

Abstract

MURPHY, MAURA J. Sisters are Doin' it for Themselves: The Impact of Professional Development Programs for Women. (Under the direction of Alyssa N. Bryant.)

Numerous recent studies have examined the issue of gender parity in higher education (Hora, 2001; Perna, 2001; Wilson, 2005). Despite the progress of the women's movement in the 1970's and legal victories in the 1980's and 1990's, women still have not achieved parity in the number of faculty and administrative positions held, nor in compensation earned (Wilson, 2005). Furthermore, women are perceived as having less power than men, because they participate less often in the decision-making processes on campus (Denton & Zeytinoglu, 1991). The higher education industry addressed this problem by creating various professional development programs for women. While these programs provided much needed opportunities for women to collaborate and network, they inherently assumed that the "problem" that needed to be fixed was that women were not qualified for advancement (Simeone, 1987). The academy failed to consider that the real barrier to gender parity were institutionalized, cultural assumptions. While higher education has made progress in the last twenty years toward gender equity, there remains unintentional discrimination that creates a glass ceiling and prevents parity. This case study sought to examine how having both a professional development program designed to encourage and promote women's leadership, as well as a progressive and accepting culture that encourages women to advance may or may not create the critical mass needed to overcome the barriers to change. The specific research question that drove this

inquiry was how does a professional development program for women shape the culture for women at a four year institution?

Benefits of professional development programs for women include an increase in self-esteem and self-confidence, increased understanding of the complexity of higher education institutions, and the increased opportunity for career mapping. Women need to gain skills in reflective assessment to help them evaluate the culture of their institution. Institutions need to create mentoring programs to help encourage networking on campus, as well as actively engage in assessment to ensure gender parity. Finally, professional development programs need help participants engage in reflective assessment to better understand and diagnose elements of institutional culture that create a glass ceiling and limit gender equity.

SISTERS ARE DOIN' IT FOR THEMSELVES:
THE IMPACT OF PROFESSIONAL DEVELOPMENT PROGRAMS FOR WOMEN

by
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Dedication

With love and gratitude, I dedicate my thesis to Shirley Murphy, and John and Muriel
Murphy, without whom none of this would be possible.

Biography

After graduating from Muhlenberg College in 1984, Maura Murphy spent twenty years as a stage manager in professional theatre. Her work led her all over the United States and brought her finally to North Carolina to PlayMakers Repertory Company at the University of North Carolina at Chapel Hill where she served as Production Stage Manager, and later, as General Manager. From there it was an easy move across campus to the Department of Exercise and Sport Science, where she was the Administrative Manager for six years. It was during this time that Maura began to appreciate the importance of higher education and the urgency with which the field needed new leaders. With the encouragement of family, friends, and mentors, she decided to pursue a graduate degree in higher education. Maura's research interests include accountability, assessment, access to higher education, and pluralist equality.

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Chapter 1: Introduction

Statement of the Problem

Several recent studies have examined the issue of gender parity in higher education (Hora, 2001; Perna, 2001; Wilson, 2005). Despite the progress of the women's movement in the 1970's and legal victories in the 1980's and 1990's, women still have not achieved parity in the number of faculty and administrative positions held, nor in compensation earned (Wilson, 2005). Furthermore, women are perceived as having less power than men, because they participate less often in the decision-making processes on campus (Denton & Zeytinoglu, 1991). The higher education industry addressed this problem by creating various professional development programs for women. While these programs provided much needed opportunities for women to collaborate and network, they inherently assumed that the "problem" that needed to be fixed was that women were not qualified for advancement (Simeone, 1987). The academy failed to consider that the real barrier to gender parity were institutionalized cultural assumptions.

With motivation provided by outside agencies like the National Science Foundation, higher education institutions are now beginning to focus inward, to examine the culture and bias inherent in the academy that create a barrier to gender equality. Given that higher education is struggling to meet its goals in a climate of insufficient resources and increased accountability, utilizing all available resources is imperative. Removal of gender barriers is essential to maximize potential, and professional development programs assist by helping to create a climate conducive to equality.

Purpose of the Study and Research Question

The purpose of this study is to examine how professional development programs impact women in higher education. This case study will examine one institution, Eastern State College (ESC), and its goal to “provide professional development for others on campus and beyond” (Higher Education Resource Services [HERS], 2006). By examining how having both a professional development program designed to encourage and promote women’s leadership, as well as a progressive and accepting culture that encourages women to advance, this study sought to understand how both factors may or may not create the critical mass needed to overcome the barriers to change. The specific research question that drove this inquiry was how does a professional development program for women shape the culture for women at a four year institution?

Significance of the Study

The study of this research question will allow higher education professionals to consider ways they assist their campuses achieve gender parity. This campus, with its history of commitment to social justice and a strong culture of nurturing professional development, creates a unique opportunity to examine the intersection of professional development and organizational culture. Furthermore, professional development programs are an under utilized tool in higher education and consideration of their impact may assist higher education institutions in becoming more efficient. This qualitative case study is an examination of how women who have engaged in a professional development program for women perceive their institutional culture and work to create a more equitable culture for women.

Background

The Higher Education Resource Services (HERS) began in 1972 as an offshoot of the Committee for the Concerns of Women in New England Colleges and Universities (HERS, 2006). In response to the pressures of affirmative action and the reliance of colleges and universities on the few women in positions of authority in higher education, the committee recommended that a registry and referral service be created for women who possessed credentials for faculty and administrative posts (Astin & Leland, 1991). HERS was created to meet that need. As their website points out, what makes HERS special “is its commitment to the development of a professional network of skilled women administrators ready to be mutually supportive and to work cooperatively to enlarge the professional opportunities for women in higher education” (HERS, 2006).

Since its inception, HERS has evolved into two separate professional development programs. One, housed at Bryn Mawr College, is a month long professional development session in the summer with curriculum in academic governance, technology, management and leadership, professional development, human relations, finance, and budgeting. The other is a year-long program based at Wellesley College that meets for four-day sessions every other month. Both require an intensive application process that requires individuals to consider their strengths and weakness, as well as consider how the program’s curricula might benefit them. Individuals who participate in the professional development usually need the support of their institution to help defray the costs (In 2006, the cost was \$6,800, HERS, 2006) as well as support in covering job responsibilities during the extensive absence. Thus, HERS necessitates a commitment not only from the individual but from her institution as

well. Both programs entail post-training networking and continued interaction within and between the cohorts, which further increases the program's reputation and success. The result is a program that boasts a thirty-year history and significant status within the academic community.

Eastern State College (ESC) has sent more participants to HERS than any other university. Founded in 1840, ESC is a small liberal arts state college in the eastern U.S. Early supporters were Horace Mann and former U.S. President John Quincy Adams. ESC began as a Normal school, which were early teacher education programs (Crawford, 2000). Later, it evolved into a liberal arts college about 1960. The institution's commitment to excellence in teacher preparation has earned it a national and international reputation (ESC, 2007). Its background as a teaching institution gives it a progressive culture, while its employment unions engender rigid structures (Crawford, 2000). The net result of this contrast is a progressive culture within a clearly defined hierarchical structure.

In 1992, ESC sent its first participant to Summer Institute. This was largely due to the fact that the new President of the college, President Verve,¹ was an instructor at HERS. Since then the institution has committed to sending several women to the HERS professional development training so that currently over 40 women at ESC have participated in HERS. Of them, four women were recruited to ESC, in part due to the networking opportunities provided by HERS.

In 2004, after President Verve had retired, ESC did not send anyone to the HERS program. This was largely due to oversight but did motivate President Verve to express her concerns about the matter. She realized that if the women at ESC were to have any staying power, they were going to have to be organized in some fashion. By engaging several

¹ Names used are pseudonyms to protect anonymity

women who had been through the training, HERS at ESC was created, with the goal identifying and encouraging ESC women who might benefit from HERS opportunities. Other organizational goals include strengthening the network of women involved in HERS, creating professional development opportunities both by and for the women of HERS at ESC, and finally, to collaborate with other ESC organizations and groups engaged in diversity-related initiatives with an overarching goal of working towards creating a more democratic academic and social environment on the BSC campus.

This campus, with its history of commitment to social justice and a strong culture of nurturing professional development, creates a unique opportunity to examine the intersection of professional development and organizational culture. Through a grass roots effort, the women at ESC examine the status of women within the institutional culture, and express their desire to impact the institution directly by contributing to campus leadership. This qualitative case study is an examination of how women who have engaged in a professional development program for women perceive their institutional culture.

The remainder of this chapter is divided into four parts. The first section outlines the current status of women in higher education. The second section provides a brief history of White² women in higher education, from the 1820s, with the struggle to be accepted *into* the institution to current struggles to be accepted *by* the institution. The third section examines the legal battles fought by women faculty to gain tenure parity. The fourth section addresses case law against discrimination and failed attempts to create gender parity in the structure of the academy through equal opportunity regulations. As the scope of problems concerning gender, race, class, and sexual identity are broad and all interrelated (Chamberlain, 1988),

² Throughout the paper, the labels “Black” and “White” are used adopting the approach used by the U. S. Department of Education

they are difficult to untangle. Furthermore, the issues of race are complex and compound the discussion of parity. Rather than attempt to address these critical issues inadequately, the focus of this study will be specifically about gender. Additionally, as the participants in this study were all White, the racial and ethnic implications are beyond the scope of this study. Because of this, the chapter will narrow its focus to the issues facing White women in their journey for parity in academia. It should be noted that whatever success has cost White women, the price paid by women of color has been substantially higher (Evans, 2007; Watson & Gregory, 2005). Taken together, this chapter will show that women have managed to achieve greater equality despite the continued cultural presumption of male superiority.

The Current Status of White Women in Higher Education

Why is it, that, whenever anything is done for women in the way of education it is called “an experiment” – something that is to be long considered, stoutly opposed, grudgingly yielded, and dubiously watched – while, if the same thing is done for men, its desirableness is assumed as matter of course, and the thing is done? (p.173)

Palmieri (1997) uses this quote from Thomas Wentworth Higginson from 1887 to illustrate the inherent cultural biases against women in higher education. Regardless of whether they are students or teachers, the roles of women in higher education have been undervalued (Schwarz, 1997). Even after women were allowed to attend institutions, their progress continued to be hindered through isolation and lack of integration (Nidiffer & Bashaw, 2001). Although women have gained acceptance into higher education as students, they still do not hold parity in decision-making positions within the institutions (Chamberlain, 1988). For example, women have been earning more than half the bachelor degrees earned

in the U. S. since 1982, and recently, 49% of the earned doctorates in the country (Integrated Postsecondary Education Data System [IPEDS], 2006), but they are still underrepresented in faculty ranks (West & Curtis, 2006, Kelly, 1993). According to the Integrated Postsecondary Education Data System (IPEDS), women make up only 39% of the instructional faculty on the nation's campuses (IPEDS). This number is somewhat misleading. Since many women occupy non-tenure line positions, the percentage of women in tenured positions is only 35%, and the number of full professors is only 23% (IPEDS) (see Appendix A). The phenomena of losing women in each transition, first from undergraduate to graduate, then from tenure-track to tenure has been described as a leaky pipeline (McDade, 1987; Moore & Twombly, 1990; White, 2005). While there are many factors creating those leaks, this study will focus on what academic institutions can do to support women in their professional development as either administrators or faculty. Given the overlap in the number of administrative positions that now require a concurrent academic appointment; this study will use the terms "administrative positions" and "faculty appointments" interchangeably. Primarily, this is done because HERS does not differentiate between administrators and faculty. However, an examination of the literature about the professional development of faculty and the professional development of mid-level administrative staff reveal that the two groups face essentially the same problems. Furthermore, given the number of women have joint appointments as both an administrator and a faculty member; the two groups are virtually indistinguishable from each other.

A History of White Women in Higher Education

Enlightenment Era 1820-1860

Before 1820, White women were assumed to be intellectually inferior and were never considered to be educable. In large part, this was due to the puritanical view that women were inherently evil, and that education would only increase their ability to do harm (Palmieri, 1997). Beginning with the Enlightenment in the 1820s, new reasons were developed to deny women's education. No longer viewed as evil, women were now idealized. Women were pure and moral and it was assumed that education might injure that purity (Palmieri). Research "proved" that education was problematic for women because it drew blood away from their ovaries to their brains. This redirection of blood flow supposedly led to sterilization. In addition, most educators assumed that women did not have the intellectual capacity to study rigorous academics (Nidiffer & Bashaw, 2001). Therefore, women's sphere of influence was restricted to the home and children. Women had no political, legal, or economic rights. But the Enlightenment also endowed women with qualities such as virtuosity, piety, and moral superiority (Palmieri).

Eventually, it was these qualities that helped to create the escape from their restricted environment. Women's superior moral training would be relied upon by society to elevate public discourse (Gordon, 1997). Women were allowed to enter the world of higher education but with only one professional goal: teaching. Women took teaching positions to help support their families (Gordon). Although it became acceptable for women to become teachers, there was no consideration that teaching would be a lifelong career. Instead, it was assumed that women's employment was merely a stopgap on the road to their primary responsibilities as housewives and mothers (Ogren, 1997).

In 1821, Emma Hart Willard founded the Troy Female Seminary in New York – the first endowed school for girls (*Emma Willard School*, 2006). Her school prepared women to teach as well as to be homemakers. However, she reassured legislators and the general public that she was not proposing a female college, for that would be an “obvious absurdity” (*Emma Willard School*). Ms Willard’s school did not include Black girls, as to do so would have likely brought violent reprisals (Evans, 2007). Although most African Americans lacked both the financial and social capital to send either their sons or daughters to school, a few individuals opened schools for Black women around the same time – most notably was Catherine Ferguson, a freed slave, who opened the first Sunday School in New York City in 1793 (Evans, 2007).

The development of private secondary schools for young women ("seminaries") during the early 1800's was the beginning of an interest in furthering educational opportunities for women. Women’s colleges were founded during the mid- and late-19th century in response to a need for advanced education for women at a time when they were not admitted to most institutions of higher education (Ogren, 1997). Co-educational schools like Normal schools (forerunners to teacher’s colleges) and some four-year degree-granting institutions like Oberlin College began at the same time (Ogren). Societal trends such as an increase in laborsaving devices in the home and a shortage of teachers due to the growth of common schools encouraged educational opportunities for women (Ogren).

Reform Era 1860-1890

The Civil War’s impact was no less dramatic on the field of higher education than it was on the rest of the society. Almost an entire generation of men died during the Civil War. This lost generation left many women without husbands. Women needed education to enter

the workforce to earn a living (Palmieri, 1997). Additionally, the 1862 and 1890 Morrill Acts produced a paradigm shift in higher education that created the land grant universities. No longer was education reserved for upper class White men; the land grant mission was intended to provide education to “everyman” in the practical education of “such branches of learning as are related to agriculture and the mechanic arts” (Morrill Act of 1862).

Women were not excluded from attending these institutions. For the first time, women were not limited to specific fields in higher education and so earned a wide variety of degrees in an array of fields. There was an upsurge in attendance, as well as an increase in women earning advanced degrees (Gordon, 1997). These women became the first generation of female faculty. They were pioneers; though they were few in number, they were extraordinary in accomplishment. However, their role was limited to that of “helpmates in science, rather than as leaders” (Palmieri, 1997, p. 175).

The success of White women in education was noted, and by 1890, the societal pendulum began to swing back. Men, it was assumed, were distracted by the female presence on campuses (Gordon, 1997). Furthermore, studies of women who had received degrees revealed that many of them chose not to marry or have children. Teddy Roosevelt popularized the phrase “race suicide” in describing this phenomenon (Palmieri, 1997). It was reasoned that women would soon become sterile and that “the race” would be overrun by other “non-white” cultures. Because of these fears, universities placed quotas on enrollment of women. Although White women’s participation declined, it did not diminish entirely.

While schools for White women were first created in 1821, formal schools for African American women were not founded for another fifty years. The first of these was Bennett College in 1873 (Bennett, 2007), followed by Spelman in 1881 (Watson & Gregory,

2005). It is interesting to note that while educating White women was viewed as dangerous to the race, the inverse argument was used to justify the education of African American women who needed to “uplift their race” (Watson & Gregory, 2005, p. 47). However, African American women were educated on the assumption by White missionaries that Black people were savages in need of civilization (Evans, 2007). The same backlash that occurred against White women was also evident against Black women, manifesting itself as a decrease in financial support by missionaries (Watson & Gregory).

Progressive Era 1890-1920

It was during this time that women began to enter the administrative world of higher education through deans of women positions (Gordon, 1997). The first dean of women was Alice Palmer at the University of Chicago in 1892 (Schwarz, 1997). These newly created positions championed the needs of women on college campuses. Their impact is still felt today as their new method of guidance for students is the forerunner to the present day field of student affairs (Schwarz, 1997). In addition their administrative work, deans of women had “earned their spurs in the classroom,” and were making significant contributions to research (Schwarz, 1997).

Additionally, the reasons that women attended college in this period changed. In a publication from 1914, a young college aged woman wrote that any woman who had attended college a generation earlier “was not the type who would have been apt to marry in any case...today’s woman goes to college to polish off her cultural education” (Palmieri, 1997, p. 179). It was perceived as socially normal that a woman would choose to go to college (Palmieri). This was also the period that women fought for and won the right to vote. While there were still critics who feared that these changes would alter gender roles, there

were increasing signs of cultural acceptance. Some believed that education helped create acceptance of women's equality. Susan B. Anthony encouraged education of women because it could be the basis of healthier relationships between the sexes based on mutual intellectual interests and respect (Gordon, 1997).

Modern Era 1920-2007

In 1929, Thomas Woody wrote a book on the history of women in higher education. He declared that co-education was a success, pointing out that the population did not decrease; cultural mores were maintained, motherhood and women's health improved, male scholarship was upheld, the number of marriages increased and suffragettes were silenced (Palmieri, 1997). While Woody's enthusiasm for women's education is to be admired, it dismissed ongoing concerns of both female students and faculty. Women were discriminated against as students. One professor asked a young woman to drop his advance literature class so that the men "for whom the course had been specifically designed" would be able to enroll (Soloman, 1985). Women faculty were equally discriminated against. One woman who graduated with a Ph.D. in history was only able to get a job in home economics. In her will, she created an endowed professorship in history for women (Soloman, 1985). Despite sexist overtones, Woody's text remained the pre-eminent history of women's education for almost 50 years.

As identified in Soloman's book, *In the Company of Educated Women*, the percentage of women attending college had continued to increase from 1870-1930. Soloman, however, noted that there was a dearth of data available to accurately assess the number of African American women who had graduated in this time. Although African American women were

accepted into “White” schools, they were not present in significant numbers (Evans, 2007), nor were there many “Black” schools for them to be educated in. For White women, they were on campus more than they had been in the past, but they were underrepresented in the math and sciences disciplines (Chamberlain, 1988). Additionally, the sexist culture contributed to women feeling marginalized on campus (Hurtado, Carter & Kardia 1998). Besides harassment and abuse, the assumption of women’s inferiority was an inherent part of the culture (Perkin, 1997).

Beginning in the 1960’s women’s role in society underwent significant transformation. New laws eliminated discriminatory policies in admissions and financial aid. With the elimination of the more obvious forms of discrimination, women excelled, and surpassed men’s enrollment and baccalaureate degree attainment statistics (Chamberlain, 1988). However, the inherent culture on campuses was still chauvinistic (Astin & Leland, 1991). Women were on campuses, but were discouraged from participating in the classroom by the predominately male faculty. Male faculty often did not recognize female student contributions to class or made inappropriate sexist comments (Hurtado, Carter & Kardia, 1998). Although women’s colleges were particularly relevant for continuing to create a place for women to have a voice, they fought a significant fiscal battle due to decreasing enrollment. Since the 1940’s, enrollment trends show that overall, women prefer a co-educational learning environment (Soloman, 1985). The struggle for gender parity continues despite the fact that enrollment parity has been attained.

Women as Tenured Faculty

Tenure – guaranteed permanent employment – was created in the beginning of the twentieth century to protect academic freedom. Both professors and institutions consider

academic freedom vital to the development of new knowledge and ideas. When academicians pursue research or teaching that is antithetical to current thought, they may be repressed or otherwise hindered by either their institution or political powers. Tenure allows faculty to be protected from repression, and protects freedom of inquiry, which is essential to the mission of higher education institutions.

The decision to grant tenure is important to both faculty and institutions. In fact, tenure means committing significant institutional financial resources over a twenty to thirty year period. It is not surprising that institutions do not take this decision lightly. One college president, when discussing the decision to award tenure said, “We have felt that if we must err, we ought to err on the side of caution; we ought not to gamble widely” (Leap, 1995, p. 7). However, universities are still required to make all decisions within the context of equal consideration. Research shows that a bias exists against promotion of women into tenured positions (Perna, 2001), and that bias is reflected in the courts.

While women had been on the faculty of women’s institutions since the 1850’s, they were present in relatively small numbers in co-educational institutions (Soloman, 1985). For example, Harvard did not appoint its first women professor until 1948 (Bennett, 2007). While their number grew steadily, they were not well represented in tenure or decision-making positions (Chamberlain, 1988). Although Title VII of the Civil Rights Act of 1964 expressly prevented discrimination based on “race, gender or religion” (Civil Rights Act of 1964), it exempted educational institutions, specifically for “individuals who performed educational activities” (Civil Rights Act of 1964). Both the government and the universities believed that including educational institutions in this act would impose inappropriate restrictions on the principle of academic freedom. However, in 1971, a report from the

House of Representatives detailed explicit examples in higher education institutions of discrimination against both minorities and women. Despite objections by universities, Congress amended Title VII in 1972 which eliminated the academic abstention for universities in hiring practices (Leap, 1995). Opponents to the legislation “claimed that enforcement of Title VII would weaken institutions of higher education by interfering with decisions to hire and promote faculty members” (LaNoue & Lee, 1987, p. 212).

Beginning in 1974, women began to challenge university practices in awarding tenure. Because of this litigation, a number of positive steps toward tenure and promotion decisions based on non-discriminatory practices have been created (Moore & Twombly, 1990). Campuses now have clear policies to guide tenure decisions, and training to educate faculty about the laws and their implications (Moore & Twombly). Despite thirty years of case law, the battle for equal presence in tenured positions continues.

Establishing Case Law

The courts established case law in 1974 with *Faro v. New York University*. This case is important not only because it was the first higher education law case covering a tenure dispute over gender but also because the decision favored the university. In writing the opinion, the court stated Dr. Faro had failed to make her case. Furthermore, the courts clearly stated a preference for avoiding such decisions, ruling “of all the fields which federal courts should hesitate to invade and take over, education and appointments at the university level are probably the least suited for federal court supervision.” (*Faro v. New York University*, 1974). In two other cases, *Zahorik v. Cornell University* (1984) and *Powell v. Syracuse* (1978), the court also found for the universities, using a similar argument. Despite the Title VII, gender discrimination was alive and well on college campuses.

In *Powell*, however, the court did say that while the courts should not overly involve themselves in tenure decisions, they should verify that no discrimination had taken place. “It is our task, then, to steer a careful course between excessive intervention in the affairs of the university and the unwarranted tolerance of unlawful behavior. *Faro* does not, and was never intended to, indicate that academic freedom embraces the freedom to discriminate” (*Powell v. Syracuse*, 1978). The court stated that the university’s case was weak but adequate. In discussing the university’s claim, the judges point out that “the law does not require, in the first instance, that employment be rational, wise, or well-considered – only that it be nondiscriminatory” (*Powell v. Syracuse*, 1978). Thus *Powell* is also significant because it helped create a better understanding of what the court would accept for evidence (Leap, 1995). In essence, the court gave notice that it expected universities to make a stronger defense in the future.

These cases illustrate why it was so hard to prove discrimination under Title VII. The plaintiff had to prove denial of tenure because of gender even though otherwise qualified. In contrast, universities only had to have legitimate non-discriminatory reasons for denying tenure and show that the reasons were not a pretext. This made gender discrimination difficult for plaintiffs to prove (Olivas, 2006). Because tenure decisions are a complex multilayered process involving multiple groups of people, universities can claim that tenure decisions are immune to a conspiracy against gender. Thus, evidence that the decision-making is tainted with gender discrimination is difficult to produce. Finally, the Court has declared it is not interested in serving as a “Super Tenure Committee,” overriding institutional decisions and imposing on academic freedom (Kaplin & Lee, 2006).

But in 1980, the Courts began to shift. *Kunda v. Muhlenberg* (1980) was the first case that was decided in favor of the plaintiff, while at the same time demonstrated the courts would go to great lengths to support the principle of academic freedom. Kunda claimed that she had been discriminated against when Muhlenberg College denied her tenure and promotion because she did not have a master's degree. Kunda was able to establish a clear case of discrimination by using examples of disparate treatment. She established that men who were equally situated in her own department, as well as in the college at large, had been granted what she had been denied: promotion and tenure. Because the department-level tenure and promotions committee had recommended her but the decision had been reversed by both the Dean and the President of the college, it allowed the court to sidestep acting as the "Super Tenure Committee" and merely rule in favor of the department's decision (Kaplin & Lee, 2006). In an effort to adhere to the principles of academic freedom, the court gave a conditional ruling. They awarded her reinstatement, back pay, and promotion to assistant professor. However, tenure would not be awarded unless she completed her master's degree in two year's time. Furthermore, the Court claimed that this case was *sui generis*, the only one of its kind, and as such did not restrict academic freedom (*Kunda v. Muhlenberg*, 1980).

Kunda was the turning point. In the next twenty years, the courts continued to enforce the law with universities. The high point was *Jew v. University of Iowa* (1990), where the court ruled that Dr. Jew should not only be awarded back pay, but tenure and legal fees. Yet for every case won, there were many more lost. Typically, only one out of five plaintiffs wins her suit (Bartholomew, 2000). If going to trial, plaintiffs must have explicit, rather than implicit, evidence of discrimination. In 2000, Dr. Lawrence sued and lost her case against the University of Missouri (*Lawrence v. Curators of University of Missouri*,

2000) on the basis that she had published enough quantity, but not quality. Some legal analysts believe that in this case, the Court showed overt preference to the university (Hora, 2001).

Changing the Academy

Because of these law cases, won or lost, women are discovering other avenues for addressing their concerns. Most universities would rather avoid the cost of a trial. In 1999, a group of women faculty from Massachusetts Institute of Technology (MIT), led by Dr. Nancy Hopkins, formed a committee to study the issue of tenure discrimination on campus. Their data revealed that MIT had given far fewer resources such as promotions, lab space, and graduate student support to women than it had men. When presented with the data, MIT President Vest promised his immediate support to right the obvious wrong (Hora, 2001). Money became available to fund research, expand lab space, and purchase equipment. In summarizing what happened, Dr. Hopkins wrote,

Civil-rights laws and affirmative action got women in the door of the academy and allowed a few to become highly successful scientists. But, as we have finally learned after 30 years, women were seldom granted equality. Even progressive policies could not completely erase a form of gender discrimination that, as Professor Bailyn wrote, is ‘subtle but pervasive, and stems largely from unconscious ways of thinking that have been socialized into all of us, men and women alike.’ (Hora, 2001, p. B5)

Changing “unconscious ways of thinking” will take time. In 2002, in a follow up to that study, women still felt marginalized on the MIT campus. In a letter to the institution addressing the issue, Provost Robert A. Brown encouraged the campus to examine their continued gender bias. "Women faculty members are not equal participants in our faculty

community. A comment is repeated over and over that MIT is a 'man's world.' This must change” (“Women,” 2002, p. A9).

As further proof that all dragons have not been slain, in 2005, Dr. Lawrence H. Summers, then President of Harvard University, in a speech for the National Bureau of Economic Research’s Conference on Diversifying the Science and Engineering Workforce, stated that it was likely that the under-representation of women in the sciences was due in part to biological differences in the abilities of men and women (Banks, 2005). Summers was vilified for his comments (Rhode, 2005). As with the MIT case, the silver lining is that Harvard has two task-forces evaluating the status of women on the campus (Rhode). The very fact that the issue is being discussed is cause for hope. Indeed, the research outlined earlier charts clear and distinct gender differences in promotion to tenure (Banks, 2005, Ginther & Hayes, 2003, Kelly, 1993, Perna, 2001).

In September, 2006, The National Academies of Sciences published a report that revealed bias is preventing women from advancing in science and engineering at the rate of their male counterparts (National Academy of Sciences [NAS], 2006). In fact, this report concludes that women’s biology does not create any difference from men in their ability to produce competitive research in math or science, answering Dr. Summer’s contention that women were inherently inferior. Furthermore, the report urges universities to respond to concerns about gender equity, because if they do not, it will be to their detriment. In the words of panel chairwoman Donna Shalala, “If they (universities) want to be excellent, if they want to be competitive, then they don't want to leave out any talent. This report is about excellence. It's about this nation continuing to be competitive for the very best science in the world and the very best scientists.” (Winslow, 2006, p.1)

If the academy is going to change, it will need external stakeholders to apply pressure, and pressure to consider the gender gap is increasing at colleges and universities. In 2001, the National Science Foundation began awarding “institutional grants” to universities who were committed to reversing gender bias specifically in the sciences (National Science Foundation [NSF], 2006). To date, nineteen schools have been awarded grants. These schools document their process of success and failure on a website where anyone can review initiatives (NSF). With more external agencies showing interest in grappling with the “unseen biases” inherent on our campuses, institutions can begin to consider how best to approach their own campus’ gender issues.

There are other signs of progress. Last year, the American Council on Education and the Alfred P. Sloan Foundation issued a report entitled, “An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers.” Among its recommendations are allowing young professors up to ten years, not six, to earn tenure; allowing faculty members to work part time for up to five years at a time; granting multiyear leaves to professors for personal and professional reasons; and creating postdoctoral jobs to help people who have stepped out of academia after earning their Ph.D.’s to re-enter the academy (Wilson, 2005).

Summary

From the beginning, women have faced an uphill battle gaining entry into higher education first as students, and later into the ranks of faculty. As a society, this change has also allowed for women to move beyond the role of homemaker into laboratories, industries, and the academy. Certainly it is no longer the case that educating women is the “obvious absurdity” of Emma Hart Willard’s day. With the slow and steady removal of obvious forms of discrimination, what remains is the task of eliminating the “unconscious ways of thinking”

(Hora, 2001, p. B5) that continue to hinder the ability of women to achieve gender parity.

Through examination of the literature on how culture impacts our unconscious perspectives, we can explore our inherent assumptions about women and leadership and consider the journey forward toward equality. It is clear that women now have the skills, desire, and ability to assume positions of authority on campus. What is left is to change the culture of the academy and to understand how professional development programs can be a tool for change. This study will focus on how women are working to create their place on campus.

Chapter 2: Literature Review

To establish a conceptual framework for this study, an examination of the literature on women, leadership, and professional development programs, as well as insight into the impact of culture on institutions of higher education is necessary. First, an understanding of how feminism effects our perceptions of women within higher education provides a theoretical framework for the study. Second, as leadership is generally perceived in our culture as a masculine construct, it is particularly important to review the impact of women on leadership and the impact of feminism on how new concepts of leadership developed. Third, a review of how higher education utilizes professional development programs to cultivate leaders, particularly women, is important. Because the Higher Education Resources Services (HERS) was designed specifically to develop women for higher educational leadership, this literature is particularly relevant. However, as women are not leaders in a vacuum, but within a dynamic, diverse, and complex organization, a review of the literature on culture will be the fourth and final section. Beginning with a working definition of culture, this section will add an understanding of how professional development programs impact the culture of an institution. Finally, research examining the process of culture change that higher education institutions undergo and analysis of what makes that change effective will enable us to understand how professional development programs help to create positive environmental elements for successful transformation.

Liberal Feminist Theory

This literature review begins with a discussion of liberal feminist theory as it is the theoretical framework for the study. Liberal feminism will provide a context for us to consider how social constructs restrict women's potential. An examination of higher

education through a liberal feminist lens will allow for a better understanding of the academy. Furthermore, a discussion of how we perceive leadership and apply gender constructs to leaders will increase our appreciation for professional development programs. Finally, while liberal feminism is still an effective tool, its limitations will also be discussed.

For the purpose of this thesis, a liberal feminist perspective has been adopted for its broad range and accessibility. Although there is no single definition, Hart (2006) describes feminism as “simply the conviction that women, like men, should be afforded the opportunity to realize their full humanity” (p. 46). She goes on to say that “feminism’s chief observation about women is also its motivating force: women’s relative disadvantage vis-à-vis men” (p. 47). When examining the problem of gender equity in higher education, it is helpful to consider the ground that has been gained since 1972. Many consider those gains to be largely due to the impact of liberal feminist theory (Tong). Liberal feminism maintains that female subordination is a result of unequal social and legal practices that deny women access to individual human rights. These practices are upheld by the sexist social system (Remlinger, 1994). Seeing the world from a feminist perspective allows for recognition of the institutionalization of sexism and its direct and indirect impact on the lives of women (Simeone, 1987). Liberal feminists believe that for women to shed their subservient positions and be fully liberated, they need economic opportunities as well as civil liberties (Tong). It is the goal of liberal feminism that women be able to develop with men the kind of social values, leadership styles, and institutional structures that will permit both genders to achieve fulfillment (Tong). While widely recognized as the most effective feminist theory because of its synthesis into mainstream culture, liberal feminism has its limitations. Because liberal feminism ignores other social factors such as class and race, the gains

experienced by liberal feminism tend to benefit mostly well educated, White, Protestant women (Madden, 2005; Tong, 1998). While often criticized as a White bourgeois movement, liberal feminism has brought most of the educational and legal reforms that have benefited many women (Tong). Other critics believe that liberal feminism did not go far enough in pursuing economic rights and instead emphasized political rights (Tong). That higher education currently defines its struggle for gender equity around economic issues for women makes this criticism particularly relevant.

Liberal feminism has a wide theoretical base. There are feminists who study the subjugation of women and those who study the liberation of women. There are feminists who rail at the exchange of the word “gender” for “sex” in our language, and the replacement of “suppression” for “oppression.” Yet despite these differences, at its core, liberal feminism is inclusive and dynamic (Puigvert, Darder, Merrill, de los Reyes, & Stromquist, 2002). A liberal feminist’s way of thinking is comprehensive and includes both men and women. Men and women need to appreciate that our culture has masculine constructs; both men and women need to be freed from oppressive gender roles. It will take both men and women to deconstruct that norm, to change our culture. Rather than seeking to repress differences, feminists look to seek patterns that illuminate our similarities. Feminists believe “that the time is now for all women to unite for social transformation and social justice” (Puigvert, Darder, Merrill, de los Reyes, & Stromquist, 2002, p. 10). The feminist movement coalesced in the early 1960’s with the publication of Betty Freidan’s book, *A Feminine Mystic*, which explored the sense of dissatisfaction that a number of college-educated women were experiencing in their domestic roles of wife and mother (Tong, 1998). A sense of injustice grew from their perceived knowledge that they were denied opportunities of fulfillment

based on their gender (Tong). However, the movement was only the beginning. As one feminist noted:

The feminist movement legitimized the frustration and anger of women about their role in the workplace and at home, but it did not give them the tools to function in new roles. It put legislation in place that forced employers to open their doors to women, but it did not help companies to analyze the situation of women, respond to their needs, and bring them up to speed so that they could become a profitable source. And perhaps most notably, it did not significantly alter our perception of what are appropriate roles and behaviors for men and women (Astin & Leland, 1991, p.148).

While these repercussions of the feminist movement were felt throughout the culture, they were no less dramatic in higher education. Yet from the liberal feminist perspective, because of the perception that higher education was more liberal than society at large, it was assumed that higher education would be more inclusive (Astin & Leland, 1991). Indeed higher education has a burden of being perceived as being more liberal than society (Simone, 1987). Despite these optimistic perceptions, the academic structure has proved to be extremely hierarchical and inherently masculine (Simone). Moreover, its decentralized nature has made it that much more difficult to change (Bergquist, 1992). While an administration can impose structural changes, cultural changes within schools and departments cannot be regulated and create a barrier to change that prevents gender equality. It was not enough to change the structure of higher education through equal opportunity regulations (Moore & Amey, 1993). Feminists soon began the task of naming those “unseen biases” that created a “glass ceiling.”

On the surface, the academy has certainly made good faith efforts to create a more equitable culture for women. There are number of campus based commissions, forums, and task forces for women that assess campus climate, suggest priorities, and develop supportive policy for women faculty, staff, and students. Research from these commissions reveals that while most overt sexism is removed from campus policies, there still remain covert inequalities (Glazer-Raymo, Townsend & Ropers-Huliman, 2000; White, 2005). For example, the academy makes a concerted effort to have gender-balanced search committees, tenure and promotion committees, and executive committees. While this is positive in its intent, there are not enough women to serve on these committees, and so women are overburdened with demands of campus service (Glazer-Raymo et al, 2000). This demand for service further impacts women's ability to conduct research effectively, which negatively impacts their ability to get tenure. This subtle form of discrimination inhibits women from reaching positions of power and authority in the academy. Other subtle discriminatory practices include lack of start-up funds for research or other professional development, bias against certain types of research, and salary inequities (Madden, 2005). The inherently masculine organization of higher education institutions makes it difficult to combat these biases.

By naming those biases, feminism also created a new way of conceptualizing leadership (Bensimon & Neumann, 1993). This new shape of leadership encourages participation more than traditional male hierarchical models (Birnbaum, 1992, Green, 1988). In this model, leadership becomes a process to empower, facilitate, collaborate, and educate (Madden, 2005). In fact, these values of empowerment, facilitation, and collaboration are emphasized in the HERS leadership development program.

There have been numerous studies that examine the relationship between gender and leadership. While some find that there are no differences based on gender (Astin & Leland, 1991) there are others who find that the women's ways of knowing lead to a more inclusive leadership style (Bensimon & Neumann, 1993, Green, 1988). Other studies find that women leaders experience discrimination in that they are perceived differently than their male counterparts; women feel that they are patronized and that their judgment and competence are constantly called into question (Bolman & Deal, 2003; Denton & Zeytinoglu, 1991; Ely, 2004; Green, 1988; White, 2005). Regardless, Birnbaum (1992) notes that women may or may not manage differently from men, and that those differences may or may not be related to gender. As one researcher noted:

It is pointless to ask whether women and men lead in the same way or differently.

Instead, we might use women's experiences in organizations to question why things work the way they do in an organization. We can use this analysis as an opportunity, not to change women or men, but to mobilize everyone to learn new and better ways of working and relating. In other words, ask not, "What difference does gender make?" but rather, "How can gender make a difference?" (Ely, 2004, p. 2)

Indeed if feminism were really to effect change, it would go beyond dichotomous explanations of leadership. By reducing the discussion to male versus female, feminist scholars have done little more than perpetuate notions of dualism. In *Race, Gender and Leadership*, Parker (2005) points out any either/or approach to leadership fails to capture "the diversity among women's (or men's) experiences that shape leadership knowledge" (p. 8). Although feminism correctly "provides an important critique of the patriarchal discourses that exclude women's experiences....it fails to acknowledge that notions of feminine and

masculine are social, cultural, and historical products, constructed according to racial and sexual ideologies that constrict women's and men's embodied identities" (p. 10). What makes an effective leader is much more than just gender, so a new paradigm about leadership must be considered.

Leadership in Higher Education

Higher education institutions are hierarchical organizations that have only relatively recently encouraged women to rise within their ranks. Because of this, as well as the dominant masculine cultural norm, women have more often seen themselves as subordinate to men (Cleveland, Stockdale & Murphy, 2000; Mitchell, 1993). Of course there were women leaders, but they were the exception, not the rule. As women leaders became more prevalent, a "woman's way of knowing" began to quantify a new way to think about leading (Madden, 2005). As we move beyond traditional constructs of leadership, we can appreciate how good leadership needs to embrace both masculine and feminine ideals to be effective.

Traditional models of trait leadership are based on the assumption that the quality of leadership is based solely on the quality of the individual leader rather than the quality of the group as a whole. Traditional leadership does not consider the differences in how individuals construe the world, favoring the leader's dominant view over an individual's perception and belief (Cleveland, Stockdale & Murphy, 2000). Traditional leadership does not necessarily conscientiously seek to repress others' views. Rather the mechanism for silencing and excluding non-male, non-White, and non-Protestant views often slips by unnoticed (Bensimon & Neumann, 1993, Cleveland, Stockdale & Murphy, 2000). It is precisely these "unconscious ways of thinking" (Hora, 2001, p. B5) that are the most tenacious. Consequently, individuals who have ideas outside of the dominant view are not only silenced;

the silence is assumed to reflect acquiescence. As a result, individuals become disenfranchised and often “check out.” Hence, the organization is unable to utilize all of its much needed resources.

Newer ways of conceiving leadership have begun to move past trait theory (Bensimon & Neumann, 1993). Using a more encompassing paradigm strengthens this trend, not only to include women, but also to include the increasingly diverse backgrounds and cultures that make up our society. By embracing this model, we not only broaden but enrich our lives with new meaning and greater appreciation of other perspectives. No longer is a masculine-based trait theory enough to provide effective leadership, as our daily lives are impacted by a collection of ideas and expectations. These changes not only impact our leaders and their leadership styles, but it impacts each of us as the work place collective expands to include more individuals from a multitude of backgrounds. Higher education no longer exclusively educates White, Protestant men, and that change means the institution must change to include all who are enrolled and work in the academy. New leaders are needed who can welcome these changes and use them to expand our understanding of the importance of diversity; not only for the cause of social justice, but because it creates better educational institutions (Cleveland, Stockdale & Murphy, 2000; Crutcher, 2006). New programs are needed to help train leaders to appreciate the benefits of pluralism.

By including more than just White, middle class women (or men), a broader form of leadership should endeavor to achieve the goal of creating more effective strategies though the recognition that individuals have differences (Kezar, 2000). This concept of leadership, coined “pluralist leadership” by Kezar, seeks to bring those differences to light. Built upon Taylor Cox’s concept of pluralist organizations, pluralist leadership involves understanding

awareness of the power of group affiliation. While Kezar does ground her model in the gendered idea of “women’s ways of knowing,” she does reach past gendered stereotypes. Kezar encourages higher education to look for new leaders who can be developed outside the dominant leadership schemas. Campuses need to reflect on how power creates bias against those on the “outside.”

By involving all members of a community in the leadership process, individuals feel engaged and work more proactively toward the success of the organization (Kezar, 2000). Moreover, by facilitating communication among diverse individuals, pluralistic leadership seeks to create an effective balance between interdependence and diversity (Bensimon & Neumann, 1993). Kezar suggests that by being reflective and critical, pluralistic leadership can “engage individuals, decrease conflict, and minimize the problems of organizational fit. Being reflective is important in developing awareness of identity, positionality, and power. Being critical is important in negotiating the various viewpoints that emerge” (p. 10). This evaluative process can encourage both men and women to consider how their “unconsciously held beliefs” prevent them from achieving their potential. Finally, given the wide array of constituencies that influence higher education, a leadership style that lends itself to inclusiveness may enhance institutional effectiveness by engaging all the resources available to an institution.

It should be noted that Kezar’s (2000) publication on pluralistic leadership was not a lengthy study in a peer reviewed journal. It was an article based on a study conducted at a community college. While not a formal study, the idea of identifying a leadership style that looks beyond gender traits to define was intriguing. Specifically, Kezar’s assertion that a leadership style requires critical reflection to ensure more inclusion of diverse voices is an

underlying assumption of the current study. Finally, Kezar includes the importance of communication and training to ensure dynamic engagement of more diverse points of view.

To build on the progress that has been made in higher education, we need to remove the disadvantages for women on the local level, and engage in a plan to develop new leaders, men and women, to empathize with the notion of pluralist leadership. The academy's use of professional development programs to facilitate these changes lags behind the private sector, such as private corporations or even the military (Scott, 1978). However, a growing interest in individual professional development, as well as how those individuals impact institutional effectiveness will bring greater understanding of the intersection of leadership and professional development programs.

Professional Development Programs

Professional development programs are critical to improving job performance and career potential (Johnsrud & Rosser, 2000; McDade, 1987; Mitchell, 1993). However, there is very little research about professional development programs in higher education for either faculty or administrators, and even less on professional development for women in higher education. This section will examine what exists and discuss opportunities for further study. However, despite an insignificant body of research, available studies make it clear that academic institutions need to encourage participation in professional development programs for the good of the institution as well as the individual.

Higher Education has lagged behind private industry in examining the need for professional development programs for its leaders (Scott, 1978). Furthermore, higher education has even lagged behind its cousins, K-12 education and community colleges, in developing professional development programs (VanDerLinden, 2005). While there are

leadership studies, they tend to focus on college presidents, and ignore other leaders within the organization (Brown, Van Ummersen & Phair, 2001). In part this is because higher education often pulls its leaders from the ranks of the faculty, who have never fully accepted the need for professional development (Johnsrud & Rosser, 2000; McDade, 1987).

For women, the barriers to advancement were often a complex array of individual and institutional factors. For individuals, self-esteem, the presumed need for self improvement, and family obligations were barriers. For institutions, limited time, limited money, and limited external interactions were barriers for both faculty (Mitchell, 1993) and administrators (Moore & Twombly, 1990)

In general, professional development programs are helpful in making current jobs more challenging by encouraging individuals to reframe their problems and consider new challenges (Scott, 1978) In addition, these programs can offer training in new skills, provide increased knowledge about the function of the academic sphere and offer networking opportunities (VanDerLinden, 2005). Finally, institutions benefit from employees who participate in such training as knowledge gained enriches not only the individual, but the institution as well.

McDade's (1987) book, *Higher Education Leadership* examined career paths of higher education administrators as well as considered the aspects of professional development programs that worked best. McDade surveyed the field of higher education professional development programs and categorized training into four types. The first type includes national institutions, which feature an extensive time commitment and intensive programming involving a deepening understanding of the various aspects of the academy. There are several prominent programs of this type in the country, notably the Harvard

Institute for Educational Management and the leadership development program under discussion here, Higher Education Resource Services (HERS). The second type of training includes administrative conferences hosted by external agencies. The third type encompasses the professional associations. The fourth consists of the plethora of short seminars, workshops, and meetings that leaders can attend that include programs offered by local organizations or regional chapters of national organizations. All of these programs provide an opportunity for individuals to gain a new perspective on their work as well as interact with other professionals. In addition, the benefits of these conferences include acquiring tangible knowledge related to a specific issue, intellectual stimulation and learning, networking, and team-building experiences. The benefits participants describe most often include increased self confidence and a sense of renewal. However, McDade also revealed that there can be a down side to professional development, and that is that often programs include a time commitment that is detrimental to the individual, either personally or professionally. Additionally, these programs can often be very expensive and pose a fiscal strain for either the individual or the institution. Finally, in some circles, professional development is viewed as a waste of money as individuals will leave after the institutions have invested in them (Scott, 1978). However, administrators should consider these programs as opportunities to keep excellent employees challenged within their current jobs.

While there has been an abundance of management fads, theories, and professional development, there has been little research to verify the efficacy of any of them. However, lessons from the most successful programs indicate that there are three factors in common (McDade, 1987). First, high-level institutional support is imperative for any program to be effective. Administrators must be seen as supporting leadership training. Second, a clear

educational mission will help ensure that professional development objectives are met. Finally, post-training development activities need to be integrated with job applications to give life to the new knowledge beyond the training.

McDade (1987) noted that women who participated in professional development activities seemed to create administrative career experiences through the purposeful selection and timing of certain kinds of work, learning, and professional development. McDade names these women, “intentional administrators,” and notes that their efforts seem to benefit their careers. However, a more thorough examination of how participants view professional development programs and if those programs make a difference in career development needs closer assessment. McDade raises also the question of whether or not women and minorities benefit from professional development programs. She does not address the “how” questions. That is, this study did not approach individuals and seek to gain their understanding of how the professional development programs had impacted them.

Simeone (1987) asks “to what extent have attempts to achieve equity for faculty women in higher education been effective?” (Simeone, 1987, p. xi). Her study suggests that while there have clearly been improvements, more effort needs to be made, and that professional development programs offer only a partial solution. Simeone posits that the networks created as a result of professional development opportunities are a significant benefit for women. Not only do such networks provide opportunities for women to share experiences and offer support, but they also allow a shift away from the male-centered academy. This shift allows women to engage with other women to create their own connections, separate from men, to decrease their isolation and build a power base.

Individuals can often be frustrated in their jobs due to lack of recognition for their work and lack of promotional opportunities (Johnsrud & Rosser, 2000). McDade (1990) observes that professional development programs renew employees by teaching new skills, creating new challenges or re-energizing a sense of purpose. Individuals cannot only learn specific skills but they can enhance their personal leadership style. In fact, supervisors should make professional development part of employee evaluations and encourage occupational/organizational development, advancement, and leadership skill development (Mitchell, 1993).

Other studies have examined different aspects of professional development programs and have concurred that time and expense are significant factors (Scott, 1978). Institutions can choose to develop other options, such as formal or informal network systems.

VanDerLinden (2005) extensively surveyed over 200 Michigan community college administrators in 28 institutions and found that such networks provided much needed social support for developing leaders. The networks gave leaders opportunities for sharing ideas and increased collaboration.

On-campus programs tended to grow from specific campus needs, “or a senior administrator, energized by a particular professional development program, returns to campus to launch a similar activity on her campus” (McDade, p. 49, 1990). VanDerLinden (2005) focused on the benefits of on-campus mentoring. Mentoring is not perceived as being as cost prohibitive as some of the national institutes or other conferences, and on-campus mentoring is viewed as “free.” The benefits of mentoring include the opportunity to gain “hands-on” knowledge from peers, and to grow professionally. Mentoring was found to be a key ingredient that separates successful and unsuccessful administrators, and was tied to

organizational advancement, career satisfaction, and career development (Rosser, 2000). Additionally, these programs are somewhat more resistant to the criticism that individuals receive professional development and then leave the institution, because mentoring programs are more likely to provide internal pathways within the institution (Rosser, 2000). Higher education institutions then gain more skilled workers and are more efficient at meeting institutional needs.

VanDerLinden concludes that the study participants gain more from off-campus professional development than from on-campus opportunities. However, she adds that for those institutions that do not have the financial resources to fund off-campus programs, they should consider ways to encourage mentoring and networking within the institution. She points out that as administrators are shaped by and dependant on the institution that employs them, the institutions will gain significantly from investment in professional development, rather than leaving it up to individuals. However, she also notes that it should be a cooperative endeavor by individuals and institutions. Additionally, she encourages campuses to create a professional development assessment to determine if adequate financial resources are available to employees, as well as determine if there are policies to encourage education attainment. Finally campuses should have clear policies that make clear who gets to attend professional development programs, making sure that the nomination process is clearly defined, as informal processes can create barriers to participation.

While VanDerLinden (2005) studied community college administrators, her findings are clearly applicable to four-year institutions. The study did not focus exclusively on presidents, as many do, but encompassed a variety of leaders on several community college campuses, some of whom held faculty appointments and others did not. However, while this

study utilized extensive survey format with some open-ended questions, the study did not quote participants. Because of this, we lack a complete understanding of the experience from the view point of the individuals. Like McDade (1987), this study failed to allow for differences in perceptions based on gender and race, which are likely to be different, given what has already been discussed about leadership and gender.

VanDerLinden (2005) concludes by suggesting that qualitative research might address the perceptions of participants in professional development programs. She suggests that further research should examine what participants feel the most valuable aspect of professional development, as well as seeking to understand if participants felt that there something their institution could be doing to further support professional development. These questions were incorporated into this thesis; as was McDade's question of whether participation in professional development programs had positive outcomes for career development.

Despite a dearth of research on professional development programs, available studies show most importantly that higher education needs to make more efforts in training their faculty and staff. Existing research details the types of development programs detailing perceived benefits and failures. Successful programs all have high level institutional support, clear educational missions, and create post-training engagement. Finally, the research discusses the advantages of other formal and informal networking, as well as mentoring programs as another way for institutions to engage in professional development for faculty and staff.

Defining Culture

To begin, we must define culture, and then expand on that definition so that we can understand how to use culture to create institutional change. Bergquist (1992) defines culture as:

...a pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration. (p. 3)

Kuh and Whitt (1988) are slightly more expansive in their definition and state it as:

...the collective, mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus. (p.162)

Both definitions emphasize the normative influences on behavior as well as the underlying system of assumptions and beliefs shared by culture bearers (Kuh & Whitt, 1988). Furthermore, Kuh and Whitt (1988) expand their definition of culture as a sense of identity that facilitates a commitment to an entity, like a college. Bergquist (1992) suggests that culture is established around the production of something valued by its members (for example, education); it is important to note that culture does not exist for itself. Culture enhances the stability of a group's social system. "Given that colleges and universities are primary conveyers of our society's overall culture, it is particularly important that we identify and attempt to understand the nature of the deeply embedded cultural properties of these institutions" (Bergquist, 1992, p 2).

Culture becomes a sense-making device that guides and shapes our behavior. Tierney (1988) makes the specific point that culture is context bound, so that it is difficult to articulate a precise definition. However, researchers have been able to quantify some elements of culture (Eckel & Kezar, 2003), and this literature review focuses on two studies that define culture and then address elements that help create a positive culture change. Taken as a whole, this literature allows us to understand more completely what culture is and how it is perceived by women.

In the first study, Schein (2004) looks at how individuals identify culture in a three-level conceptual hierarchy. By identifying three levels of our tacit assumptions about culture, Schein allows individuals to begin to assimilate their unconsciously held viewpoints. This conceptual hierarchy consists of artifacts and rituals, as well as values and beliefs. Artifacts are inclusive of tangible things, as well as internal structures and processes. Artifacts are items that represent a multitude of means and emotions that create shared meaning in symbols. Examples of artifacts would include buildings, organizational charts, and documents. Additionally, rituals are included as a type of artifact. Rituals are a social construction of set standards in which individuals are asked to participate. Rituals are often repeated until they become part of the social fabric. Besides the obvious type of ritual, formality of interaction and style of dress are other examples of rituals. The second of Schein's conceptual hierarchy is values, which are linked to the basic beliefs and assumptions of an institution. Sometimes, those values are espoused, meaning that they are out of synch with authentic behavior demonstrated by members of the culture. Espoused values are often more of an aspiration than an actual institutionally held value. Usually values evolve over time and are linked to organizational heritage and history. Values are

identifiable in artifacts because they are conscious and members of the organization can identify them. Finally, the last elements of the conceptual hierarchy are beliefs, which are often difficult to articulate as they are unconscious. Beliefs determine the way reality is perceived. Beliefs guide individuals in behavior that is accepted as “normal.” Culture is dichotomous in that it is both stable and fluid: stable as it is shared by many and fluid in that it undergoes constant evolution. Schein also suggests that there is often a “dominant constellation of assumptions, values, and preferences” that socializes new members into accepted patterns of behavior (p. 18). While largely positive, this dominant culture can sometimes be an alienating and ethnocentric force (Schein, 2004).

When considering the importance of changing an institution of higher education, it is crucial to recognize the impact of culture on that change (Bolman & Deal, 2003). While many would theorize that structural change is the most important part of creating institutional change (Birnbaum, 1988), it is just as important to recognize that often without a significant change in the culture, structural changes will likely fail (Bergquist, 1992; Eckel & Kezar, 2003). Cultural changes can often be unexamined and unconscious, thereby making them hard to identify (Bergquist, 1992). Yet, without understanding why “we always do it that way,” it becomes impossible to identify what course of action will likely solve the problem at hand.

Creating Cultural Change

Higher education institutions do not relish change. In fact, their staid, traditional hierarchical models create natural barriers to change (Bergquist, 1992). The process of change is challenging and unpleasant; the very nature of it creates chaos and uncertainty.

Often, the short-term process creates more challenges than the old system, and it not unusual for people to wonder why this change was initiated in the first place (Bolman & Deal, 2003).

For successful change to occur, cultural elements must be realized and understood (Tierney, 1988). A successful change effort must be compatible with these cultural elements. The goals of the change must account for understood institutional cultural elements (Eckel & Kezar, 2003). Leaders must design culture alternatives that transform the culture and change the institution.

Bergquist (1992) defines the four cultures of institutions to help scholars and practitioners work with and use the strengths and resources of the existing culture to accomplish identified goals. Bergquist reasons that “if we are to understand the influence of men and women in their daily work inside collegiate institutions then we must come to understand and fully appreciate their implicitly held models of reality” (p.3). He defines the four academic cultures as collegial, managerial, developmental, and negotiating. Each institution has elements of all four cultures; however, one culture will be the dominant one. Bergquist notes that by examining these four cultures, which are often invisible, we can study diverse phenomena and tacitly held assumptions to understand the nature and influence of the four cultures.

The collegial and managerial cultures have been a part of higher education in this county since the founding of Harvard (Bergquist, 1992). The collegial culture is a result of a combination of the British and German systems of higher education, which creates a culture in which faculty are oriented primarily toward their disciplines. The collegial culture’s elements can be identified in the importance of a liberal arts education. While faculty work within their own fields and are fairly autonomous, Bergquist also identifies that collegial

institutions have a strong administrative leader who manages within a top down power structure. In this culture, the goal is to provide an environment of learning, and that goal is realized in individual students. In contrast, the managerial culture is directed toward solving institutional problems, but is unfortunately devoid of a sense of community. Where collegial networks are generally based on discipline and longevity, the managerial culture networks are founded on similarity of function. The managerial culture places its origins with the Catholic seminaries and the community college systems, two systems that were developed to serve a less privileged population. Here, the lines of authority are clear, and the administrators run the institution. The stress in the organization is more on teaching and less on scholarship or research. To gain influence in this culture, one is skillful in managing people and money. In both of these cultures women and minorities often find themselves unable to penetrate influential circles. While they may be able to penetrate the midlevel positions, they are rarely promoted to a higher position.

The developmental culture takes the best of the collegial culture (values) and the best of the managerial (procedures) and tries to blend them (Bergquist, 1992). The developmental culture strives for the growth of individuals both personally and professionally through deliberate modes of planning and rationality is central to that planning. A developmental leader makes use of his or her expert power and chooses to collaborate. Similarly, the negotiating culture encourages the development of equitable policies and procedures through proactive confrontation, mediation, and interest groups. The difference between the two cultures is that the developmental leader does not believe in compromise, where the negotiating leader does. The term “collective bargaining” is most often associated with the negotiating culture. This culture is often at odds with the campus administration and tends to

be located in state systems. Both the developmental and the negotiating culture arose in response to deficiencies in both the collegial and the managerial culture, and each culture has its own value structure that provides insight on how to plan and approach institutional transformation. By combining all four cultures, we can define and understand how culture influences decisions at colleges and universities.

Bergquist (1992) recommends using the strengths and perspectives of each culture to engage in organizational development. He begins by categorizing the types of change that organization developers would recommend. First-order change includes better interpersonal communication, more effective conflict resolution, and more collaboration in group decision making. Second-order changes look at changing the substance of the interpersonal communication or the nature of conflict. For example, the nature and the composition of the group would be modified or the type and or number of decisions being made by the group would be altered. These second-order changes require us to address the discrepancy between our own espoused values and the actual values. Given that the gender inequity that we are discussing is largely unconscious, it is likely that the change we need is housed in the analysis between actual and espoused values. To effect this change, management needs to reflect on the process of change. This process is the first step toward effective practice.

Finally, Bergquist (1992) details theories on how to engage in effective organizational change that usually requires change in one of three areas: structure, process or attitude. To create such change Bergquist suggests that an understanding of the strengths and weakness of each approach is important. Beginning with change in structure, Bergquist notes that the strength of this change strategy is that it is visible and relatively easy to accomplish. However, it is also too easy and seductive as it does not change the underlying structure.

When considering changing the process, Bergquist sees the strength as the empowerment of an individual through skill development. However, organizational change can not depend on a few individuals to modify complex group problems. Finally, Bergquist identifies change in attitude as the last approach to effective organizational change. Bergquist hypothesizes that to impact change attitude, a shift is required in the relative strength of one or more of the academic cultures. A change in spirit often leads to greater personal fulfillment. However, this is nearly impossible to achieve. Bergquist suggests that rather than focusing on the need for change, a more productive approach would be to consider the strengths and weakness of the dominant culture of their institution and learn to appreciate and value them. Rather than focus on dynamic change, individuals could instead focus on reflection and meaning of those strengths and weaknesses. Real change requires patience and perspective; time to assess and consider multiple perspectives.

Finally, for any change to be effective, it needs leaders, and Wolverson (1998) identifies that there are three types of leaders particularly relevant to organizational change: change champions, change agents, and change collaborators. Each change process has a champion, the leader who usually initiates the change. This individual speaks most often about the background and the need for change, not only at the beginning but throughout the change process. For change to be effective, it needs others within the organization to shepherd it through. Change agents take their cues from the champions of change and have the power to create the change. Change agents often also bring their own expertise to the problem and can help guide the process. Finally, successful change requires change collaborators. These are individuals who bring broad support to the change process. These collaborators can be selected by the change champion or could simply be within the

organization. Each change leader is placed in different locations within the organization, and this too is important for effective change. Identifying these individuals early in the process can lead to lasting systemic change.

This section of the literature review helps break down the elusive concept of culture into manageable pieces. By first examining the underlying assumptions held about culture, we are able to identify how members of a culture perceive their culture. Furthermore, the process of categorizing types of cultures helps us to examine the underlying assumptions to identify and work with the strengths that are inherent to the community. Finally, by defining how organizations change, and the leaders who help create that change, we can evaluate how this change provides opportunities for individuals, notably women, to grow into leadership positions on campus.

Summary

This literature review has examined the relationship of feminism, leadership, professional development programs, and institutional culture in institutions of higher education. Given the expressed desire of higher education and other external constituents to improve the gender equity in academia, this literature review allowed us to place side-by-side the pieces of the puzzle to better understand what is missing. Higher education leaders need to reflect on their institutional culture and examine what needs to be done to create a truly diverse environment. At the same time, women and men in higher education need to better understand how they can challenge themselves and their institutions to engage in the change and promote that diverse environment. Women need to reflect on how they can be leaders in creating diversity. How do women see themselves? Are they ambassadors to facilitate a new understanding of women and leadership? Do they lead by example in their departments and

units? How do they challenge their institutions to examine those unconscious ways of thinking?

More qualitative research examining the questions of leadership and culture are necessary to ensure a complete understanding of how higher education institutions develop their leaders. Furthermore, research examining how organizations create change serves to increase our understanding of how change transpires, and how leaders can be trained to help facilitate that change. An examination of the intersection of professional development and culture adds a deeper understanding to a complex issue that impacts higher education.

The purpose of this study is to examine how having both a professional development program designed to encourage and promote women's leadership, as well as a progressive and accepting culture that encourages women to advance may or may not create the critical mass needed to overcome the barriers to change. The specific research question that drove this inquiry was how does a professional development program for women shape the culture for women at a four year institution? To create a theoretical framework for this study, liberal feminism and organizational theory were combined. By using a liberal feminist framework, organizational theory about institutional culture, and leadership theory, this study attempts to gain a better understanding of how professional development programs help women shape the culture at their institution. Finally, as this research is a case study, it is hoped that the findings will help empower both the women and the campus where they work toward their goal of gender parity.

Chapter 3: Methodology

Qualitative research, specifically case studies, provides an excellent way for researchers to evaluate participant understanding (Creswell, 1998). Case studies are particularly helpful in determining how participants “make meaning” because of their bounded nature (Merriam, 2002). Because of the unique situation of having a local chapter of the national HERS organization on the campus, Eastern State College (ESC) particularly lends itself to a case study format. Additionally, by focusing on a particular group of women, detailed description of their experiences provides a more complete understanding of the benefits participants gained. This study included some understanding of institutional culture, which often qualitative researchers examine using an ethnographic approach. Ethnography uses many of the same tools used in case study. However, ethnographies are not defined by data collection techniques but by the lens through which the data are interpreted (Merriam). Given that this study does not employ a sociocultural interpretation of the data, it is appropriately a case study. By examining the way that individuals relate to and interpret their environment, qualitative research includes “thick description” (Denzin, 1989; Huberman & Miles, 2002; Merriam, 2002) to enhance understanding of the perspectives of the participants.

The purpose of this study is to examine how having both a professional development program designed to encourage and promote women’s leadership, as well as a progressive and accepting culture that encourages women to advance may or may not create the critical mass needed to overcome the barriers to change. The specific research question that drove this inquiry was how does a professional development program for women shape the culture for women at a four year institution? The Higher Education Resource Services (HERS)

Summer Institute program had been in existence at Bryn Mawr College for 30 years. There is a sister program at Wellesley called the Management Institute for Women in Higher Education, but both under the umbrella of HERS. The mission of the organization is to enrich the leadership of higher education by providing women participants with new skills and ideas (HERS, 2006). In the last 15 years, ESC has sent a total of 47 women to the professional development programs at either the Summer Institute or Wellesley, and through networking, has hired 10 additional women trained at HERS. In doing so, they have created a critical mass of individuals at ESC who share similar philosophical ideals of leadership. In 2005, ESC created HERS at ESC, a new initiative with the goal “to provide programming and opportunities for professional development both by and for the women of HERS at ESC” (HERS at ESC, 2006). This initiative sought to continue utilizing HERS professional development to guide more women and men in this paradigm. Using case study methodology involving 20 hours of research activity at ESC, I examined ESC community members’ understanding of how the training impacted them professionally, as well as their understanding of the impact of the training on the institutional culture. Interviews, observations, and document analysis provided data through which I could gain an understanding of the participants’ comprehension of culture.

Through interactions with participants, I sought to produce a study that provided descriptive analyses and understandings of the particular phenomena under examination – how participation in a professional development program has impacted participants and led to changes in the campus culture. Qualitative research, specifically case studies, provides an excellent way for researchers to evaluate participant understanding (Creswell, 1998). By examining the way that individuals relate to and interpret their environment, qualitative

research includes “thick description” (Denzin, 1989, Huberman & Miles, 2002) to enhance understanding of the perspectives of the participants. Because the results of a case study are particular and descriptive, they can provide increased insights to assist future policy development (Merriam, 2002).

Participant Selection

The participants for this study were selected from those who were currently employed by ESC and had participated in HERS. Introduced by the current President of the HERS national organization, I wrote a description of my proposed study and sent it to the President of HERS at ESC. The HERS at ESC President discussed my proposal with the executive committee of HERS at ESC, and they agreed to contact their membership and ask if any one would be interested in participating. Using purposeful convenience sampling, I sent a letter of inquiry to the President, who forwarded it to the membership, explaining the intention of my study (see Appendix B). Of the 39 women on campus, 13 of them indicated that they would be willing to help me with my study. Once we began with setting dates for interviews, ten were interviewed. After all the interviews were scheduled, I conducted background research about the participants from their ESC department websites. At that time, I discovered that all the participants were White. A brief examination of the HERS at ESC members list seems to indicate that most of the members are White. Given the criticism of liberal feminism as ignoring women of color, acknowledgement of this potential limitation is noted.

Pseudonyms were used to protect anonymity of participants. However, titles were retained to identify relative position within the organization. For a description of the participants, see Table 3.1. During the interviews, characteristics of individuals were noted

and used to help assign aliases. Participants were asked to confirm their agreement with the chosen pseudonym.

Table 3.1 *Participant Data*

Participant	Age	Years in Current Position	Year attended HERS
Dean Integrity	50-60	2	2006
Director Genuine	30-40	6	2004
Director Intrepid	40-50	8	2004
Dean Candor	50-60	4	2001
Director Conscientious	50-60	1	2000
Dr. Dedicated	50-60	22	2000
Director Compassionate	40-50	5	1999
Assistant Vice President Vivacious	30-40	3	1995
Assistant Vice President Composure	40-50	3	1993
President Verve	60-70	13	1993

Data Collection

ESC was selected as an ideal site to conduct this research based on its own initiative of creating a HERS chapter on their campus. To ensure rigorous data collection, I conducted open-ended in-depth interviews, recorded with the participant's permission, to ascertain individual perceptions of the questions surrounding gender equity on the campus. All

interviews were transcribed verbatim within 24 hours. To supplement this data, handwritten notes of my observations of the participants were also included for analysis.

Participants first signed an informed consent form (See Appendix C) and then completed a brief demographic form providing age range, education, marital status, perceived socioeconomic status (SES), position title, years in current position, and years at institution. (See Appendix D). Usually, the interviews usually took place in the participant's office or work area, although one participant choose to do the interview at a campus eatery, and another invited me to her home. The interviews followed a specific set of queries based on the research questions and asked how participants felt the professional development training had impacted them, as well as how they perceived the campus climate for women. (See Appendix D). A semi-structured interview format was used, which allowed me to probe further to gain a more complete understanding of the participants' opinions. The length of each interview was 45-60 minutes. All interviews were digitally recorded and then kept in a locked cabinet for confidentiality purposes.

Of the ten participants, five were between the ages of 30-50, and 5 were between the ages of 50-70. When asked to consider their social economic status, seven believed they were middle class and three identified themselves as upper class. One of the women was divorced, two of the women were single, and seven were married. All the women had at least a master's degree; two were in process of getting a doctorate; and four already had a doctorate. Four of the women had been on campus less than ten years, while five had been on campus between ten and twenty years. Only one woman had worked for ESC for more than twenty years. Finally, while one woman was both a faculty member and an administrator, six women were administrators (four were Directors of administrative units

and two were Associate Vice Presidents) and the other three were faculty, two of whom were deans.

After conducting the first series of interviews, three participants were invited to join a focus group to reflect further on leadership and culture at ESC. This interview took place in a campus common room over lunch provided to us by HERS at ESC. The focus group participants were asked other questions that probed issues surrounding how various campus initiatives created change. (See Appendix E). The group setting also encouraged interaction, and the lunch added to a sense of informality, which provided further data for analysis.

A first draft of the data was given to the participants for member checking of findings, a process that allowed me to confirm my understanding of the participants' perspectives. Creswell (1998) recommends member checking as a way for participants to verify information and to ensure reliability and credibility.

I was allowed to observe two specific ESC/HERS events: a Brown Bag Lunch meeting as well as the Eastern Conference for Women in Boston (a delegate of ESC/HERS women attended). During these two observations, I made notes about how I perceived individuals interacting with each other. Some qualitative researchers recommend using an observation check list during field work (Bogdan & Biklen, 1998), but as I did not have specific criteria I was trying to identify, I chose not to utilize this tool. Rather, my goal was to ascertain how individuals responded to each other and to the event itself. Additionally, I was able to conduct informal observations such as daily activities within administrative units. Often I would arrive early to scheduled appointments and converse with administrative staff. Other times, I would sit in a public area such as the student union, library, or computer lab and either observe interactions of campus community members with each other or start

conversations with faculty, staff, or students. In conducting these observations, I was seeking to examine the inherent culture of the institution through direct interaction, as well as make observations of interpersonal dynamics among campus community members. Again, all field notes were transcribed for data analysis.

Finally, documents were analyzed as artifacts to help gain an understanding of the institutional culture in which ESC/HERS operates. Documents were selected based on their symbolic meaning to culture. For example, Schein (2004) suggests that mission statements are an excellent tool to evaluate institutional culture. Other documents were selected for their relevance to the participants. Examination of institutional history, the campus newspaper, biographies of influential community members, and current policies all provided a deeper understanding of the organization. ESC has a strict computer and Internet policy, and many public documents can only be obtained electronically from campus with appropriate access privileges. Electronic documents were merged into the spreadsheet and used for data analysis. Table 3.2 displays the documents and events evaluated for this study.

Table 3.2 *Documents, Websites and Events used in Analysis*

Documents and Websites used in analysis

American Association University Professors equity report
 Eastern State Report on the Status of Women
 Measuring Up Report
 ESC Mission statement
 ESC Institutional seal
 ESC Fact book 2001-2005
 ESC website
 HERS at ESC website
 National HERS website
 ESC campus newspaper
 ESC Diversity and Affirmative Action Task Force Report

Events used in analysis

Eastern State Conference on women
 Brown Bag Lunch

Observation 1 - Library visit 1
Observation 2 - Library visit 2
Observation 3 - Library visit 3
Observation 4 - Student Union visit 1
Observation 5 - Student Union visit 2
Observation 6 - Administrative Office 1
Observation 7 - Administrative Office 2
Observation 8 - Administrative Office 3
Observation 9 - Administrative Office 4
Observation 10 - Administrative Office 5
Observation 11 - Administrative Office 6

Data Analysis

Creswell (1998) describes data analysis as “a process of pulling the data apart and putting them back together again in more meaningful ways” (p. 154). Using the participants’ descriptions of their institution, we can better “understand and fully appreciate their implicitly held models of reality” (Bergquist, 1992, p. 3). The participants’ descriptions of their institution allows for a better understanding of the culture for women at ESC. I began the process of analysis by first listening to each interview, as well as reading each transcript numerous times. I placed data from transcripts, documents, and observations in a spreadsheet and examined the responses in a variety of ways. First, I studied the data sorted by responses to each question and looked for patterns and recurring phrases. Having identified key words, I created categories and searched for that word or phrase in other participants’ responses. Within each of these new categories, I looked for sub-categories. Additionally, the frameworks of liberal feminism, leadership, and organizational theory provided categories for consideration. I compared these categories to my initial list. I searched the data again, finding new patterns to examine. Finally, I examined how the answers to demographic questions presented trends in data. To reintegrate my data, I re-sorted the findings using the expanded list of categories. Eventually, I collapsed several

categories and sub-categories due to overlapping themes. Miles and Huberman (1994) describe these iterations as crucial to the evolving analysis.

Ensuring Reliability

All research, quantitative and qualitative, is subject to scrutiny in regards to reliability. As the nature of qualitative research is subjective, particularly with case studies, it is helpful to verify data through triangulation (Creswell, 1998). Consistent with qualitative research techniques, other sources of data were analyzed to ensure verification. For this study, I verified data through observations, document analysis, and peer review of data. I attended two ESC/HERS events, as well as took several opportunities to observe participants in their environment. Numerous documents were examined, including the Diversity and Affirmative Action Task Force Report, the ESC Fact book for academic years 2001 to 2005, and the ESC website. Finally, I asked several higher education professionals with a feminist perspective to provide critical feedback for peer review. Peer review allows for other researchers to provide fresh impressions of raw data, thus creating new opportunities for interpretation (Creswell, 1998).

Qualitative research retains its creditability through rigorous standards and attention to detail. Using the participants' comments to provide rich description of how they perceive the culture provides a durable framework, and member-checking verifies that I heard them correctly, which further strengthens the data. For participants to trust me with their understanding of culture, confidentiality and trust are particularly important (Bogdan & Biklen, 1998). Merriam (2002) suggests that in all qualitative research, the researcher is the primary instrument for data collection and analysis. As a researcher, I brought my own

interpretations to their stories. I have “an obligation to be self-examining, self-questioning, self-challenging, self-critical and self-correcting” (Huberman & Miles, 2002, p. 207). It was my contention that while trying to see the situation from the point of view of those who were being studied, my own interpretations of the situation would also be included (Huberman & Miles, 2002). Thus, rather than ignore or devalue my understanding of participants’ behavior, descriptions, or interpretations, I sought to weave the two together to produce “well-grounded, rich descriptions and explanations of processes in identifiable local contexts” (Miles & Huberman, 1994, p. 1). Case studies benefit from such rigorous reflection; since objectivity can not be achieved (Huberman & Miles, 2002), subjectivity must be recognized and consciously identified.

Finally, through identification of my own positionality is yet another way to ensure reliability. My position as a researcher includes the fact that I am a woman with a liberal feminist perspective. In addition, I have participated in several types of professional development programs, although not in HERS specifically. I find these programs somewhat limited in their effectiveness, given the lack of rigorous engagement during programming. Often these sessions seem ineffective because they are isolated from my own job experience and not consistently relevant. However, none of the programs I participated in was exclusively for women, nor did the programs require the same intensive time commitment. Finally, I should also note that my own experience as a higher education administrator has allowed me to experience and observe subtle forms of discrimination that I believe create the “glass ceiling” in higher education. While I perceive that this discrimination transpires within a veil of ignorance and is generally unconscious and unintentional, the underlying issues that create bias will not be addressed without honest reflection. By considering my

own positionality, I have made an effort to reduce my bias. In doing so, I hope to adhere to professional standards and bring new insight to the questions posed in this study.

Qualitative inquiry is a useful tool to examine the “how and why” questions in research, and case studies are particularly valuable in consideration of a bounded situation (Huberman & Miles, 2002). As the song borrowed for the title of this study says, use of the participants’ “voices” allows the data to “stand on its own two feet” and be heard. The thick rich description will add another perspective to the impact of professional development programs, with the hope that new answers will be provided.

Chapter 4: Findings

This chapter will review the data collected for this study in four sections. The first section will begin with background on HERS at ESC. In the second section, an overview of documents that were analyzed will provide a context for better understanding Eastern State College's (ESC) history, values, and goals. Third, the interviews will be examined to understand how participation in a professional development program impacted first the individuals, and second, the institution. Finally, an evaluation of a particular event will assess impact and consideration of whether that impact created significant change.

Organizational Challenge for HERS at ESC

Created with the ideal of "lifting as you climb," HERS at ESC endeavors to improve the culture of the institution through creation of "a more democratic academic and social environment." Despite obvious progress, the local chapter has undergone a significant setback in its short history which may mitigate its ability to impact the culture. Founded in 2005, the five member executive board was supposed to serve two years. Unfortunately in less than a year, three of those founding members had to resign their posts, each for separate and unrelated reasons. The result was a hastily called election last spring where the current executive board all ran for their positions unopposed. This new board is now about a year into its two year term. There are no faculty members on the new board, although faculty do serve actively on committees for the organization. The lack of faculty involvement on the executive board was a source of disappointment to most of the individuals with whom I spoke.

The new board chose to scale back both the size and the style of the events, focusing on smaller venues that perhaps got at the soul of HERS more – that of women teaching women. In the first year, HERS at ESC hosted more formal events might involve a speaker, or the college president might attend and make a speech. To contrast, this past fall, there were two brown bag lunches that were led by HERS executive board members. The first topic was about community involvement and while the second was about pursuing a doctoral degree. The lunches were very well attended and well regarded. While these smaller venues are more intimate, they are also less visible. In addition, no events have been scheduled for the spring semester, with the exception of the Annual Leadership Conference. While the current board President describes the board as committed, they are still just a volunteer organization. In her words, “The only thing that will hold us back is that these women are very busy. There is the old saying if you want something done give it to a busy person. Well that only goes so far.”

In addition to these lunches, HERS at ESC sponsored a holiday gift basket fund raiser for a local women’s shelter. These smaller events are a sharp contrast to the first year that featured formal sponsored events that involved advanced registration. A significant portion of this style change could easily be attributed to the new president of HERS who prefers the more informal events. However, some participants wondered if these more intimate forums lessened HERS presence on campus.

Impressive in its mission, HERS at ESC faces challenges in its mission to help foster a positive environment for women. Despite a significant loss of organizational leadership, HERS at ESC remains committed to advancing women within the college. By creating

smaller more manageable venues, the new organizational leaders continue to “lift as they climb.”

Document Analysis

Analysis of relevant data can provide valuable context when considering issues of gender parity, and several such reports and documents were examined. Several internal as well as external documents to provide context for both the cultural institution, as well as the culture within the state. *Measuring Up 2006: The Eastern State Report Card on Higher Education* gives a general snapshot of how the state is preparing its citizens for higher education. Additionally, the *State of Women Report* obtained at the Eastern Conference on Women also provided some excellent data to evaluate how women fared in this climate. Turning specifically to ESC, a comparison of its employment statistics to the American Association of University Professors Report (AAUP) entitled “AAUP Faculty Gender Equity Indicators 2006” presents a framework to evaluate gender parity. The ESC website provided organizational charts and other data, including the President’s Task Force on Diversity and Affirmative Action Report as well as the ESC Strategic Plan. Finally, a review of the HERS at ESC website also details a mission statement and goals for the organization. These documents were selected by availability, as well as through Schein’s suggestions of appropriate artifacts.

To begin, it is important to provide the context for the system of higher education in which ESC is located. According to the *Measuring up Report*, Eastern state does a good job of providing educational access to its citizens. The report uses five performance categories, preparation, participation, affordability, completion and benefits. The report defines

preparation as adequately preparing students for education and training beyond high school. Likewise, participation is defined as opportunities to participate in education and training beyond high school. Affordability is an assessment of how affordable higher education is for students and their families. The report defines completion as the rate at which students make progress toward and complete their degrees. The benefits category is an evaluation of what benefits that state receives from having a highly educated population. Eastern received an “A” for preparation, participation, completion, and benefits – no other state scored as well. Unfortunately, it also received an “F” in affordability, as did 42 other states. Generally, the Measuring up Report indicates that the state successfully creates an environment where education is accessible to and valued by its citizens.

When turning to the data about women in the state, the news is somewhat less positive. The national average of women earning baccalaureate degrees is 57.9% (National Center for Education Statistics [NCES], 2007), which is comparable to Eastern’s 51.9% (State of Women, 2006). More significantly, the percentage of women who have doctorate degrees is 1.12%, but the percentage of men who have this degree is 2.37%. This number is important when we look at the equity indicators of the AAUP report.

The AAUP report examines how women faculty are treated within the academy. The report identifies four equity indicators that point toward discrimination. The first indicator is faculty employment status. The AAUP report finds that the number of women who are employed part time at Master’s level institutions is disproportionately higher than men, with 52% of part time faculty being women versus 48% men. Conversely, the percentage of full time faculty who are women is 42.4% compared to 57.6% men. As only full-time employment leads to tenure, this means that fewer women are considered for tenure positions

and have less authority, status, and prestige than men. Unfortunately, ESC public statistics imply that they do not hire part time instructors so there is no comparative data available for analysis. However, conversations with participants indicated that there were many part-time adjunct faculty teaching only one or two classes on campus.

The second equity indicator listed by AAUP was tenure status. The percentage of non-tenure track faculty at other public master's institutions who were women was 56.3%. However ESC only has 36.3% of non tenure track who are women, compared to 63.7% who are men. This indicates that women at ESC are not limited to less prestigious, non-tenured positions. Furthermore, the percent of tenure-track women at public master's institutions was 47.1%, yet ESC had 50%, and of course 50% men. Again, this is another positive indicator about the number of women faculty in tenured positions. Finally, the number of tenured women was 35.2%, versus ESC's impressive 42.5%. The percentage of tenured faculty who are men is 57.7%. This statistic is particularly telling considering only 1.12% of women in the state have doctoral degrees.

The third equity indicator was the percentage of full professors who were women. Here again, ESC claims an impressive 40% of the full faculty are women, compared to the national average of 28.78%. While not quite at parity, it would appear that the women faculty at ESC are faring better than women at similar institutions.

As women also seek equal representation in administration, it is necessary to consider employment statistics of administrative staff at the institution. To gain an understanding of historical context, staff demographics from 2001 to 2005 were compared. The data indicate that the campus appears to moving toward gender parity. The percentage of faculty who are women increased from 41% to 45% from 2001 to 2005. That increase was matched in each

employment division, (Executive/Administration/Managerial, Other Professional, Technical/Paraprofessional, Clerical, Skilled Craft and Service Maintenance) and was particularly noticeable in the Executive/Administrative/Managerial category where the percentage of positions at that level being held by women rose with an increase from 52% to 57%. Furthermore, the number of Executive/Administrative/Managerial positions increased from being only 7% of the total distribution of full-time employees in 2001 to 11% in 2005. This means that the percentage of women in this category increased at the same time that the number of people within the category increased as well; this represents a double gain for women. These increases are consistent with the President's stated goal in his Opening Day Speech of 2002 of trying to increase the diversity of campus. See Table 4.1 for data comparisons.

Shortly after assuming leadership of ESC, the president committed to a thorough analysis of diversity on campus. The President's Diversity and Affirmative Action Task Force took fifteen months to "look into the mirror" and assess the state of diversity and equality at ESC. The initial report was delivered in May 2005, and approved by the Board of Trustees in January 2006. The report included sections for each population category, students, faculty, staff and alumni, with subheadings of "strengths" and "challenges and opportunities." Representative quotes from all categories indicate that while there are more tensions relating to racism and sexual orientation on campus, gender discrimination is clearly present. Several issues were raised repeatedly, including improvement of maternity benefits, as well as indications that administrators were sometimes made aware of discrimination yet chose to remain "unresponsive" (p. 10). That the report included the negative comments is to be commended as conversations about discrimination often makes individuals uncomfortable

and these issues are difficult to discuss. The report has several proposals including three general and eight goal-specific recommendations. The first general recommendation was the creation of an office of Institutional Diversity, headed by a Diversity Officer who would be responsible for among other things recruitment and retention of a fully diverse faculty and staff. This recommendation has been adopted and a new Diversity Officer has recently been selected. Once he begins, the Diversity Officer can work toward the other recommendations including creating a campus Diversity Council, as well as a campus-based definition of diversity. This position will also coordinate campus wide to support regular and coordinated programs and services to support the strategic diversity plan. The Diversity officer will report directly to the President of the College.

In contrast, another document that sheds light on the institutional commitment to diversity was the ESC strategic plan. Of the four policy goals listed in the ESC strategic plan, the third could relate to issues of gender equity. The stated goal is to “enhance campus participation in our diverse and global society,” which includes “objectives defined by the Diversity Plan” (ESC Strategic Plan, 2007). However, those objectives are not specifically detailed, and may be more related to racial issues rather than specifically related to gender. Given that gender equity concerns were noted by students, faculty, staff, and alumni in the Diversity Report, the absence of a stated policy goal related to gender is striking. Finally, ESC Mission Statement lists several priorities, among them:

...improve the recruitment, retention and development of highly qualified faculty;
incorporate the ideals and practices of cultural diversity, global citizenship, and civic responsibility into the curriculum and campus life; and develop and nurture all

institutional resources (financial, human, and physical) through excellent stewardship to allow the institution to grow. (ESC Mission Statement)

Inherent in these priorities is the desire to create a community that embraces social justice and encourages not only ideals but creates practices. Equality and diversity do not just happen; they are the result of focused effort and deliberate and conscious decision making. This broader campus vision is reinforced locally in the HERS at ESC website, which lists as one of its goals “to create a more democratic academic and social environment.” Furthermore, the organization strives to remind women of the interconnectedness within the ESC community because “‘we don't accomplish anything in this world alone....’ as we work together to expand the tapestry of women's leadership.” The theme of interconnectedness is also evident in the organization’s stated desire to collaborate with other ESC organizations and groups engaged in diversity-related initiatives. Using Bergquist’s descriptions of culture, these documents convey a developmental culture.

Another artifact that Schein recommends using for understanding institutional structure is the organizational chart. An examination of the ESC Presidential Cabinet reveals five Vice Presidents, each of whom manages a division. Two of these Vice Presidents are women and three are men. Of those two women, one is the Provost, who is second in command of the college. Further examination reveals a balance of gender in the third tier of the organization.

Finally, an artifact of institutional history helps provide the context for ESC. An excellent example of this is the university seal, which reads “not to be ministered unto but to minister,” reinforcing the ideals of social justice, global citizenship and service. The seal is

in English, further identifying the institution as one that remains close to the working class students, rather than the more esoteric practice of using Latin to represent itself.

As Schein suggests, examination of these documents as artifacts allows reflection of the unconsciously held viewpoints of ESC. Taken as a whole, these documents constitute a conscious and deliberate intention of the ESC campus, and the HERS at ESC organization to promote a diverse community. Furthermore, ESC ties this goal to its larger educational purpose, while HERS at ESC reflects that achieving that goal involves collaborating with each other to foster a climate of acceptance. By documenting the goals of the campus and HERS at ESC, we can now examine how individuals who work at ESC experience their culture and consider how participation in the professional development program impacts them professionally, as well as their culture.

TABLE 4.1 *ESC Institutional Data: Comparing Faculty Rank by Gender in 2001 and 2005*

Table A- 2001 Gender Distribution of Full-Time Faculty by Rank

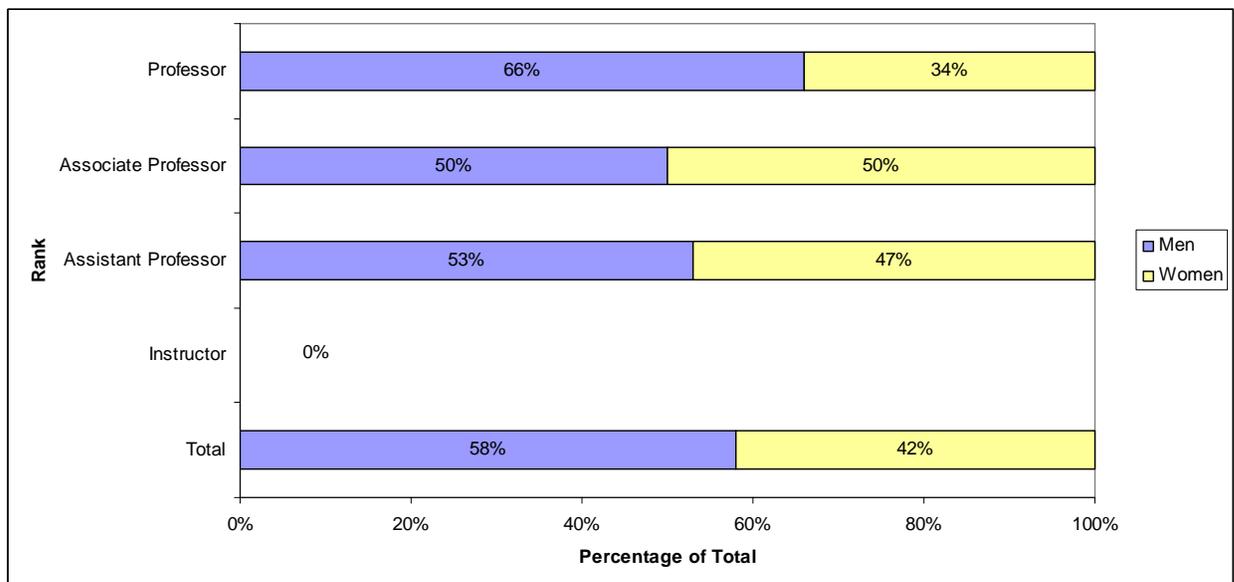
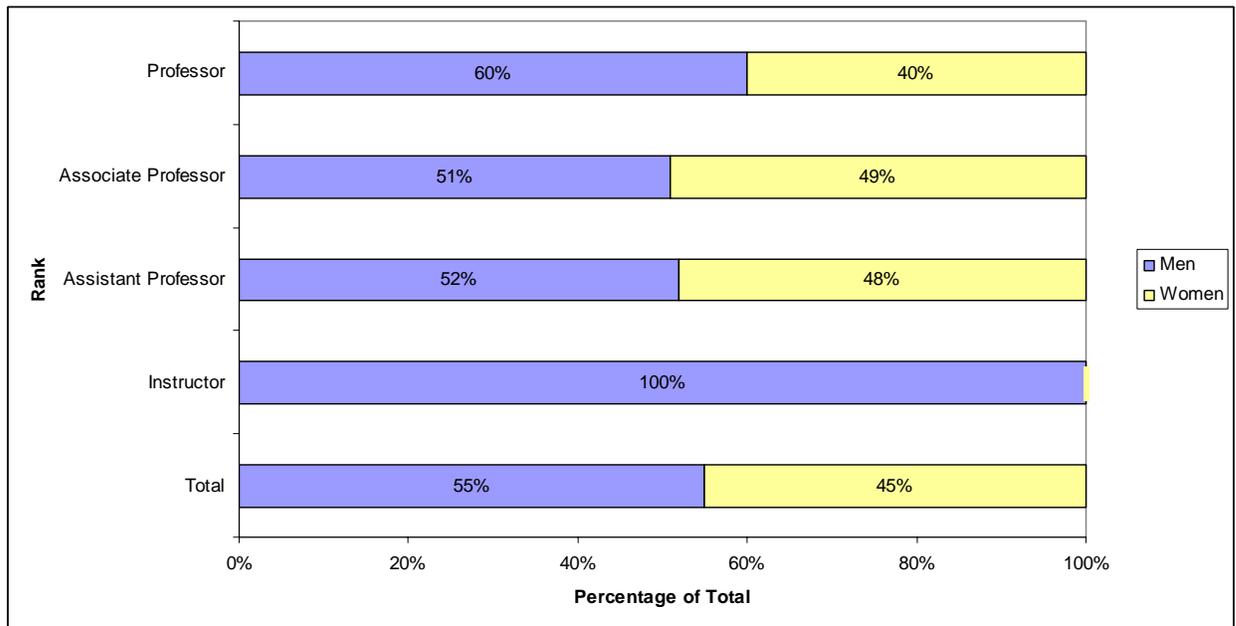


Table B- 2005 Gender Distribution of Full-Time Faculty by Rank



Impact of Professional Development Training on Individuals

Overall, the impact of professional development programs on participants was an important part of their personal and professional growth. Because of the expense of the training, candidates are selected by the Vice Presidents and President of the college. There is no formal submission process of nomination either by individuals or their supervisors; individuals are considered by virtue of quality of the job that they do. To be selected “means you have been tapped to provide leadership to the institution.” The women experience the selection as an honor and this has a positive impact their self confidence. Association Vice President (AVP) Composure found that she was “excited by an opportunity that I could not pass up.” The second benefit is the attendance at the program itself. As the program has significant national reputation, it draws a fairly influential and prestigious group of women who may include directors, deans, and provosts. Participation with this group of women was

extremely affirming. Director Conscientious appreciated being “part this unique group of women, all of whom are from all over the country and who are involved in higher education... [working with these women] you gain this self confidence realizing that you could do anything.” Finally, the program is intentionally designed to foster collegial, non-hierarchical relations both among participants and between leaders and participants. Women from ESC found themselves with equal status in this high powered group, in which they felt validated and appreciated. In the words of Director Compassionate, “I deserved to be in the room with everybody else.”

There were additional personal benefits. The training provided was almost universally acknowledged as very beneficial. Participants learned about the academic environment, external environment, and institutional environment. Because of the increasing complexity of the administration of higher education, it is often difficult for individuals to appreciate how interdependent higher education departments have become. While several participants had either served in various capacities as faculty on campus, or had gained a global perspective through their administrative positions, most women found the intensive training on higher education institutions helpful. “It gave me a wealth of knowledge of how colleges work” and “I learned about all the different parts of the academic city” were representative comments. Not only did faculty learn about college administration, but administrators gained a deeper appreciation for the faculty perspective. One participant who has thus far only worked within one division of Finance and Administration noted how complex higher education institutions had become, and appreciated the HERS training for bringing together such a diverse group. Not only did the program bring them together, the

women engaged in meaningful and significant dialogue on a range of topics. Director Intrepid noted, “[higher education] is global society, and this interaction is real interaction.”

Another component of the HERS training is that it provides an individualized career mapping session. These sessions are one on one between each participant and a professional coach. The sessions help each woman define career goals as well as plan a trajectory. In fact, the career mapping is a unique element of HERS. President Verve suggests:

The thing I think that has been a part of HERS, distinguished HERS from other professional development programs, is that we have always attended to the individual and the institution. So unlike another professional development programs, we have always taught content about leadership and management, we have also always focused on the individual woman, where she is in her life, what the specific issues are that she needs to address to move forward, and tried to create collective groups of women helping one another do that. We think that women have different challenges with family commitment than men; we think that women have different experiences growing up and those things need to be addressed when considering professional development.

Participants appreciated the opportunity to focus on their own professional growth. As President Verve indicated, often the women needed to identify internal barriers to success, as well as external barriers to success. For many, this was probably the most important aspect of the training. Dean Integrity, who aspired to be a college president said:

The career mapping is better than I expected it to be...it provided time to reflect on whether or not [being a president] was what I wanted to do, whether my background

prepared me to do that and, if so, what were the things that I needed to gain to get there.

For some, the training allowed them to make important decisions with in their personal lives. Director Compassionate learned the importance of balance as part of her career strategy. She watched a supervisor struggle with the dual role of career and motherhood. The supervisor often commented on the struggle, which made Director Compassionate question if “trying to have it all” was worth it. The HERS training gave her a different perspective. Rather than having to sacrifice either her work or her family, she found that she could work to have both, but would need to learn how to make some compromises to avoid choosing between one and the other. “I learned that I wanted to have a career and not sacrifice my family life, and that I did not have to.”

The training enabled Director Conscientious to make a significant change in her family situation:

I think HERS develops people... impacts a lot of people in their personal lives in a good way. For me, I did not need to settle for the situation I was in. It made me think about the world differently, it made me think about myself differently. It let me know that I could do whatever I set my mind to. When you have confidence in your work place I think it transcends into your personal life. My family background had been the typical male- dominated situation... Going to HERS made me realize that everyone is responsible for themselves; everyone makes out of life what they want. You just have to put your mind to it. You don't have to settle. If you want something, you going to have to work hard for it, you are not going to get it handed to you.

Finally, participants noted a theme of interconnectedness. For some, it was a more complete understanding of connection to other women, for others it was an understanding of how their job connected to others on campus:

[The training] opened my eyes to think more globally. I mean globally but also I mean...you can be on certain campuses, [our division] is considered second class and that not the case here. There are certainly some isolated people, but I refuse to whine about that or let that be an excuse... you know that? If I'm quote 'smarter than they are' to understand the comprehensive education of the whole person than it is my job to educate them ... And you know what? It is not their fault they don't understand, no one teaches... about that.... So I determined that I was going to build relationships and I was going to build them one at a time.

Several women commented on how HERS was a network. While “network” might have slightly different meanings to individuals, the commonality was that that network gave them a sense of belonging to a greater whole. Networking is a way for individuals to understand their interdependence to their culture, as well as building a sense of community. But more than that, the HERS training allowed individuals to see what their contribution was to the network and most importantly, how their contribution was valuable and integral to the success of the whole. For Dean Integrity, she learned that “...all my life I thought I was not very good at networking. But I really learned that I could be. It seemed to me that I learned more about the importance of it at HERS.”

In summary, women who engage in this professional development program found the program to be beneficial. Even the process of being selected produces benefits for the individuals. HERS has a unique aspect to its training in that it has individualized career

mapping sessions that are especially rewarding. Participants described both personal and professional benefits, as well as an increased understanding of the operation of colleges and an appreciation of the importance of networking.

HERS at ESC Leadership Conference

Another HERS event this fall was a HERS Delegation to the Eastern Conference for Women. The Conference took place in Boston at the Convention Center with a topics ranging from career and financial issues to family, health, and education. In its second year, the Convention hosted over 4,000 attendees to workshops and networking opportunities, as well as keynote speaker Maya Angelou. HERS at ESC organized a group to attend the conference as well as provided funding for some to attend.

HERS at ESC hosts a hallmark event for the campus, a spring conference called the Leadership Day Institute. Last year was the inauguration and was extremely successful. The theme for the conference was “leading from where you are,” a theme that was described by several participants as inherently part of the HERS training. The goal of the annual conference is to promote women’s leadership.

This event allows the HERS women to share what they have learned and actively give back to the community in a very dynamic format. It was an impressive undertaking and well received; the HERS women are justifiably proud of it.

We have planned this annual conference, and that brings to the table some of the people I would not ordinarily work with on a daily basis with on campus, so that part is nice because it allows us to have a broader discussion

We have an annual event- it had good speaker [who was] inspirational and it did lead to dynamic breakout [sessions].

We did a conference that made an effort to be inclusive of staff and not just administration and faculty. Women who were janitors came and were treated as peers. That is a good start. The evidence [of success] will be how many more custodial staff or secretarial staff will come [in the future].

The most illustrative example the conference's success came from Dean Candor:

For example, last year we put on a conference that was pretty well received... just a series of workshops. What we were trying to do was break down some of the barriers between administrators and staff, and faculty and administrators. And I thought we were successful, because...I learned from them too. I learned that they... we talked about leading from where you are. And this one woman, she really does feel that besides cleaning, that part of her job is to work with students, that she is an educator in her own way. She is in an academic building, she appreciates the mission of the college and she helps out. For instance, she keeps a little stash of pens and pencils on her cart so when students need one, they go to her, and they all know to go to her.

They know that if they have misplaced a coat, she will know where it is. If they have gotten a test back and they have failed, she has comforted a number of people she has found sobbing in the bathroom, and counsels them in what they can do about it.

You know, I'd hoped that was the case, but she really does value working at a college.

Dean Candor learned from this woman, in the same way women learn from each other at the HERS training; through listening and appreciating each person's gifts. Literally any one who comes in contact with a student has the power to be a positive impact. In this example, a woman with no training in higher education, no understanding of Tinto's theory on student departure theory understood enough to reach out and connect to students, to help them make their experience better and, to let them know that they were part of a caring community. Furthermore, that she defines herself as an educator is important. She is, as the conference theme promoted, leading from where she is.

Impact of Professional Development Training on Campus

Corresponding to the benefit of interconnectedness experienced by individuals who participated in the HERS training, the theme of interdependence reverberated into the campus community. Most women made a conscious decision to bring the lessons learned of increased self confidence, understanding of the broader university community, and interconnectedness back to their own work. They attributed that decision directly to HERS. Participants worked to create a positive work environment with their staff by encouraging additional training, involvement in professional associations, mentoring employees, and recommending employees as future participants in HERS.

Almost all the women created or expanded training opportunities for their staff. Two of the women shared examples of their efforts as supervisors to provide additional training for their staff: "I make sure they have professional development in some way" and "I find ways do what my former bosses did for me, expand the areas of my comfort zone, so I try to

do that for the people I'm involved with... I always encourage them to take that next step.”

In addition, AVP Composure said:

It made sense, when your institution sends you to something like this and you want to give back, it makes sense. Lift as you climb, find some one who has not been to the program and help them.

Professional development opportunities were often more than just training and took the form of serving on committees on campus or increased involvement in professional associations. “The women who work for me they say ‘I want to work on this committee because I want to round myself out’ or ‘I want to think about going back to school’.” On the other hand, AVP Vivacious felt like she had to “train” her staff to accept training.

[My predecessor,] he did not believe in professional development at all. So now I'm trying to break my staff of the ‘I'm going to sit in my cubbyhole.’ so the impact is that I am driving them nuts! Right now I'm pushing them into going to regular conferences, getting them out of the office. Then I will take the next step and send them to HERS. I need them to realize that there is value [in professional development].

HERS graduates continue to reinforce the benefits of training and development activities to their staff and in doing so build on the existing culture that values professional development. ESC is “very supportive, more supportive than other places” of professional development opportunities.

Mentoring is another component of professional development, and it is a part of the HERS training. Director Intrepid specifically worked on learning how to mentor while at HERS, and returned to work with that as a specific goal.

By consciously identifying younger women that I think I can help, I take the time, I say, 'ok what do I need to say and how do I need to say it?' ...For me the discussion about mentoring, by practicing that, and as more women do it...I guess its kind of a circle.

AVP Composure suggested that while mentoring was something learned at HERS, it was an easy skill to engage in at ESC, given the developmental culture within the institution.

The other thing is that you are mentored [at HERS] and so you mentor too. It takes time, bringing other people along, and I learned techniques of what I can do to help others. All of that is the part of institutional culture because there is a certain way of doing business.

Another way participants found to give back to campus was participation with the local HERS chapter as a way to build the network and give back to the campus. Because of the HERS selection process, individuals felt chosen to participate in an intensive program that utilized significant campus resources. There was a desire to give back to the institution that had given so much to the individual. The desire to give back was described as "infectious." In fact, the development of the local HERS was a bi-product of the HERS training. Director Conscientious was a leader in that effort.

HERS at ESC began because when I came back I was let down and I wanted to see it go on. I think we will keep developing and growing. We are doing brown bag lunches, doing what we can do without overwhelming people. The programs allow

me to give back to ESC and they also expand my professional development. Why give back? I think it's because of what I gained. I want to do that for other people. Some one once said to me, "lead from where you are, it does not matter if you are a Clerk IV or a Vice President, just lead from where you are."

Participants used the local HERS chapter to build the connections and "share the story." Opportunities to give back often present themselves in new ways, and the women of HERS have learned to take advantage of them.

I know that the woman who went Wellesley [for HERS training] the year before me, when she heard that I was going to HERS, she called and said congratulations and she took me to lunch and I thought that was great, and so I did that for the woman who went the year after me. And now that we do have a chapter, I took a role on the [executive] board and brought that as an idea to the group. And so the three women who are at Wellesley this year got invited [to lunch] with past alumni after their first session.

Finally, the focus group discussed what contributes to the positive culture at ESC. All the participants credited past and present leadership for being the standard bearer for the positive elements of culture that were in place. Dean Integrity said it this way:

...you have a person who comes and creates a positive culture for women and then she stays for a long time. And then the person after her creates a positive culture for women, then after a while it's a positive culture for women. It would take too much – well you would have to bring in a president who was very anti-women, have him stay for a while and get away with it. It is because it is. It's a sustained culture, a consciously sustained culture. I can't think of any other reason why.

Wolverton (1998) introduced the idea of the change champion, the individual who initiates the idea for change. One of the primary proponents of HERS at ESC was President Verve. When asked if she thought if a critical mass of women in one place created change, President Verve said:

Other factors were more important. I think you have to have nice people in senior administration. I think you have to have integrity, people who listen, people who are responsive to other employees, people who like to collaborate, people who like to work on teams, and I think it is the senior administration's responsibility to see that is who they hire. Which is why if you have a president who really cares about that stuff, you can really develop it throughout the organization, and if you have a president who doesn't care about that stuff it can't happen.

However much credit leadership deserves, both the change champion and the HERS women acknowledged their power, and how that impacts the campus dynamic. One participant noted:

We [HERS] have tentacles out all over campus. If it was just [the presidential leadership] it wouldn't be sustained and it [HERS influence] would not be as real.

President Verve put it this way:

The goal was to institutionalize [HERS] at ESC and give it some sort of structure, so that it would at least have a chance to be self-perpetuating...I realized with the best will in the world unless I could help the women organize themselves and pay attention to sending people each year it was not going to happen...they [senior

administrators] want to do the right thing – they just forget or they get busy or they don't know who to send.

While certainly less obvious, the participants agree that there was an impact on the campus as a whole. Despite only representing a small percentage of the total number of women on campus, the women were able to have an impact. Because they are spread through out the organization ‘like tentacles,’ the women of HERS can impact the culture through the influence of their positions.

Limitations of Professional Development Programs

As illustrated by the previous examples, the HERS professional development had a clear and direct impact on the individuals who attended, and a secondary impact on the divisions in which they were employed. However, Schein points that while professional development programs can have a positive impact on individuals and even their direct reports, it is a limited tool for impacting institutional culture. As evidence of this, there were concerns expressed by the participants about the significance of the impact of HERS as well as an undercurrent of dissatisfaction. Additionally, participants struggled with what appear to be espoused versus actual institutional values.

All of the participants were very positive in their descriptions of ESC. However, close examination of the data revealed that some participants had some conflicting feeling about the overall cultural climate. These observations came usually rather late in the interviews, after a lengthy conversation about both the strength of the HERS program and the ESC community as a whole. Participants seemed unwilling to reflectively assess either HERS or the ECS community, preferring to only discuss what worked well. Furthermore, examination of the participant demographics reveals that only those who had been on campus

for less than ten years were likely to engage in reflective understanding of their experience. Two factors may impact this trend. First, having been employed at other campuses, these participants seem to have a more global perspective of campus culture. Second, ESC does seem to be a generally positive place to work, and people tend to stay for a number of years. Even in positions with high turnover, like Residence Hall directors, ESC staff tend to stay several years past the industry norm of three years. When asked why that might be, participants reflected that the community at ESC was validating and positive. A participant summed it up succinctly. “It’s a great place to work.”

Participants had several recurring themes in their observations, from the growth of the campus to employment policies. Participants, all of whom were White and either upper or middle class, were aware that the positive work experience they were having may not be a universal experience within the ESC community. One HERS at ESC board member suggested that HERS graduates needed to work harder on outreach to ensure the message of inclusiveness was being heard. In discussing the annual conference, one woman made this observation:

ESC is open [to professional development]... I don’t know if the clerical staff is open [to the idea]...[Last spring,] there was a real hesitation for the clerical and maintainers to participate in the conference. We need to make sure the college has warm fuzzies to all the people on the campus. [For example,] at the residence halls, there was a concern that they get back in an hour from their lunch break [rather than stay and treat the time at the conference as work time]...[In response to that problem,] the Program committee is going to be asking the clerical staff who participated in the conference last year what kind of sessions do [they] want [to suggest for the

upcoming conference]. Asking them for their input is one of those ‘lead from where you are things.’

There was also a perception that while the institution promotes values related to supporting women, there are individuals in relatively powerful positions who do not subscribe to the espoused institutional values of the diversity and equality. In fact, this problem was also noted in the diversity report. A participant made this observation:

Women are well represented on this campus. But [one division] was recently re-organized, and it was blatant to me and it was blatant to the woman who was a part of it that the [male] VP has three direct reports: two AVP [Associate Vice Presidents] who are men and a director who is a woman. Now she [the director] has all these direct reports and responsibilities but she is a Director not an AVP, and its obvious to the rest of us and its sort of like a slap in the face....everybody sees it, but nobody questions it...

You know I do feel like there are a select few individuals [for whom] that is an issue. But I also think being a younger woman to some of the more senior men on campus that I have not been taken very seriously. But I don't know if that is a gender issue or their age...

Some participants also observed that while there were policies in place like the federal Family Medical Leave Act (FMLA), the culture of the institution does not support the intention of the policy, that of easing the stress of taking care of family members during birth or extended illness. The public service announcement from the federal Department of Health and Human Services says: “Offering leave to workers who are struggling to keep their

families strong is good for business and good for families.” (*Compliance assistance*, 2007)

Yet, the vacation and sick leave policies enacted by the labor unions that govern employees at ESC confound that goal by creating strict rules about what earned leave may be applied to FMLA. It is also interesting to note that both participants and the Diversity Report referred to “maternity leave,” rather than “parental leave” which is more gender neutral. The net result is that employees do not find maternity leave policies on campus very supportive.

The one thing I will say is that it is not very family friendly. It’s kind of a workaholic culture. There is a lot of lip service paid to “family comes first” but it is not...if they see someone burning out, there is no intervention. They are good about extending the tenure clock. We are better for women faculty; staff members are not afforded the privileges. Women feel like they have to conserve their time [for an extended leave]. [When an individual does get support, it] happens on the part of the individual who says ‘I need to do this now’ and then they go do it. And then if some one isn’t good at asking [for support], then it would not happen.... And there is nothing in the policies or the culture to discuss nursing mother support.

I think we need a maternity leave policy. For a school that I find so progressive in so many other areas, I don’t know if it is because it is tied to the union, but it is pretty horrendous. FMLA lets you take the time off, but there is no paid time off. There is a sick leave bank, but only if you are sick. Other places have much more generous policies. No one has really stepped up about it. And its worse for the men. If you want to take time to be with your family, you have to have vacation built up. There are no more babies in my future but I would like it to be better for other people.

Again this issue was underscored by the Diversity report. When examining this issue from a liberal feminist perspective, the ingredients for female subordination as a result of unequal social and legal practices appear to be present. When asked about this, another participant was surprised, as she believed that the campus leave policy was comparable to other institutions. Lack of recognition of this problem by some community members may indicate the institutionalization of sexism. While this may or may not be true, given the broad interest in the issue, the campus should discuss the concern and reflect on possible alternatives.

Another example of espoused institutional values is the importance of good communication. Open communication and access to information is among the examples of first order change recommended by Bergquist (1992), and in fact is emphasized in the Report of the President's Task Force on Diversity and Affirmative Action. However, some women experienced resistance to creating a process of better communication.

There was a group that had been meeting and then stopped meeting. And when we were discussing if we should meet again...the women said 'this is really important, we need to communicate', and the men said 'no these meetings are keeping us from our work'... [For the women there was value in] the concept of coming together and having conversation... having the opportunity to put topics on a table, share information, and gather feedback. I do believe that there are communication differences, and I don't necessarily believe that there are difference between men and women; it depends on aspects of your personality. But I do think that there is a tendency for women to be more process oriented, and that is the perception that I had with that meeting... if there was not an agenda and things that needed to be done, the

men tended to think that it was a waste of their time, whereas the women thought it was an opportunity for us to communicate and share issues... and maybe we can collaborate or maybe I can hear something that you are doing so that we can make something happen. You know, more of that collaborative approach – really just the opportunity to talk about big- picture issues.

On the surface [the culture] is really good. But I do think that it is a male... there are inequities. And I am sure that there are salary inequities. [The President] sees a need for institutional diversity. And he believes in it and strives for it. The issue of women's equity falls into that but I am hesitant, because I think that this institution is a little afraid to have the hard conversations about it...Individuals don't have the character...

We have hired this new person for institutional diversity so I hope this guy has a strong back and can do that. [While the diversity taskforce was collecting data,] they had some open forums...We had one break out session it started about gender equity issues but it got into, you know, racial issues. And as we went through, some people were uncomfortable and that is just going to happen in difficult conversations but we had it. It was a nice little capsule of what could happen. And maybe in an open forum you can't have the hard conversations.

While underscored as a value in the organization, the three preceding examples suggest that increased communication may only be an espoused value. Communication is a difficult skill to acquire. It requires patience and perservance. It requires learning how to

listen and include others perspectives. Given its importance, these examples may provide justification for further training.

Another concern articulated by several participants was about a potential move for the institution toward university status. People were unsure about how this process would unfold, and apprehensive that they had appropriate leadership steer them through that growth. As one participant stated, they believed that they would benefit for a more developmental or pluralistic form of decision making.

[I would like] for women to see a little more honest collaboration... more participatory decision making. We pay lip service but I don't see us doing it all the time. For example, the move to university status....they have been talking about it for years. But the President called a meeting and we said 'we are going to do this'. I don't know where that came from, because I did not hear a ground swell [of support for the idea]. And I think everyone agrees its going to happen. He is pursuing it, and the campus is following.

I want to see the college continue to grow, but at a more controlled rate. I'm cautious and excited [about the idea of being a university]... we are the largest and best of the state colleges, why would we want to be another university? I am a first generation college student and I am afraid that we are going to make ourselves a little unavailable [to the students we are trying to serve].

Growth of an institution is an exciting and invigorating time in the life of an instituion. However, participants express concern that the growth toward university status may not be in keeping with the mission of the instituion. This is another example of a percieved

institutional value. As discussed, many of the institutional documents seem to point toward a primarily developmental culture. Yet participants are describing a collegial culture where decisions do not emanate from “a ground swell” but rather from the top down, in keeping with a collegial culture. The focus group noted that while some things are done collaborative at ESC, some things are not. When asked if that was good system, the response was a simple and direct, “No, it is not.” If the move to a university is to proceed, ESC needs to find more change agents and change collaborators to better communicate the benefits, as well as create an understanding of the challenges that will need to be faced to create a successful transition.

There was a third undercurrent of dissatisfaction, or perhaps disquiet, and that is with the women themselves. Sometimes the HERS network did not achieve its stated objective of creating interconnectedness, which left women feeling more detached.

It is isolated, I mean compartmentalized. So now I’m going to go to my HERS meeting but then two hours later when I am at another meeting on campus and three of those same women are there....that whole HERS thing is shut off.

One participant spoke quite positively about ESC’s continued investment in professional development, yet at the end of the interview, she also said, “The money is there and the time is there for professional development but in the end nothing changes.”

These participants are articulating concerns that are similar to other examples of the practical application falling short of the ideal. The failure of a nurturing element seems to be particularly difficult for participants. For example, a new initiative was started recently called the Distinguished Speaker series. The goal of the series is to bring “to the college a wealth of perspectives, experiences and insights; the program serves to catalyze an entirely

new slate of campus conversations and public discourse surrounding the major issues of our time.” It was discussed in the focus group that in this year’s series, the seven speakers were all men, and six of them were White. During the focus group, it was related that several individuals on campus expressed dismay at the unintended implication that only White men were “distinguished speakers.” While there was no conscious effort to create such a skewed series, it was acknowledged as a missed opportunity that sent the wrong message.

In the focus group, several ideas were discussed of possible changes that would further improve the culture for women on campus. One suggestion was to create a tiered system of internal position ranks that would enable those employees with sufficient motivation to be promoted more effectively than the current system, which was tied to union job descriptions and pay scale. When asked what it would take to make such an initiative happen, the women quickly identified key stakeholders who were all female. Furthermore, the women then realized that all these women were a part of HERS:

But now that you mention it, HERS as a collective has a lot of women who are not on the academic side; they are on the administrative side; they could be a force....I think collectively they have a lot of influence, more than any of them do individually.

The understanding that networked together these women had more influence than they did as individuals did not empower them. As the focus group continued, the next question to the participants was “what barriers prevent your suggested change from taking place”, and the response was that “the culture restricted any change” and in effect, the women were powerless to make an impact. There was no awareness that they had already identified a solution to this barrier. Instead, they discussed that most change within the institution came from the top down. When change did start at the grass roots, it really only

gained momentum after it was adopted by someone in the top of the administration.

However, participants could engage in more dynamic leadership by presenting the espoused institutional value and setting it next to the actual institutional practice. In fact, the current President has emphasized the importance of reflective assessment in a speech made on Convocation Day:

We must increasingly position ourselves to be agile, dynamic, and responsive. Large organizations such as ours typically find it difficult to adapt to change, and institutions of higher learning are often the most sluggish of all. We cannot be. There are too many great chances coming our way... too many opportunities we'll miss if we're not ready to recognize and seize them.

No doubt this leader, like all leaders, has blind spots to needed reflection and innovation. However, as he believes in the “great chances” that are coming, engagement in a dialogue is an important first step.

In discussing a model of a successful change that had taken place on campus, focus group participants named the new curriculum as one example. The process was described as being “tedious to the extreme,” yet was still heralded as an achievement. It required a tremendous amount of compromise and negotiation. When reflecting on this evolution, Dean Integrity said:

But I must say ESC reminds me of China in a way. China is a place with a long long long history. So in China, something that takes a century to change is not seen as slow progress. So ESC has been here since the 1800's. Something that takes a couple of years does not really bother people.

The participants observations of the successful process of change illuminates the staid nature of academic institutions. Because academia is not lithe, it requires community members to remain vigilant for change opportunities. Through being willing to address observed contradictions to institutional values, participants can encourage their campuses to challenge unconscious assumptions.

In conclusion, women who engaged in reflective assessment on the professional development program communicated a sense of incompletely achieved objectives. While everyone benefited from the training, several participants were able to identify opportunities for improvement. Perhaps most significantly, the women do not feel empowered to create change, despite an acknowledgement that “collectively they have a lot of influence.”

Summary

Any program that has been on a campus for over fifteen years will have an impact, and HERS is no different. Successful in part because of its alignment to institutional values, HERS has touched the lives of over fifty women on campus. In turn, those women have brought the ideals of HERS back to campus and have found creative ways to engage not only their direct staff but the larger community as well. Statistically speaking, women are still in the minority, but with better networking and pooling of resources, they could perhaps generate more influence than they currently do. Given the strength of the values suggested in the mission statement as well as the Report on the Presidents Taskforce on Diversity and Affirmative Action, women could begin by naming the espoused value and placing it next to the incongruent institutional behavior. Regardless, by stressing collaborative leadership styles, emphasizing interdependence, and encouraging participants to be generous and “share

the story,” HERS enriches the campus community with a commitment to social justice and generosity of spirit. Despite this progress, there is more work to be done to ensure that individuals and campus benefits from the HERS experience are realized. An overview of these findings can be found in Table 4.2.

Table 4.2 *Data Display of Themes*

Theoretical Framework	Themes
Feminism	<ul style="list-style-type: none"> Analysis of systemic issues Reflective assessment Expand beyond dichotomy of male/female
Professional development	<ul style="list-style-type: none"> Attrition fears unfounded Post-training integration Benefits of networking Benefits of career mapping
Organizational Theory	Impact of “critical mass” on cultural change

Chapter 5: Conclusion

Eastern State College (ESC) is a progressive institution with the mission “to create a more democratic academic and social environment,” and does provide substantial investment in women on its campus through support of a prestigious and intensive professional development program. This chapter will summarize the findings, discuss the theoretical implications and present opportunities for further research and practice.

Summary of the Findings

HERS has had a great impact on ESC and has contributed to a more productive climate for women. Successful in part because of its alignment to institutional values, HERS has touched the lives of over forty women on campus. Consistent with the research on professional development programs, women report increased self confidence and self esteem. Women seem to particularly benefit from networking opportunities as well as individualized career mapping sessions. In turn, HERS participants have brought the ideals of HERS back to campus and have found creative ways to engage not only their direct reports but the larger community as well. By stressing collaborative leadership styles, emphasizing interdependence, and encouraging participants to be generous and “share the story,” HERS enriches the campus community with a commitment to social justice and progressive values.

In addition, there is statistical data to support these findings. In comparison to the AAUP report, ESC does a better job than other Masters level institutions at meeting three out of four equity indicators including faculty employment status, tenure status, and percentage of full professors who are women. This indicates that not only is ESC hiring more women, they are hiring them into tenure track positions and awarding them tenure. This promotion of

women into positions of responsibility was as evident in the administrative positions within the university as well.

Despite this progress, there is more work to be done to ensure that all members of the community experience the benefits from the HERS. For example, more outreach is necessary to ensure that all employees feel like they can attend the Leadership conference. Additionally, Women of HERS should take a more active role on campus to identify and discuss issues that impact all women, as well as men. An example of this is the current maternity policy with which the community members are dissatisfied. Another concern was some evidence that not all institutional stakeholders work toward equity. For example, one participant used the example of a recent unit restructuring that revealed some potential chauvinism. Likewise, the diversity report noted that some administrators were unresponsive to discrimination issues. While women were present in the third tier of the organization, they were in less prominent positions in the top levels of administration. By engaging the campus in some of these more difficult dialogues, HERS can take a more active role in challenging the “unconscious ways of thinking” (Hora, 2001, p. B5) that limit gender equality.

Implications for Theory

Perhaps the most significant implication for theory is that the assumption that attrition is linked to participation in professional development programs is unfounded. In fact participants noted that it was their participation in professional development opportunities that encouraged them to give back to their organization. A second implication is that cultural change requires that women consider and then name the barriers that prevent gender equity; that process of reflective assessment is necessary for institutional change. A

third implication is that women did not feel empowered to make cultural change happen, even after they identified that they had the power to make change happen.

While liberal feminism has advanced women's rights through development of equitable laws and policies, it has neglected to affect deeper cultural change required for equity. The feminist lens needs to find ways to challenge the presumed unintended discrimination. Likewise, the leadership theories make assumptions about masculine and feminine leadership styles, when in actuality an effective leader should possess a number of qualities regardless of gender. Additionally, while Professional Development Programs cannot directly impact institutional culture, they can do a better job of training participants to reflectively assess their institutional culture so that they can name inequities when they occur. Finally, Bergquist's (1992) four cultures of the academy help identify the dominant culture at ESC, illuminating the implications of this framework. This section will discuss these implications for theory.

Liberal Feminism

Much of the data collected in interviews was evidence of how the liberal feminist viewpoint has been adopted into the larger cultural perspective. Both in the individual interviews and in the focus group, participants defined the gains made by women in terms of economic benefit. Progress has been made in the number of high level leadership positions held by women. Additionally, the comparisons with the AAUP study seem to indicate that the women on campus are further along than their counterparts at other similar institutions.

Finally, the criticism of liberal feminism most often expressed is that it ignores other social factors such as class and race was evident in this study. The women who participated in the study were all white and well educated. While these women did try to reach beyond

race and socio-economic status, it was not clear if they had been able to break those barriers. Feminism is also limited by its dichotomous explanations of leadership. Rather than consider what advantages women need to compete with men, liberal feminism could ask how systemic problems perpetuate the masculine hierarchy. Dichotomous thinking leads to vilification of men, many of whom are committed to equality. Findings in this study reinforce the idea that positive leadership qualities can not be classified as male or female. Liberal feminism could consider the complex array of an individual's experiences to better define leadership.

Liberal feminism does help us examine the structures around us and evaluate how women are still disadvantaged vis-à-vis men. That critical perspective has been necessary to challenge the status quo and generate support for policy changes that have opened many opportunities for women. For example, applying that critical eye to Eastern State College means that significant progress can be identified in the increase in the percentage of women who are full professors. Further initiatives should be sought. Through consideration of current policies and practices, women (and men) can arrive at new frameworks to examine the on going concerns. By renaming old issues, new solutions may be found. Likewise, women (and men) should explore new ways to build their power through networking opportunities. By building pluralistic networks, women can capitalize on their strengths.

Leadership in Higher Education

Kezar's (2000) pluralistic leadership model allows us to consider the importance of reflective evaluation. Kezar suggest that by being reflective and critical, pluralistic leadership can "engage individuals, decrease conflict, and minimize the problems of organizational fit." (p. 7). Additionally, she suggests that a leadership style that lends itself to inclusiveness may enhance institutional effectiveness by engaging all the resources

available to an institution. HERS at ESC has made impressive strides in building inclusiveness. With local efforts by HERS members in leading by example, and through more global efforts like their campus conference, HERS is engaging the campus and encouraging diversity. Higher education requires new leaders who can welcome these changes and use them to expand our understanding of the importance of diversity; not only for the cause of social justice, but because it creates better educational institutions. In general the women in this study perceive that they lead by sharing the message of HERS, collaborating with staff, and improving communication. All of these behaviors are symbols that are part of what Kezar describes as pluralistic leadership.

Professional Development Programs

Perhaps the most significant implication for theory is that the assumption that attrition is linked to participation in professional development programs is unfounded. While McDade (1990) found that individuals were frequently discouraged from engaging in professional development because of assumptions of attrition, this was not evident at ESC. Rather, leaders seemed to understand that employee growth resulted in benefits to the institution. This suggests that the resources institutions invest in professional development are worthwhile and could increase institutional effectiveness and stability. Additionally, this study sought to understand if there was anything more that institutions could do to encourage individual's professional development. ESC is exemplary in its efforts to provide professional development opportunities to faculty and staff. Not only do they provide the time for individuals to engage in time-intensive programs, they provide support so that individuals' job duties are covered during the training program. Additionally, they devote institutional resources to fund participation in professional development programs. In

keeping with current understandings of professional development programs (McDade, 1990), the participants in this study experienced an increase of self confidence as a result of their engagement in the HERS training. This study confirms these benefits are experienced by women. Women gained confidence both from being in an affirming environment, as well as from learning to navigate an institution of higher education. Women also found the networking and mentoring aspects of the training beneficial to them. HERS unique aspect of training includes the individual career mapping sessions. These sessions are critical in helping participants define goals and set priorities.

Additionally, in keeping with existing research, participants corroborated with VanDerLinden's findings that professional development participants benefit from networking and mentoring opportunities. These benefits were part of the national HERS program and were further developed on the institutional level with HERS at ESC. Even in its inaugural, HERS at ESC utilizes and expands these opportunities not only through broad efforts like the annual campus conference, but through the recent initiative in which past HERS participants treat new HERS members to lunch.

Finally, while Bergquist theorized that individual participation in professional development programs would not impact institutional culture, this study sought to understand how a group of women engaged in leadership within an institution was able to create organizational change. While clearly these women did impact institutional culture, the women themselves still felt powerless to implement change, even after they acknowledged that they had power to effect change. Because this study did not examine the question of individual power and how it is used, there are no conclusions that can be drawn. However,

by having women throughout the organization trained at HERS, a plexus was created that enabled women to better network and appreciate their interconnectivity.

Organizational Culture

Using Schein's (2004) three-level conceptual hierarchy of culture, Bergquist's (1992) four cultures of the academy and Wolverton's three levels of leadership, this section will examine the relevance of organizational culture theory for the study. Organizational culture allows for a more complete understanding of how the women at ESC operate within the larger environment of the campus. By identifying three levels of our tacit assumptions about culture, Schein allows individuals to begin to assimilate their unconsciously held viewpoints. Similarly, Bergquist's four cultures of collegial, managerial, developmental, and negotiating helps define the strengths and resources of the existing culture to accomplish identified goals.

Schein's three-level conceptual hierarchy. The interviews and documents used in this study provided several examples of artifacts, including rituals, values, and beliefs. Artifacts include the organizational structure, which reveal that the primary organizational leader is a man of color who has five associates reporting to him, most of whom are men. However, the institution's second-in-command is a woman acknowledged to be engaged and vocal in her leadership style. Moreover, in the third tier of the organization, there is a better balance of men and women in leadership positions. This artifact is an excellent example of the dichotomy of great but incomplete progress in the struggle for gender parity at ESC. While the leadership provided by the president is dynamic, equitable, and one that promotes a diverse culture, there are missed opportunities that prevent women from attaining gender equity.

Another example of an artifact at ESC is the level of formality in the way individuals address each other. Schein discusses that the way members of a community interact is another type of a ritual, or artifact. This formality also impacted the general sense that the faculty on campus have a distinct hierarchical advantage within the institution.

Other examples of artifacts include the maternity policy that was described by participants as weak, the Presidential Speakers Series that featured all men, the majority of whom were White, as well as the absence of a women's center. Additional information about the culture is provided in the change in ritual of formal HERS at ESC events to the more informal Brown Bag Lunches. All of these imply that while there are indicators of a progressive and accepting culture for women at ESC, there are some opportunities that have been missed to make a clear statement of support of gender parity.

Schein's (2004) second element in the conceptual hierarchy is values, which are often linked to the organization's history. An example of this is the university seal, which reads "not to be ministered unto but to minister," reinforcing the ideals of social justice, global citizenship, and service. The seal, which is in English, not Latin, creates a link between the institution and its population of working class students.

Finally, Schein's (2004) last element in the conceptual hierarchy is beliefs. These beliefs guide individuals in behavior that is accepted as normal. The dominant belief in place at ESC is that it is a supportive culture for women. While this is the perception for most of the women who participated in this study, Schein observes that often the dominant belief can be difficult to challenge. Without identifying for the majority that the dominant belief is not universally held, those in the minority will not be heard.

Bergquist's four cultures of the academy. Bergquist's (1992) four cultures of the academy are a valuable tool for studying diverse phenomena and tacitly held assumptions by organizational members. First, using Bergquist's model we can see that all four cultures are in existence at ESC and exerting influence on the institution. Examples of collegial, managerial, development and negotiating were evident, but the dominate culture seems to be collegial. The collegial culture is apparent in the clear lines of authority that run throughout the organization. Likewise, the managerial culture, which evolved in part from the community colleges, manifested itself in ESC's mission to serve an underprivileged population. In addition, both the negotiating culture and the developmental culture were evident. The obvious presence of not one but three labor unions had a direct impact on the institutional culture and is evidence of the negotiating culture. The prevalence of HERS and its continuing influence after the departure of the former president indicates the presence of the developmental culture.

Bergquist (1992) defines collegial culture as one in which faculty are oriented primarily toward their disciplines. The faculty in this culture work within their fields of specialty and are fairly autonomous. In this culture, with a focus on liberal arts education, the goal is to provide an environment of learning. Administrative leaders create a power structure within the culture that is top down, based on the appealing power of the individual leader. That the collegial culture is dominant was evident in the numerous references to top-down authority on campus. Because collegial cultures are masculine in construct, they often exclude women from the highest ranks of power and seem to be clustered in midlevel senior management. Again, it is clear that the participants believe that there is not a conscious effort on the part of the administration to undermine the values of diversity. In fact, inherent

in the definition of culture is that it is invisible, or unconscious. Bergquist (1992) notes that by examining culture, we can study the tacitly held assumptions of an institution. It is precisely the “unconscious ways of thinking” (Hora, 2001, p. B5) that remain that must be addressed before lasting change can transform an institution.

As Bergquist (1992) correctly identifies, professional development programs cannot effectively change the culture on their own. Professional development programs are focused on providing tools to individuals and do not have the resources to impact the complex group problems. Even ESC, with its critical mass of trained professionals, commitment to liberal values and a relatively progressive climate cannot impact consistently this element of culture. Yet the point of the process is the endeavor, not the outcome. As with the example used by the participants to contextualize change at ESC by comparing it to China, HERS at ESC women should consider how their own influence will have long-lasting implications for women in the present as well as the future.

Bergquist (1992) discusses the need for institutions to engage in second-order change. This process would involve changing the substance or the nature of the interpersonal communication. For example, the nature and the composition of the group would be modified to include more pluralistic voices in the type and number of decisions being made. These second-order changes require campuses to address the discrepancy between espoused values versus the actual values. Assuming that the gender inequity is largely unconscious, second-order change is the likely underlying issue that needs to be addressed. To effect this change, institutions need to reflect on the process of change, and utilize their strengths while reflecting on institutional limitations. This process is the first step toward effective practice.

Bergquist (1992) discusses how to engage in effective structural change and examines the strengths and weaknesses of structure, process, and attitude change models. Focusing on the process change model, Bergquist identifies that individuals engaging in professional development programs can really only expect to obtain tools that will help in their personal journey, rather than create lasting institutional change. The strength of process change is that it enables individuals, not organizations. However, Bergquist did not consider the potential impact of many individuals placed throughout the organization participating in professional development training. By sending a relatively large number of women through the same professional development program, a critical mass of women was created that did impact the entire culture. Evidence of this impact was the institutionalization of the training, as well as the formation of the local HERS at ESC chapter. Furthermore, the process of professional development does produce benefits of renewed dedication and more integrated approaches for individuals to use in their leadership. Depending on the department or division, this change for an individual can have significant local impact.

Wolverton's three levels of leadership. Wolverton (1998) discusses the idea that for change to permeate an institution, three levels of leadership need to be present: a change champion, change agents and change collaborators. This would be the strength of HERS at ESC. While the initial change champion is no longer at the institution, the current change champion does continue to support HERS training. Additionally, the HERS at ESC membership is a list of change agents as well as change collaborators. Spread out “like tentacles within the organization” these women are networked and embedded within every aspect of the institution.

Implications for Practice

Two goals of case studies according to Huberman and Miles (2002) are to 1) “enable those whom it affects directly or indirectly to take action on their circumstances or environments;” and 2) “[make] clear what action steps are indicated by the inquiry – not just what we have, but what our findings say about where we should be going.” (p. 211). When considering implications for practice, specific action steps will be recommended. Through reflective assessment, better practices to improve gender parity can be identified.

Participants believed that the professional development that they engaged in provided them with empowerment, and they felt ready to help create positive change for themselves and others. However, the women in this study had difficulty identifying ways that their institution could provide them with further support and seemed unable or unwilling to reflect on what additional tools were needed. Moreover, participants were not able to appreciate the importance of reflective assessment, and that without continued examination of “where we should be going” inertia was likely. This is represented in a Convocation speech by the current president who stated:

But let us be clear: While we can and should take pride in these accomplishments, we are not in the business of building monuments unto ourselves. Our achievements are not achievements at all unless they represent and support a greater purpose. Without this foundation, without this sense of context, we run the risk of losing that which gives our life's work meaning... and of abandoning the progressive ideals that brought us together in the first place.

It is within this context that several recommendations for women, campuses and professional development programs are made. As one participant noted, difficult

conversations are hard to begin. But by stating clearly the issues still present, those dialogues are more likely to begin.

Women's Initiatives

As the title of this study suggests, sisters need to do it for themselves, meaning, women need to take initiative actively engage in naming the obstacles to gender equity. After thirty years of HERS and other professional development programs for women, there is no longer a problem of having enough trained women to promote into leadership positions. Gender inequity problems no longer need to be solved from the perspective of creating a pool of appropriate candidates. Today, the problem does not lie with women; therefore the focus needs to be on the institutions. Women confronting issues within their institutions will allow for candid evaluation. Through consideration of systemic policies and informal practices, women may be able to identify ways that gender discrimination has been institutionalized. By using reflective assessment, women can begin to ask questions that may lead their institution to gender parity. By examination of institutional artifacts, and consideration of cultural norms, women can evaluate the ways their university values their contributions. Hopefully the day will come when women can know that their value is fully appreciated by the culture. Additionally, reflective evaluation is a tool that women may use to consider their own influence within the organization and how they use it as a pluralistic leader. Pluralistic leadership will allow them to bridge divides between genders and races to create a more equitable culture on campus.

Campus Initiatives

Like ESC, campuses that promote a climate that encourages professional development for staff will likely enjoy the benefits of increased staff retention. Higher

education can and should do more to encourage training to increase efficacy and create a positive work environment. Research, including this study, demonstrates that professional development does promote job performance and career potential. Administrators should note that for the participants in this study, professional development strengthened their commitment and encourage loyalty to the institution. Additionally, by formalizing mentoring programs currently in existence or creating new ones, campuses can develop new leaders. Furthermore, institutions also need to engage in self study. By reflecting on current practices, institutions can evaluate how their policies are perceived by employees. Like ESC, it is critical that universities “look in the mirror” and evaluate their culture. Creating a diverse and welcoming climate is a challenging but critical part of advancing women. Not only should this be a top priority for college presidents, but for their senior staff as well. When institutions do not treat women well, it is the campuses- not the women- that need fixing (Brown, Van Ummersen & Phair, 2001).

For example, campuses should consider using the AAUP report equity indicators to evaluate their status. Institutions could create institution specific programs that promote dialogue and foster a better understanding of how assumptions by the majority can be oppressive to the minority. Finally, institutions should find ways to invest in their employees and promote “family-friendly” policies, bearing in mind that a “family” includes more than the traditional nuclear family. Institutional investment in pluralistic leadership will bring various constituents together to find commonalities that promote more effective management and provide ample dividends for men and women.

Institutions should look beyond just promoting pluralistic leadership. Like ESC, universities need to “look in the mirror” and evaluate their culture. Creating a diverse and

welcoming climate is a challenging but critical part of advancing women, but those practices will also likely promote diversity all over campus.

Professional Development Program Initiatives

By evaluating the populations that they serve, professional development programs can examine how best to integrate the most successful aspects of the HERS training including career mapping and networking opportunities. Programs should also examine ways to engage their participants in post-training activities to avoid the re-entry shock. An email list for participants may not create enough support to buoy them through difficult transitions. Other alternatives might include creating “virtual retreats” for cohorts to provide an opportunity to reconnect. Professional development programs demonstrate reflective assessment by teaching participants how to examine their own campus climate, in doing so participants will consider what of their institutional practices could create barriers to equity, and then reflect on what change would need to happen to remove that barrier. As many participants’ institutions may cover the cost of the training, it may be difficult for women to evaluate the overall climate and instead focus on the circumstances that allowed participation. While not inviting individuals to engage in behavior that might appear to be “biting the hand that feeds them,” programs can help participants navigate the cultural issues that create gender inequities.

Limitations and Future Research

There are several limitations of this study that serve as the basis for further research. First, the study included only affluent, White women and therefore does not provide any data about how women of color experience professional development programs. Second, the participants did not include those who had left ESC, nor did it include other institutional

stake holders who might be able to provide perspectives on the efficacy of HERS training. Given that women experience barriers to achievement, participants of this study were restricted to women so as to better ascertain if gender specific professional development programs were particularly effective. Finally, this study only examined one professional development program and so the findings may not be generalizable to other programs.

Higher education researchers need to study professional development to better understand how to use training as a tool to improve efficacy and diversity. While this study helped to answer questions about how participants perceived the training, research that investigates the benefits of training from the perspective of an individual, as well as the individuals' supervisor, peers, and direct reports will add increased understanding of how professional development programs impact individuals. Further research should include investigation of other professional training programs, as well as an ethnographic study of all HERS women. Expanding the sample size to include a more demographically diverse pool of participants or narrowing the scope to focus specifically on a single ethnic group would also provide valuable data. Finally, a model to assess development programs needs to be created to help programs and campuses assist individuals in their professional growth. This would include defining benchmarks and assessing efficacy measures.

Beyond the scope of this study was the question of how women perceive power. Future research could consider the ways in which women understand power, as well as considering how to use positional power. Likewise, as institutional culture impacts who has power, connections to organizational theory could be important.

Finally, while HERS was created to help build a pipeline for women to achieve leadership positions within higher education, this strategy alone will not achieve that goal.

Higher education institutions need to invest in defining and understanding their own culture so as to assess the “unconscious ways of thinking” (Hora, 2001, p. B5) and create specific, campus-based solutions to those problems.

Researcher Reflexivity

Higher Education’s work toward gender parity has mostly been due to legal requirements rather than a commitment toward social justice. However, new ideas of leadership have begun to change this dynamic. Given this new consciousness of pluralism, gender parity is more likely to become a reality. Indeed, recent events as the appointment of the first women president of Harvard bring increased attention to the importance of this goal. Finally, women’s presence in positions of prominence can further the acceptance of racial minorities, disabled individuals and homosexuals into leadership positions within higher education.

Conclusion

While higher education has made progress in the last twenty years toward gender equity, a great deal of the discrimination that remains is unintentional, which creates a glass ceiling and prevents parity. This case study sought to examine how professional development programs impact women in higher education. Benefits of professional development programs for women include an increase in self-esteem and self-confidence, increased understanding of the complexity of higher education institutions, and increased opportunity for career mapping. Women need to gain skills in reflective assessment to help them evaluate the culture of their institution. Institutions need to create mentoring programs to help encourage networking on campus, as well as actively engage in assessment to ensure gender parity. Finally, professional development programs need to help participants engage

in reflective assessment to better understand and diagnose elements of institutional culture that create a glass ceiling and limit gender equity.

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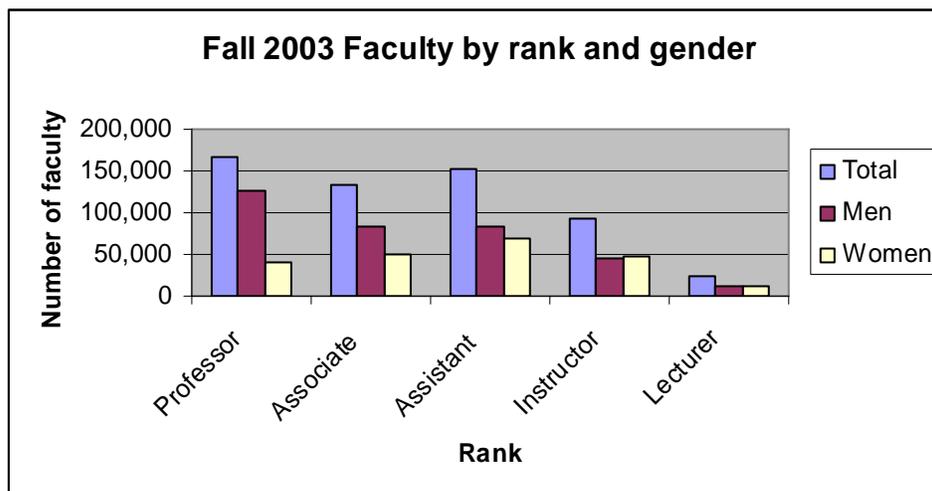
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Appendices

Appendix A

National Statistics of Faculty by Gender



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003 Integrated Postsecondary Education Data System (IPEDS), Winter 2003-04. (This table was prepared September 2005.)

Appendix B

Proposal for Conducting Research at Eastern State College

I am a Master's student in Higher Education at North Carolina State University. I am interested learning more about how campuses engage in culture change. Given that ESC has recently established a new HERS campus program, I would like to examine how HERS training has led to changes in the campus culture. The Summer Institute mission to enrich the leadership of higher education by providing participants with new skills and ideas has clearly had a remarkable impact in its thirty-year history. Using qualitative research methods, I would like to conduct 10-20 hours of research activity at ESC for my thesis. Ideally, I would spend ten hours observing and ten hours conducting individual interviews. I would like to interview many of the HERS alumni and certainly most executive committee members. The timeframe would be from December 2006 to February 2007. I would like to schedule two or three 3-day visits in this timeframe.

I would propose that my time on campus be spent engaged in a variety of activities, some of which could be determined once relationships were established with participants. Observational time could include a few HERS/ESC events and attending other public events on campus. Interview time would include interviewing the HERS/ESC executive committee, as well as others of the 34 members of HERS/BSC. Interviews would be 45-60 minutes long. Additionally, if possible, it would be valuable for me to interview other key stakeholders on campus (HR staff, other appropriate ESC staff- Provost Office and/or President) that deal with policy issues for senior faculty/staff (i.e., those who would be involved with resource allocation), as those individuals are also critical in helping to create culture changes.

I have included my research preliminary questions as well as preliminary interview questions. I am very much interested in a participatory, mutually beneficial study and would welcome any feedback. Thank you for considering my request.

Maura J. Murphy
North Carolina State University
School of Education
Contact: 919-968-1987
Email: murf@email.unc.edu

Appendix C

North Carolina State University INFORMED CONSENT FORM for RESEARCH

Title of Study: A study of women and how they perceive culture at Eastern State College

Principal Investigator: Maura J. Murphy

Faculty Sponsor: Dr. Alyssa N. Bryant

We are asking you to participate in a research study. The purpose of this study is to examine women in higher education. Often women have complained about a “glass ceiling.” I am investigating a campus that appears to have a very accepting climate to identify if a training program (HERS/ESC) is in part responsible for that climate.

INFORMATION

If you agree to participate in this study, you will be asked to answer questions in an informal setting. The interview should not last more than 45-60 minutes, and will be audio taped. Interview structure will be open-ended, meaning that I have a list of questions that I will ask everyone but depending on your answer, I may ask you to clarify. It is possible that I may come back later in the research process and ask a few more questions. I will ask you to fill out a demographic form will ask general questions about education and employment with the university. In addition, approximately 10 hours of observations will be conducted. In all contact, individuals will be treated anonymously. This research project will be completed by March 30, 2007.

RISKS

There are no potential risks in this study.

BENEFITS

Subjects may discover other ways to advocate for more equal treatment on campus for themselves and/ or others.

CONFIDENTIALITY

Data collection will be done anonymously, meaning your identity will not be recorded anywhere. However, because the study population is small, and Eastern College is the only college with a HERS chapter right now, confidentiality cannot be guaranteed. It’s possible that your responses to interview questions may indirectly identify you. However, the interview does not cover sensitive topics, and there should be no risk to you from the interviews. Audio tapes and notes will be kept in a locked drawer to maintain confidentiality. Audio tapes and notes will be destroyed at the end of the study. No reference will be made in oral or written reports which could link you to the study.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the researcher, Maura Murphy at 100 Cottonwood Court, Chapel Hill NC 27514, or 919-968-1987. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Dr. David Kaber, Chair of the NCSU IRB for the Use of Human Subjects in Research Committee, Box 7514, NCSU Campus (919/515-3086) or Mr. Matthew Ronning, Assistant Vice Chancellor, Research Administration, Box 7514, NCSU Campus (919/513-2148)

PARTICIPATION

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed at your request.

CONSENT

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may withdraw at any time.”

Subject's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix D

Demographic Questions and Interview Questions

Participant Demographic Questions

1. What is your age range?
2. What is your marital status?
3. How do you define your socio-economic status? (SES) Lower? Middle? Upper? Other?
4. What is your education attainment?
5. What is your position title?
6. How many years have you served in this position?
7. How many years have you been at ESC?
8. When and where did you attend HERS?

Interview questions for leaders

1. Tell me about the process of bringing HERS to ESC.
2. What are the goals of bringing HERS to ESC? How do you accomplish those goals?
3. What resources do you have to accomplish those goals?
4. Financial, HR, administrative support etc.
5. Other questions from the section below as appropriate to the individual.

Interview questions for others

1. Tell me about your work at your institution.
2. What were the events surrounding your decision to enroll in HERS?
3. What does it mean to be a woman of “HERS at ESC”?
4. What was the most important thing that you learned at HERS?
5. How do you perceive the climate for women at ESC?
6. How has the climate changed with HERS at ESC?
7. Describe for me the process of how that change took place- where did the idea start and how did the actual change transpire?
8. How has HERS impacted your professional development?
9. How does that change for you impact others or impact the institutional culture?
10. Is there more that you would like to see HERS/ESC do to help support your professional development?
11. What changes do you hope to see at ESC?
12. Is there anything that is important to you that we haven’t covered that you would like to add?

Appendix E

Focus Group Questions

1. If you could change one thing for women on this campus what would it be, and why?
2. Can you identify elements of the institutional culture that make that change possible?

Please describe them.

3. Can you identify elements of the institutional culture that might restrict that change effort?

Please describe them.

4. Think of a major change initiative that campus has undertaken in the last two years (if you can't think of anything related to women or culture, use another example); how did the administration make that change possible? What was effective in that process and what was not?

5. Earlier you identified ESC as having a positive culture for women. Credit for that has been attributed to in part that Dr. Verve was here for 13 years, as well as the number of women in prominent positions both in the administration and the faculty. Can you give other specific examples that would also contribute to the positive culture? How does the culture for women at ESC compare to last campus you worked on? (What is here, or what is not here that creates the positive culture?)