well. [If the interview will be conducted over the telephone the researcher will make arrangements to obtain the informed consent document via fax or scan prior to the interview and will send the signed document to the participant via scanned email message].

Please confirm that the above date, time, and location for the interview are still convenient for you. If you have in questions, please feel free to contact me by email at [ljjarmon@iastate.edu](mailto:ljjarmon@iastate.edu) or by telephone at 319-530-0956.

Sincerely,

Lori Jarmon  
 Doctoral Student, School of Education  
 Iowa State University  
 Ames, IA 50011

**C-4: Member Checking E-mail Message #4**

Study Title: A Phenomenology Study of Women Administrators in Higher Education Who Cracked the Glass Ceiling

Dear (Name):

Thank you again for taking time out of your busy schedule to participate in my doctoral study entitled “A Phenomenology Study of Women Administrators in Higher Education Who Cracked the Glass Ceiling”. The information that you provided was very helpful in understanding the phenomena of the “glass ceiling” from the perspective of a senior level administrator in higher education.

As we discussed, I have attached the transcript from your interview along with the assigned content analysis/themes. Please review this information and let me know if I have recorded the information accurately, and if you agree with the assigned themes.

I look forward to hearing from you soon. If you have in questions, please feel free to contact me by email at [ljjarmon@iastate.edu](mailto:ljjarmon@iastate.edu) or by telephone at 319-530-0956.

Sincerely,

Lori Jarmon  
Doctoral Student, School of Education  
Iowa State University  
Ames, IA 50011

## **C-5: Informed Consent Document**

### **INFORMED CONSENT DOCUMENT**

**Title of Study:** A Phenomenology Study of Women Administrators in Higher Education Who Cracked the Glass Ceiling

**Investigators:** Dr. Daniel Robinson, Lori Jarmon

This is a research study. Please take your time in deciding if you would like to participate. Please feel free to ask questions at any time.

### **INTRODUCTION**

The purpose of this study is to investigate strategies and experiences of women senior level administrators in higher education to learn how they were able to break through the “glass ceiling” when so many other women have not been able to. You are being invited to participate in this study because you are a woman in a senior level administrative position in higher education. You should not participate if you are not a woman in a senior level administrative position in higher education.

### **DESCRIPTION OF PROCEDURES**

If you agree to participate, you will be asked to participate in an interview that will take approximately 60-90 minutes. You will also be invited to review the transcript of the interview along with the assigned themes for agreement after the interview is transcribed and analyzed by the researcher.

If you agree to participate in the interview you will be asked questions about your career path in higher education, challenges you have encountered with regard to your career advancement, the tools and resources you found most helpful as you advanced in your career and what advice you would share with young women pursuing a senior level administrative position in higher education.

The interview will take place at a mutually agreed upon time and place and can be arranged to be conducted over the phone if necessary. The interview will be audio taped so that the researcher can accurately reflect the discussion. The tapes will only be viewed by the researcher team who will transcribe and analyze the audio tapes. Then the audio tapes will be destroyed.

There will be one interview that will last approximately 60-90 minutes. The coded transcript will also be provided to you to give you an opportunity to review and confirm that I captured the information from the interview correctly.

Your participation will last for approximately six months, including the interview and review of the code transcripts.

### **RISKS**

While participating in this study you may experience the following risks: There are no known risks for participating in this study.

### **BENEFITS**

If you decide to participate in this study there will not be any direct benefits to you. However, the researcher hopes that other individuals in higher education (both men and women) can benefit from this research by learning how you were able to break through the “glass ceiling” in higher education to a senior level administrative position.

### **COSTS AND COMPENSATION**

You will not have any costs from participating in this study. You will not be compensated for participating in this study.

### **PARTICIPANT RIGHTS**

Your participation in this study is completely voluntary and you may refuse to participate or leave the study at any time. If you decide to not participate in the study or leave the study early, it will not result in any penalty or loss of benefits to which you are otherwise entitled. You can skip any questions that you do not wish to answer.

### **CONFIDENTIALITY**

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies, auditing departments of Iowa State University, and the Institutional Review Board (a committee that reviews and approves human subject research studies) may inspect and/or copy your records for quality assurance and data analysis. These records may contain private information.

To ensure confidentiality to the extent permitted by law, the following measures will be taken:

- The researcher will not use your name, but will assign a pseudonym to all participants.
- The researcher will also use a factious institutional name in all reported findings.
- Only the research team will have access to the data.
- The audio tapes, transcripts, codebook and any other study materials will be stored in a locked file cabinet at all times.
- The researcher will utilize a “strong” password on the computer where data is stored.
- After the audio tape is transcribed the audio tape will immediately be destroyed.
- If the results are published, your identity will remain confidential.

### QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study.

For further information about the study contact Dr. Daniel Robinson, at 515-294-8182 or [dcr@iastate.edu](mailto:dcr@iastate.edu)

If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator, (515) 294-4566, [IRB@iastate.edu](mailto:IRB@iastate.edu), or Director, (515) 294-3115, Office for Responsible Research, Iowa State University, Ames, Iowa 50011.

\*\*\*\*\*

### PARTICIPANT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document, and that your questions have been satisfactorily answered. You will receive a copy of the written informed consent prior to your participation in the study.

Participant's Name (printed) \_\_\_\_\_

\_\_\_\_\_  
(Participant's Signature)

\_\_\_\_\_  
(Date)

## C-6: Interview Guide and Questions

### Interview Script Prior to conducting interview

Thank you for your participation in this study of senior level administrators in higher education who have cracked the glass ceiling. I would like to go over a couple of reminders before we get started. First, I want to reiterate for you that participating in this study is completely voluntary. If you feel uncomfortable answering a particular question, please let me know and we will move onto the next question. Also, you can request to stop the interview at any time for any reason. Identifying information shared during this interview will be removed from findings. The structure of the interview will start with questions:

1. Regarding your perception of the glass ceiling,
2. followed by what characteristics you believe are required for women to break through the glass ceiling in higher education and
3. what resources do you believe are necessary for women to advance to senior leadership positions in higher education and finally
4. why do you believe some women are able to break through the glass ceiling in higher education

Do you have any questions regarding your participation in this study before we start?

Next, I would like to ask your permission to record this interview. Do you agree to be recorded?

Thank you. I will now begin recording.

### Demographic Information:

How long have you been in your current position? \_\_\_\_\_

Number of years in the field of higher education administration? \_\_\_\_\_

Highest degree attained? \_\_\_\_\_

Race/Ethnicity \_\_\_\_\_



## Interview Questions

The following questions are designed to create a conversation between you and me. I may ask more questions for clarification. Remember, there is no right or wrong answers. You may decline to answer any question or to stop the interview at any time.

### **Situation: An overall Picture**

**How do women senior level administrators in higher education perceive and describe their experience with the glass ceiling?**

1. Can you please describe your career path to your current senior level administrative position in higher education?
2. Was your transition to your current senior level administrative position in higher education consistently in the same work environment (for example student services) or did you make moves across the institution (or perhaps different institutions) with the intention of advancing your career? Can you please explain these transitions to me?
3. In your opinion, is there a glass ceiling for women in higher education? Why do you believe there is or isn't a glass ceiling in higher education?
4. During your career would you say that you have experienced a glass ceiling and if so can you please tell me what that experience was like for you?

### **Self: Personal and Psychological Resources**

**What are the characteristics of women senior level administrators in higher education which allowed them to break through the glass ceiling to their current position?**

1. What characteristics do you believe you have that are necessary for women to advance to a senior level administrative position in higher education?
2. What challenges have you encountered with regard to career advancement to your current senior level administrative position in higher education?
3. Would you attribute these challenges to the glass ceiling? Why or why not?
4. Were there any inequities that you were not able to change and, therefore, you had to learn to accept? If so, can you please describe what the inequity was and how you were able to come to terms with it? If no challenges, please describe your accomplishments.

5. Can you please share some examples or illustrations of when you experienced a “glass ceiling” in higher education?

### **Support: Available Resources**

#### **What are the tools and resources needed in higher education for women to advance to senior level administrative positions?**

1. What would you say the tools and resources you found most helpful as you advanced in your career?
2. What other resources do you wish were available to support women in higher education that are seeking to break through the “glass ceiling” and transition to a senior level administrative position in higher education?

### **Strategies: Coping**

#### **Why are some women senior level administrators able to overcome obstacles or challenges associated with the glass ceiling and break through the glass ceiling?**

1. Have you experienced any obstacles or challenges during your career in higher education that you have had to overcome in order to advance in your career?  
[Possible challenges or obstacles might be pay inequity, recognition at institution etc.]
2. Please describe how you were able to overcome these challenges at your institution?
3. What is the most important piece of advice you would share with young women pursuing senior level administrative positions in higher education?

### **Conclusion**

1. Is there anything else about yourself as it pertains to your advancement to your current senior level administrative position in higher education that you would like to share with me? If so, please share this information with me at this time.

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