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Roles, Responsibilities, Celebrations, and Post-Presidency Aspirations of Female College Presidents

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ROLES, RESPONSIBILITIES, CELEBRATIONS, AND
POST-PRESIDENCY ASPIRATIONS OF FEMALE
COLLEGE PRESIDENTS

A Dissertation
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
Almeda Rogers Jacks
December 2009

Accepted by:

Dr. Frankie Keels Williams, Committee Chair
Dr. Pamela Havice
Dr. Beatrice Bailey
Dr. Richard Blackbourn

ABSTRACT

The purpose of this study was to determine roles and responsibilities of female presidents of higher educational institutions, how they celebrate their professional and personal accomplishments, and their post-presidency aspirations. Females in their first presidency positions in either a private or public four-year institution were interviewed for the study.

The collective case study tradition was used to capture thick, rich descriptions of eight cases. Within-case analyses were conducted for each participant, followed by a cross-case analysis, with major themes emerging. Nine themes emerged based on the research findings. These themes included (1) becoming the institution; (2) complex financial responsibilities; (3) involvement in community, state, regional, national associations; (4) family and personal responsibilities; (5) personal sacrifices; (6) family and personal sacrifices; (7) celebrations of accomplishments; (8) post-presidency aspirations; (9) strategies for post-presidency plans. Recommendations for females who aspire to become a college president are detailed. Suggestions for future research are presented.

DEDICATION

This work is dedicated to my family. First, I say thanks to my husband and biggest supporter, Putt Jacks, who learned to cook a little more and was always there when I needed a good listener. My love and thanks go to my son, Errett Jacks, who understood why I always had papers all over the tables in every room and to his friends who always asked, “Are you still working on that paper?” Putt and Errett both realized how hard I had to work to accomplish this goal and for all of their love I give it right back and much more. I have to thank my parents, Almeda and Phil Rogers, for they actually made my brothers, sister, and me believe that we could do anything we wanted to do throughout our entire lives. My Mom would say daily in this process, “If I could help you I would.” To my brother, Phil Rogers, I say thanks for just being a big brother. I know he is looking down with Daddy and feeling proud I got my third degree from Clemson. To my sister and brother, Virginia McMurray and Alex Rogers and to their spouses, John and Adair, I give thanks to them and all their children for listening and reminding me not to complain because I chose to make this journey. This is for my brother-in-law, Johnny Jacks and his wife Kellie; I know I have made them proud. And to Rena Combs, I say thanks for she was our nanny for 11 years and fast became a member of our family who has kept up with me all the way. I give thanks to my extended family of aunts, uncles, and cousins who would always ask, “Well, how is it going? Are you finished yet?” Last, but certainly not least, I dedicate this to Hsi-ling Keng (Hilda to us) and Virginia Proctor in Atlanta. These two family members had high standards for us all, and I know Hilda is looking down and smiling on me.

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So many people have supported me through the program and have made my journey worthwhile. First, Dr. Frankie Keels Williams, my teacher, dissertation chair, mentor, and friend provided guidance and kept giving me encouraging words. Dr. Williams is a true student advocate, and Mississippi State is fortunate to have her now. I was very fortunate to have the learning opportunities she afforded me along the way.

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To all my friends and colleagues across the country who gave me support and words of encouragement along this journey, I give them thanks. There are too many to name individually, but they all know who they are.

To my technology support who I consider friends, Deveraux Williams, Brown Brian, and Tina LeMay; I could not have made it without them. They realize I only know the basics—and that is not much. To Kathy Hensen, Karen Addis, and Carol Krider, I give huge thanks for all their support throughout my journey. I thank my cousin and statistics tutor, George Montgomery. I give thanks to Keenan Adams for all his support.

Finally, I thank the eight presidents who participated in this research. Their part made this study possible. I learned so much from them. I sincerely hope others who aspire to be college presidents will gain from this study.

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CHAPTER ONE

NATURE OF THE PROBLEM

Introduction

Female college presidents are making tremendous contributions in higher education. Women serve as presidents of major colleges and universities including Ivy League institutions, i.e., Brown University, Harvard University, Princeton University, University of Pennsylvania, University of Wisconsin, University of Miami, University of Michigan, and the Massachusetts Institute of Technology (Bornstein, 2007; Chronicle of Higher Education, 2007). Madsen (2008) maintained that women have the skills to perform successfully and search for colleges and universities where their gifts can advance the missions of the institutions. Women are demonstrating leadership skills and abilities in higher education institutions that are consultative and relational (Bornstein, 2007; Helgesen, 1995; Touchton, Shavlik, & Davis, 1993). Women leaders build and encourage relationships of trust and reciprocity among faculty, staff, and students (Madsen, 2008).

While women are serving in presidential positions, the increases have been slow. Trend data showed that there were approximately 3,300 college presidents with only 9% females in 1986 (The Chronicle on Higher Education, 2007). The typical president was White, male, married, and 53 years old. In 2008, women held 23% of the presidential positions (King & Gomez, 2008; The Chronicle on Higher Education, 2007). The typical president in 2008 remained male, married, and 60 years old. Notably, despite the gains since the late 1980s, the proportion of female presidents remains underrepresented when

viewed in contrast with the demographics of the typical college enrollment. Enrollment data from 2008, showed 58% of higher education students as females (Sax & Arms, 2008) compared to the 23% of females holding the position as president. While women are successful in their roles as presidents of higher education institutions, there remains underrepresentation of female college presidents.

The major reasons for the underrepresentation of females in the position of college president have included barriers to attaining the position, and balancing personal and professional commitments once in the position (Bornstein, 2007; Havice & Williams, 2005; Helgesen, 1995; Holland & Hart, 2004; Madsen, 2008; Sullivan, Hollenshead, & Smith, 2004; Touchton, Shavlik, & Davis, 1993; Woosnam, 2007). In general, research studies have indicated the complexity of the role and responsibilities of the presidency and the struggles of females in acquiring and maintaining these positions (Bornstein, 2007; Madsen, 2008).

The responsibilities of the presidency in higher education are described as being loosely coupled and complex (Bornstein, 2007). In addition, many colleges and universities, both public and private deal with staffing, student issues, and serious budgetary and financial concerns (The Chronicle of Higher Education, 2009). Nelson (2007) presented the college and university presidency as one of the most demanding leadership positions in contemporary society. From a collection of views from contemporary presidents, Nelson found the following.

College presidents have to perform myriad, diverse, and often highly complicated tasks. These include managing immense bureaucracies,

administering institutional functions and planning, leading diverse, divergent, and highly independent faculties, being and presenting the public face of their institutions, handling public relations with its up and frequent down sides, raising non-stop the funds and resources to operate their campuses, providing leadership, guidance and direction to campus communities and the lives of students, and serving governing boards and trustees, as well as catering to other internal and external constituencies such as alumni, donors and supporters, politicians, and citizens (p. A37-A38).

The most prevalent barriers to becoming a college president described in the literature included sex-based discrimination (Northhouse, 2006; Touchton, Shavlik), stereotypes and role expectations (Kellerman & Rhode, 2007), a lack of opportunity to gain experience and visibility in types of positions that would facilitate advancements (Branch-Brioso, 2009), higher standards of performance for women than for men (Wolverton, Bower, & Hyle, 2009; Woosnam, 2007) and exclusion of women from informal networks that aid advancement (Madsen, 2008). Other barriers included personal and professional insecurities such as lack of opportunity for effective mentoring, difficulties created by competing family demands, and self-concept attitudes. Madsen described the self-concept attitudes as fear of failure and lack of confidence in one's skills, abilities, and risk-taking. Once a woman became a college president, implications were that she had broken through the glass ceiling (Madsen 2008).

In general, research studies showed that women may have overcome many of these personal and organizational barriers as they aspired, sought, and attained the college presidency (Brown, 2000, 2005; Rudan & Glick, 2001). However, women in the position must deal with a myriad of complex issues. Further, women in leadership positions must make tough decisions to deal with these issues and responsibilities (Madsen, 2008).

Statement of the Problem

Two major concerns were prevalent in the literature. First, the underrepresentation of women in top-level positions compared with degree attainment, and secondly, the complexity of balancing career and personal life for women.

Research findings strongly suggested that organizations routinely underestimate and underutilize women's leadership talent (Madsen, 2008). Although women have surpassed men in degree attainment, women remain underrepresented in top academic leadership positions (Bominici, Fried, & Zeger, 2009). According to the United States Bureau of Labor Statistics (2009), women make up 51% of the population and 58% of college degrees are awarded to women (National Center for Education Statistics, 2009). Women held only 31% of tenured faculty positions in 2006 and 45% of tenure-track positions (American Association of University Professors, 2006). A significant area of the research focusing on women moving to top-level positions indicated the need for women to seek and maintain balance of family and the professional role. The literature showed that women struggle with balancing their professional and personal lives, including caring for family (Havice & Williams, 2005; Holland & Hart, 2004; Sullivan,

Hollenshead, & Smith, 2004; Woosnam, 2007). Thus, when females are in a position to live the experiences and responsibilities of a presidency, they have less desire to aspire to fill that role (Madsen, 2008). Some women choose not to pursue top positions because they must sacrifice their families, social lives, and sanity in order to be effective college presidents (Woosnam, 2007).

Although considerable literature exists on women in corporate leadership roles and their responsibilities, by and large a gap exists regarding the responsibilities of the college presidency. (Madsen, 2008). Because women have made the greatest achievements in attaining the role of the presidency during the last ten years, the extant literature on their experiences as well as their post-presidency experiences is scarce. A study on the experiences of women while serving in the presidency and their post-presidency aspirations can add insight to the overall meaning of the role of presidency and the experiences of women as leaders in these positions (Madsen, 2008). In general, recommendations from the literature related to women in leadership positions in higher education noted the need for additional studies focusing on the presidency of higher education institutions (Bornstein, 2007; Havice & Williams, 2005; Helgesen, 1995; Holland & Hart, 2004; Madsen, 2008; Sullivan, Hollenshead, & Smith, 2004; Touchton, Shavlik, & Davis, 1993; Woosnam, 2007).

Purpose of the Study

The primary purpose of this study was twofold. First, the study sought to examine the responsibilities, celebrations, and post-presidency aspirations of female college

presidents during their first term as president in four-year public and private institutions. Second, the study sought to explore from a cultural phenomenological perspective the professional, personal, and family elements of these female college and university presidents. The intent of the study was to garner the essence of the lived experiences of female college presidents regarding their current roles and responsibilities, their ways of celebrating success, and their post-presidency aspirations. Moreover, the aim of the research study was to uncover common meaningful characteristics as well as the distinctiveness of female presidents of college and universities.

Theoretical Framework for the Study

The theoretical framework for the study incorporated a feminist perspective and culture theory to help explain the nature of the role and responsibilities of the college presidency as experienced by females. A feminist perspective that presumes the importance of gender in human relationships (Fletcher, 2004; Gilligan, 1982) and societal processes (Guerrero, 1999) served to support explanations of the underrepresentation of women in the position of the college presidency. Principles of feminist theory inquiry (Guerrero, 1999) represented a primary focus of the study and included the following.

1. A sense of connectedness and equality between researcher and what is researched;
2. Explicitly acknowledging and valuing “women’s ways of knowing” including integrating reason, emotion, intuition, experience, and analytic thought;

3. Participatory processes that support consciousness-raising and researcher re-flexibility; and
4. Going beyond knowledge generation, beyond “knowledge for change, especially “knowledge about women that will contribute to women’s liberation and emancipation” (p. 16-17).

Other works in the line of feminist theories related to societal processes include explanations given by Helgesen (1993), Jablonski (1996), Schein (1992) and Kark (2004) in the area of transformational leadership from a feminist perspective. Helgesen focused on inclusion while Jablonski’s work centered on the role of the presidency.

Schein’s Culture Theory (1992, 2001, 2004) was used as the primary theoretical lens for the study to help explain behaviors of female presidents as they lived their experiences in the presidency. Schein’s Culture Theory posits that shared assumptions and beliefs about the environment and their place in it, the nature of time and space, human nature, and human relationships. Schein suggested that three domains draw an individual’s consideration and commitment in response to cultural demands:

1. The professional setting—activities spent within the context of the career;
2. The family setting-activities include time spent with one’s spouse, significant other, children, grandchildren, or others who share a common kinship; and
3. The self-oriented setting--activities include hobbies, sports, close friend relationships, and other activities primarily for purposes of self-development (p. 358-363).

The study was organized around the assumptions of feminist theory and Schein’s Culture Theory. The study addressed the professional, family, and self-oriented settings of the female college presidents in terms of their job responsibilities, their celebrations of achievements and accomplishments, and their post-presidency aspirations.

Conceptual Framework

Figure 1 provides a conceptual framework for the research study. The participants of the study were female college presidents serving in their first presidency at colleges and universities in the United States.

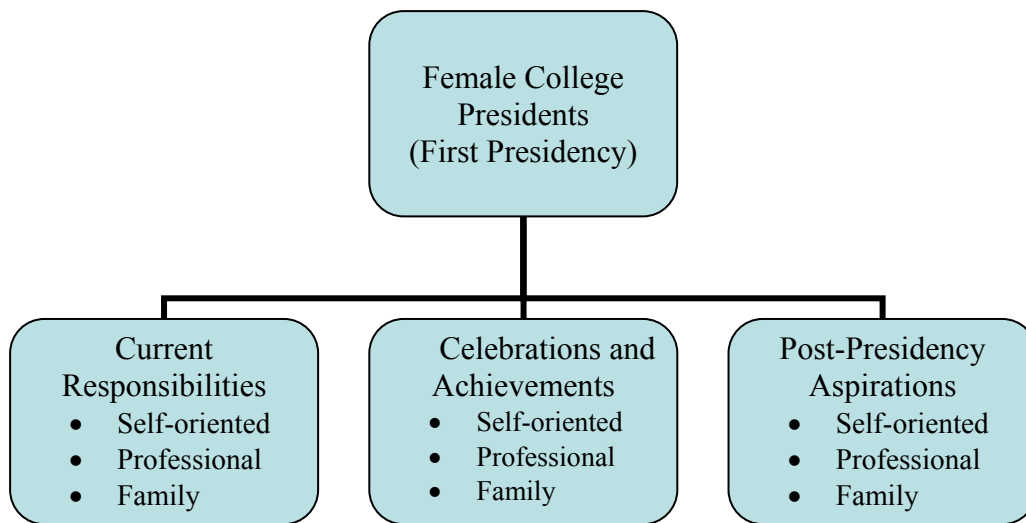


Figure 1

Conceptual Framework of the Study

The conceptual framework for the study illustrates the exploration of the female college and university president’s areas of responsibilities, celebrations and

achievements, and post-presidency aspirations. The components of the conceptual framework of the study (responsibilities, celebrations and achievements, and post career aspirations) of the women were explored in terms of Schien's Culture Theory (professional, family, and self-oriented settings). Meaningful characteristics as well as the distinctiveness of these characteristics of the female presidents were analyzed in an effort to capture the essence of the women serving as presidents of colleges and universities. Schein's (1992) Culture Theory and feminist leadership theories provided a lens to filter and help explain the behaviors and practices of the female presidents.

Research Questions

The research questions for the study were based on the objectives of the study and an examination of the existing literature. The following major research questions were developed and guided the study.

1. How do the female college presidents describe their current personal and professional responsibilities?
2. How do the female college presidents describe their celebrations of achievements and accomplishments?
3. What do the female college presidents express as their post-presidency career aspirations?

Secondary research questions were used and are as follows.

Roles and Responsibilities

1. What are your current responsibilities as a president?

2. What professional responsibilities do you currently have other than your position as the president?
3. What personal responsibilities do you currently have while serving as the president?
4. What family responsibilities do you currently have while serving as the president?
5. What professional sacrifices, if any, do you make in your current role?
6. What family sacrifices, if any, have you made in your current role?
7. What personal sacrifices, if any, have you made in your current role?

Celebrations

8. How do you celebrate professional and personal accomplishments?
9. How do you celebrate for yourself, with family and your professional colleagues?

Post-Presidency Aspirations

10. What are your short-term and long-term professional aspirations after this presidency?
11. What are your personal aspirations after the presidency?
12. How do you “balance “your aspirations with those of your family?
13. What are your strategies for your post-presidency plans?

Research Methods

The research study used a qualitative case study research design. Qualitative case study research offers an intensive description, empowers individuals to share their stories, and let their voices to be heard (Creswell, 2007; Merriam, 1998; Yin, 2003). In this qualitative case study research, eight female college and university presidents shared their stories related to their current positions while serving in their first presidency.

The researcher explored the experiences of these presidents by collecting multiple sources of evidence, including data from interviews and artifacts. Data analysis included a within-case analysis for each of the eight participants and a cross case analysis to determine meaningful characteristics and emergent themes. NVIVO 8 software was used to assist the researcher in organizing the data, coding the data, and analyzing the data. Narrative chronology was used to provide a rich “thick” description of the female presidents’ experiences.

Definitions of Terms

The following definitions of terms were used in the study to help clarify meanings and conceptualizations.

- *Career Path* refers to the formative experiences, education, and jobs each woman experienced that led her to her current position (Madsen, 2008).
- *Celebrations* reference the participation in positive activities as a result of achievements.

- *Personal Sacrifices* refer to things women believe they gave up in their personal lives in order to advance their careers or maintain their current status (Madsen, 2008).
- *Mistakes* refer to action(s) one encounters as negatives to a decision.
- *Mentor* is one who occupies a powerful position at a higher level than that of the protégé, offering guidance and support, paving a path for the protégé, guiding in the development of career goals, and acting in an almost parental role (Madsen, 2008).
- *Obstacles* include perceived barriers, but not limited to persons, events, or experiences that hinder a woman's advancement or perceived success in the past or in their current roles (Woosnam, 2007).
- *Personal Sacrifices* are things women believe they gave up in their personal lives in order to advance their careers or maintain their current status (Woosnam, 2007).
- *Professional Setting* includes activities spent within the context of the career (Schein, 1992).
- *Family Setting* includes activities spent with one's spouse, significant other, children, grandchildren, or others who share a common kinship (Schein, 1992).
- *Self-oriented Setting* includes activities spent on hobbies, sports, close friend relationships, or activities primarily for the purposes of self-development (Schein, 1992).

Delimitations of the Study

The study was a qualitative case study that explored the experiences of female college presidents. This study was confined by purposeful sampling. The purposeful sampling was required in order to determine the participants for the study. The findings were specific to the females serving in their first presidency who were willing to participate. Thirteen presidents were contacted by the researcher with those thirteen serving in their first presidency. Eight agreed to participate in the study. Data collection was performed using face-to-face and telephone interviews. In addition, the scope of the study was restricted by time and feasibility.

The researcher, having previously served in an administrative position in higher education, knew two of the presidents on a personal level. The researcher had served as the first female in an institutional role at a four-year public institution which made it easier to build rapport with the eight participants, having shared some similar issues.

Significance of the Study

The findings of the study may provide information for those aspiring to become female college presidents. This study could provide valuable information in assisting others as they decide and aspire to move up the ranks of higher education. The practitioner or the educator may learn from the research findings as it relates to top ranked females in positions and in hopes of helping those who aspire to reach the college presidency. In addition, results could be used to shape future training programs for females aspiring to top-ranked positions in higher education. In general, these findings

could contribute to improving the number of females in these important top-ranked positions in higher education.

Organization of the Study

The study contains five chapters. Chapter one includes the introduction, statement of the problem, purpose of the study, theoretical framework, and conceptual framework. In addition, the research questions, research methods, definition of terms, delimitations, and significance of the study are included in the chapter.

Chapter two, the literature review, contains a review of the existing literature related to the study. Feminine leadership theories and an overview of the literature related to the female presidency are presented. Other literature regarding females serving in higher education is also covered.

Chapter three, research procedures, provides a description of the research design, methodology, and procedures used in the study. The chapter includes a description of the research design, research questions, participants, the role of the researcher, data collection, methods of interviewing, data analysis, and validation of findings.

Chapter four, the findings, contains a presentation of the findings from the study. The chapter includes an analysis of data collected and emerging themes resulting from the interviews with the presidents.

Chapter five, the summary, provides a summary of major findings from the study and discussions related to emergent themes. The chapter concludes with general recommendations and recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

The purpose of this chapter is to present a review of literature relevant to the research study. This study drew from existing leadership theories including gender-related and feminine leadership theories. This chapter continues with studies regarding females in academic leadership positions. Generally, the studies focused on barriers females faced in higher education. In addition, other personal and professional sacrifices made in reaching the high-level positions in higher education, and how one celebrates achievements of success were reviewed.

Leadership in Higher Education

Women are demonstrating leadership skills and abilities in higher education institutions that are consultative and relational (Bornstein, 2007; Helgesen, 1995; Touchton, Shavlik, & Davis, 1993). Women leaders build and encourage relationships of trust and reciprocity among faculty, staff, and students (Madsen, 2008).

Walsh (2006) discussed the urgency of the need for better leadership in higher education. Walsh wrote:

It is our ability as leaders to discover our solid ground, to truly hear the quiet prayers that are building to war cries, to sense that time is short, and to trust that our lives can matter. It is summoning the discipline to focus attention in directions that cause discomfort, facing moral dilemmas in all their complexity. It is seeing past the self-interest of short-term electoral

and business cycles and cultivating the imagination and the generosity of spirit—in ourselves and those we touch—to focus on wrenching problems and yet not to lose heart, to open our hearts to sorrow without being paralyzed, to find in the world’s suffering our bonds of humanity (p. 3).

Madsen (2008) stressed the need for leaders in higher education who are capable, strong, smart, strategic, ethical, honest, motivating, inspirational, competent, innovative, creative, networked, organized, empowering, perceptive, reflective, collaborative, and insightful. Madsen (2008) shared further that individuals with the ability, desire, drive and opportunity are those who usually become successful leaders.

Related Feminist Theories

Scholars pointed out that the complexity of women’s behaviors and attainment of leadership positions must be viewed in theoretical contexts through feminist’s theoretical lens (Eagly & Karau, 2002; Woosnam, 2007). Gilligan, Ward, and Taylor’s (1988) research on cognitive development provided impetus for arguing that a single model of reasoning patterns and stages of moral development fails to capture the different realities of female leaders. Gilligan et al.’s work identified a development pathway that results in personal and relational responsibility being of highest value for females. Gilligan concluded that men were more concerned with systems and rules. Helgesen (1995) found that women leaders placed more emphasis on relationships, sharing, and process, while males focused on completing tasks, achieving goals, hoarding information, and winning. Other scholars believed that organizational culture effects administration in that a leader

with an emerging, inclusive style of leadership could provide an institution with new values and ethics grounded in cooperation, and relationships (Chliwniak, 1988; Desjardins, 1989; Ross, Green, & Henderson, 1993; Schein, 2001).

Fletcher (2004) spoke of a feminine “post-heroic” form of leadership (p. 647). Fletcher (2004) found that female leaders employ post-heroic leadership that has collaboration and social networking as a focus. Three characteristics that define this style of leadership include: 1) leadership as practice shared and distributed, in which the leader relies on skill sets of enabling, supporting, facilitating and collective achievement, social networks, teamwork, shared accountability, collaboration, and blurred lines between the leader and the follower; 2) leadership as social process: interactions, in which leaders portray a dynamic, multidirectional, collective, egalitarian, mutual, less hierarchical styles and are open to being led by others by being less competitive with a fluid boundary between self and other; and 3) leadership as learning: outcomes, in which leaders seek to establish mutual learning , collective understanding, and positive action in order to foster co-created and implemented collective learning. This final aspect of post-heroic leadership also relies on emotional intelligence, including self-awareness, empathy, vulnerability, and an openness to learning. In summary, Fletcher (2004) defined post-heroic leadership as distributed leadership: “up, down, and across” the hierarchy (p. 650).

Schein’s Culture Theory (2001, 2004) posits that shared assumptions and beliefs about the environment and their place in it, the nature of time and space, human nature, and human relationships. Schein suggested that three domains draw an individual’s consideration and commitment in response to cultural demands:

1. The professional setting—activities spent within the context of the career.
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3. The self-oriented setting-activities include hobbies, sports, close friend relationships, and other activities primarily for purposes of self-development (p. 358-363).

Barriers to the Presidency

The relevant literature indicated that women are in the academic pipeline; however, women do not obtain the top-level positions at the same rate. According to the National Center for Educational Statistics [NCES], 2007), women obtain undergraduate degrees at a far higher rate than men. Women earn 57.5% of the bachelor's degrees in the United States, 58.8% of all master's degrees, and 46.3% of all doctorates (NCES, 2007). Heilman (1997) argued that there is clear evidence that the lack of women reaching the top is not because of the lack of women in the pipeline. Concerns regarding procedures that exclude women and create chilly campus climates plagued academic institutions (Chliwniak, 1997).

Overall, discussions related to women's underrepresentation in top-level leadership positions generally revolved around investments in human capital differences, gender differences, and prejudice and discrimination as described by Northouse (2007). Differences in human capital refer to one's investments in education, work experience,

developmental opportunities, and work-home conflict. Gender differences generally cover leadership style and effectiveness, commitment and motivation, self-promotion, negotiation and evolution. Prejudice refers to gender stereotypes, biased perceptions and evaluations, vulnerability and reactance, and cross-pressures.

The literature detailed possible and specific reasons females rarely if ever achieve top-level positions in both private organizations and institutions of higher education (Dreher, 2003; Eagly & Johannesen-Schmidt, 2001; Ridgeway, 2001; Rudan & Glick, 2001). These reasons varied from gender discrimination (Kaplan & Lee, 1995; Wilson, 2004) to an increased need or desire to care for family members (Holland & Hart, 2004; Sullivan, Hollenshead, & Smith, 2004). Studies revealed that raising children and having a career are hard work, with many women worrying that success in the workplace comes at the expense of family life (Eagly & Carli, 2007). The routes that women take to leadership roles in the workplace were described as not simple or direct, but convoluted and frequently obstructed, especially for mothers (Eagly & Carli, 2007).

One study showed that women and men experience many different barriers to success with women facing a host of stereotypes and environmental challenges that their male colleagues do not, including exclusion from informal networks, gender-based stereotypes, lack of role models, and inhospitable corporate culture (Catalyst, 2008). In the same study, women were significantly more likely than men to face challenges balancing their work and personal lives.

To address some of these issues, studies showed that leadership programs, particularly those that work to develop and promote women into leadership positions,

have adopted new pedagogical tools that appeal to leadership development for women particularly “baby boomers” (Kezar & Lester, 2008). Baby boomers are willing to make long-term sacrifices whereas, X-ers are willing to make short-term sacrifices, but avoid long-term sacrifices (Kezar & Lester, 2008).

Another issue presented in the literature was the lack of role models for females (Brown, 2000, 2005). Mentoring was described as an invaluable resource for the recruitment and preparation of women for the college presidency. Mentors can have a critical effect on the career paths of women who aspire to advance in higher education administration (Brown, 2000, 2005; Tinsley, Secor, & Kaplan, 1984). Even women with outstanding credentials can find it difficult to rise to leadership positions without having been supported and promoted by powerful individuals in leadership positions (Moore, 1990). Mentorship can help prepare aspiring female college presidents to replace those college presidents who are approaching retirement. Numerous researchers suggested that developing effective and supportive mentoring relationships is an important contemporary approach to career advancement and a significant strategy for help obtain top leadership positions (Bell & Nkomo, 2001; Enscher & Murphy, 2005; Ragins, Townsend, & Mattis, 1998).

Dreher (2003) studied females in top-level management positions and the glass ceiling phenomenon. Dreher’s research, using social contact and resource dependency theories, showed that as the female-to-male ratio in lower-level managerial positions increased, it would get easier for females to make it to more top-level positions in a male-dominated field once social pressures, isolation, and coalitions and networks were

formed. Women were found sometimes to be their own barriers to leadership positions because of personal and professional insecurities and perceptions. In addition, women held internal barriers with leadership potential such as attitude; fear of failure; lack of confidence in one's skills, abilities and risk-taking; and self-concept (Madsen, 2008).

In general, research studies showed that women are overcoming personal and organizational barriers as they aspire and seek the college presidency (Brown, 2000, 2005; Rudan & Glick, 2001). Females in leadership positions are overcoming the typical women's stereotype of not being strong enough to make tough decisions by overcoming or becoming a part of the "good old boy" network (Madsen, 2008).

Related Research Studies – Female Presidents

After studying ten presidents, Madsen (2008) presented suggestions for leadership development to assist women in gaining high-level positions in higher education. Madsen suggested preparing early—start as early as possible even holding leadership positions in high school (if not earlier):

1. Become proactive in your own career development—gaining experience and moving through the ranks, challenging oneself to do and learn different kinds of things through one's career;
2. Be a lifelong learner—the search for opportunities; observation, reflection, and assimilation; education; self knowledge; and competence versus authenticity;

3. Develop strength and trust in self—it is critical to be an individual and a leader who trusts herself and has internal and external strength (Successful leaders have a personal and professional strength that gives them backbone and energy to lead);
4. Embrace challenges—embrace and think big always challenging yourself to do different things;
5. Develop general leadership competencies—(summarized below);
 - a. Be clear with yourself about the skills needed to be successful in leadership.
 - b. Hire the right people, have confidence in them, and then get out of their way and let them do their jobs. (Hiring a great team.)
 - c. Gather around you people from diverse backgrounds, perspectives, experiences, and viewpoints—seek commonalities and new approaches. Let the differences freshen and inform your thinking.
 - d. Involve, engage, enlist, and profit from including others in everything you do.
 - e. Always do your homework so you are prepared.
 - f. Accept that the position of a leader is a position of power. Embrace power. Take it, and then give it away. The more power you give, the more you have. You lose power when you fail to empower others.
 - g. Have a positive attitude. A positive outlook, even on a bad situation that others may have created around you, defers the naysayer from the

- h. Be aware of the language you choose when talking about issues, and engage in discussion, exchange, and debate. Language helps set the tone and can be inclusive or exclusive. Language has the capacity to elevate the discussion and bring out the best in others.
- i. Don't take yourself too seriously.
- j. Build powerful support systems with family, friends, professional organizations, colleagues, peers, bosses, and researchers, and so forth.
- k. Participate in leadership training and networking opportunities.
- l. Always be ethical and honest.
- m. Remember that gender is only one of many issues to consider when there are challenges and issues.
- n. Build the ability to see beyond the immediate issue so that you can contemplate the broader ones.
- o. Consider whether you're an organizational or individual contributor. Figure out if you are interested in effectively enabling others. This brings clarity of understanding if you have the capability to lead such a complex organization.
- p. Articulate a forward-looking, poignant, encompassing vision to set the tone and direction of an organization by developing the courage to aim high while remaining realistic and seeking wise counsel.

- q. Learn to put yourself into another's shoes and have that kind of empathy. It's hard to serve and lead others without understanding about what motivates or discourages them.
 - r. Learn to create and appropriate structure to support the vision.
 - s. Have strong change agent skills.
 - t. Understand what it means to leave behind a private life.
 - u. Avoid burnout in a pressured environment by learning and doing new things.
 - v. Insert and find humor in everyday things—including your self!
Remember to make yourself a priority at times so that you can be renewed.
 - w. Move on when you need to move on. Leave a position when the excitement is gone; and
6. Look beyond yourself—lead by example keeping the organizational needs up front not your own, and always gives opportunities to other women who are so deserving of those opportunities (pp. 266-281).

The literature reviewed also revealed that sometimes women choose not to pursue top positions in higher education institutions because they believe that they must sacrifice their families, social lives, and sanity in order to be effective (Madsen, 2007, Jablonski, 1996). Studies suggested that female college presidents can dispel these beliefs by serving as role models and by demonstrating how to balance their personal, professional, and family activities (Bornstein, 2007).

Kanter (1993) asserted that women often choose occupations that have short career ladders with limited opportunities for progression, which may explain why some women do not consider pursuing college presidencies. Researchers often spoke of presidents giving advice to start preparation early on, and being a lifelong learner (Bornstein, 2007; Madsen, 2008).

Chapter Summary

In summary, this chapter presented a review of the existing literature relevant to this study. Barriers and research that investigated feminine leadership as well as gender-related topics in leadership were presented. Despite the underrepresentation of women in top leadership positions, women are showing a greater presence. Developing an understanding of the complex conceptions of leadership will help enhance leadership effectiveness by giving women the opportunity to engage in best practices.

CHAPTER THREE

RESEARCH PROCEDURES

The objective of this chapter is to present the research design, data collection, and data analysis procedures required by the research method employed in the current study. The chapter begins with a discussion of the research design, research questions, description of the case, selection of participants, and the role of the researcher. Following the research design, the chapter concludes with a description of sources of data collection, methods of interviewing, data analysis, validation of findings, and ethical considerations.

The primary purpose of the study was to examine the roles, responsibilities, celebrations, and post-presidency aspirations of female college presidents during their first terms as presidents in four-year public and private institutions. In addition, the study sought to explore from a cultural phenomenological perspective the professional, personal, and family elements of these female college and university presidents.

Research Design

A qualitative, descriptive case study research design was selected for the study. The case study design included eight within-case analyses and a cross case analysis. The research design was chosen to answer the overarching research question: How do female college presidents describe their personal and professional responsibilities, their celebration of achievements, and their post-presidency career aspirations?

In this qualitative case study, the intent of the research was to have female college presidents serving in their first tenure share stories related to their current roles, celebrations, sacrifices and post-presidency aspirations. The case study research design was selected as the most appropriate design based on definitions and meanings as presented in the literature. Yin (2003) defined case study research as “an empirical” inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident” (p.13). Creswell (2007) suggested that qualitative research “empowers individuals to share their stories” and let their voices be heard (p. 40). Yin (2003) and Merriam (1998, 2001) suggested that the case study was most useful in answering “why” and “how” questions. Merriam (1998, 2001) defined a case study as an “intensive, holistic description and analysis of a single entity, phenomenon, or social unit.” The present study represents the contemporary phenomenon of females in the role of presidency which may be viewed as a social unit. For this study, the inquiry is to investigate the real life context of female college presidents.

Yin (2003) further clarified the case study method affording the investigator to use holistic and meaningful characteristics using real life events. This qualitative study was designed as a descriptive case study to determine meaningful common characteristics of eight female college presidents serving in their first presidency.

Merriam (1998) defined the purpose of a descriptive case study to present a rich ‘thick’ description of the phenomenon under study. In the field of education, descriptive case studies focus on “innovative practices”. In order to provide a rich, ‘thick’

description of the presidents' experiences, this study employed the narrative data analysis defined by Creswell (2003). The researcher studied the lives of individuals and asked the individuals to provide stories about their lives. Creswell (2003) recommended such these stories be shared by the researcher in a "narrative chronology" (p. 15).

Research Questions

The following were the primary research questions used in the study.

1. How do the female college presidents describe their current personal and professional responsibilities?
2. How do the female college presidents describe their celebrations of achievements and accomplishments?
3. What do the female college presidents express as their post-presidency career aspirations?

The following were the secondary research questions used in the study.

Roles and Responsibilities

1. What are your current responsibilities as a president?
2. What professional responsibilities do you currently have other than your position as the president?
3. What personal responsibilities do you currently have while serving as the president?
4. What family responsibilities do you currently have while serving as the president?

5. What professional sacrifices, if any, do you make in your current role?
6. What family sacrifices, if any, have you made in your current role?
7. What personal sacrifices, if any, have you made in your current role?

Celebrations

8. How do you celebrate professional and personal accomplishments?
9. How do you celebrate for yourself, with family and your professional colleagues?

Post-Presidency Aspirations

10. What are your short-term and long-term professional aspirations after this presidency?
11. What are your personal aspirations after the presidency?
12. How do you “balance “your aspirations with those of your family?
13. What are your strategies for your post-presidency plans?

Participants

For the purpose of this study, purposeful sampling was used. Purposeful sampling included choosing female college presidents currently fulfilling their first tenure as a president and serving at four-year institutions. The researcher deemed that the experiences described by the participants in their first tenure as president would be more meaningful in regard to post-presidency aspirations as well as gaining insight for prospective females thinking about pursuing such a role. While Yin (2003) and Merriam (2001) indicated that a single individual may be investigated, the researcher felt that

exploring the experiences of eight presidents would provide rich data for determining meaningful characteristics.

Female college presidents were selected from four-year institutions in the United States (some private and some public). The researcher worked in finding 13 participants serving in their first tenure as president. A letter was sent to each female president requesting her participation with a follow-up phone call to better explain the study and time commitment. Eight presidents agreed to participate in the study. The presidents represented seven private institutions and one public institution.

Role of the Researcher

Case study research requires the researcher spend extended time with and maintain relationships with the participants (Creswell, 2003). The role of the researcher was clearly defined to avoid any conflicts of interest and to protect the participants, the researcher, and the institutions wherein the participant and the researcher worked.

The researcher's interest in this study came from the researcher's own experience as a female working in higher education on an executive level. With the researcher being the first female vice president at an institution and working within a male-dominated level in higher education, it was imperative to seek the unique challenges presented to females from a personal perspective in these positions. The researcher in the current study hoped to share experiences with other females who might want to aspire to become presidents in higher education.

Data Sources

The data collection for the study followed Yin's (2003) three principles for collecting case study data: (1) use multiple sources of evidence, (2) create a case study database, and (3) maintain a chain of evidence. Further, Yin (2003) discussed six possible sources of evidence: documentation, archival records, interviews, direct observations, participant observation, and physical artifacts. Data collection for the study included many of the sources advocated by Yin. However, the primary means of data collection for the research study were telephone interviews of the female presidents or face-to-face interviews. Recordings and note taking during actual interview sessions were completed.

Other sources of evidence included archival records, announcements of celebrations, and other media publications. A case study data base was created for each of the participants using NVIVO8, a software package to help organize qualitative data. The researcher established a chain of evidence by reviewing the participants' Websites, reviewing participants' curriculum vitas, interviewing the participants, and following up with checks for media publications.

Methods of Interviewing

The study used two methods of interviewing, including face-to-face and telephone. Seven of the presidents in telephone interviews and one president participated in a face-to-face interview. The eight female participants were all currently in their first presidency. The face-to-face and telephone interviews were supported as common acceptable methods of interviewing. Researchers indicated that there are no significant

differences in the data collected during face-to-face and telephone interviews (Bampton & Cowton, 2002; Opednakker, 2006; Sturges & Hanrahan, 2004).

The researcher interviewed one participant face-to-face while attending the same meeting as the researcher five hours away. Observing non-verbal behaviors seemed to be advantageous by the researcher in terms of more rapport building which was different than research previously reported. The ability to interview the seven participants by telephone assisted the researcher in not having to travel the long distance miles to get to the participants. The participants were located in six different states. The disadvantages to interviewing over the phone was not being able to build a “closer” rapport and not having the ability to observe non-verbal responses.

Using the two interviewing techniques allowed the researcher to gain access to participants that were very difficult to schedule due to their calendars. The researcher found that both methods of interviews yielded sufficient data sources and evidences for the study. The secondary research questions were used as the protocol for the interviews.

Data Analysis

NVIVO8 software was used to assist in the data analysis to create an electronic database. Coding and organizing the data into relevant chunks were completed as suggested by Creswell (2003). In addition, Tesch’s (1990) details for the coding of data were followed. The steps in the coding process included the following:

1. To get a sense of the whole, the researcher read all of the documents.
2. Select a document to examine more closely, asking “what is this about?”

3. After reviewing several documents, similar topics were clustered.
4. Topics were abbreviated and coded.
5. Most descriptive themes for working topics were turned into categories.
6. Abbreviations were made for each category and codes were alphabetized.

Data were assembled for each category in one place and preliminary analysis was performed.

7. Recoding was done where necessary

Narrative text and common emergent themes were identified to describe the data. The format for the data analysis was clarified through the use of chart forms that were organized around the research questions. The findings from the interviews and the other data evidences were presented followed by summaries and emergent themes.

Using a qualitative, within-case and cross-case study design (Merriam, 1998, 2001; Yin, 2003), each case was analyzed as a single case and then all cases were collectively reviewed as a cross-case analysis. Each participant's within-case analysis is organized according to the research questions and presented in the narrative chronology. After the eight within-case analyses were presented, a cross case analysis was presented.

Validation of Findings

To ensure the “accuracy” and “credibility” of the findings from the study, Creswell (2003) suggested the researcher use several strategies including: (a) triangulation, (b) member-checking, (c) rich, thick description, (d) clarify bias, (e) present negative or discrepant information, (f) prolonged time in the field, (g) peer debriefing,

and (h) external auditor (p. 196). In this study, the researcher used all eight strategies to ensure the accuracy and credibility of the findings.

Triangulation was defined as using several sources for data. Triangulation was used to make the research richer and more consistent. It provided the research credibility and more accuracy. Triangulation occurred through the use of multiple sources of data collected during the one-on-one interview and seven phone interviews, summary notes, curriculum vitas, websites, and other artifacts. The multiple sources were useful in creating rich descriptions in narrative chronology. The major components of roles of the presidency, celebrations, and post-presidency aspirations were included with sub headings and themes to help capture meaningful characteristics.

Member checking was defined as a researcher sharing the transcription with each participant after being recorded and transcribed to check for validity. In this study, the female presidents felt comfortable with the interviews being taped and using the transcriptions from their one-on-one interviews for accuracy and validity. All participants agreed to receive a copy of the entire dissertation once completed.

The researcher was aware there may be inherent bias and attempted to clarify any bias throughout the study and at the end of the study. Data that represented negative or discrepant information were disclosed to add credibility to the study.

The researcher spent adequate time in the field interviewing the presidents and collecting artifacts. Each telephone interview lasted approximately thirty minutes. The face to face interview lasted 40 minutes. Considerable time was spent reviewing documents and websites. The researcher went through a peer debriefing process with the

dissertation chair. The dissertation chair served as an external auditor to review the entire project and provide an assessment and feedback.

Ethical Considerations

The intent of this study was to give a voice to participants who are presidents of college and universities. One-on-one interviews were recorded, transcribed, and upon completion of the study, digital recordings were transferred to a compact disc (CD) and stored in a secure location. Names of individual participants were not identified in the study. However, because of the paucity of women who hold the position of presidency and their accomplishments that may have appeared in the media, some of the women may be identifiable. Every effort was taken to protect the identity of the women if possible.

Interviews were scheduled at each participant's convenience and consisted of the pre-determined secondary questions. The questions were structured such they would not cause harm or discomfort for the participants. The participants were told that they could withdraw from the study at any point. Before the start of data collection, an application for research compliance was submitted to the Internal Review Board (IRB) for Research Compliance at researcher's institution for review and approval to conduct the research. The IRB approved the study before the researcher contacted the potential participants (see Appendix A for the official letter of approval). Those participants who agreed to take part in the study were sent information regarding the study (Appendix B). An agreement to participate in the study was given by each participant via a taped conversation with the researcher.

Chapter Summary

This chapter presented the research procedures used in the study. The research study used a qualitative, descriptive case study design that included within and cross-case analysis. The section on research design provided an overview of qualitative, case study research, a description of the case, a listing of the research questions, a description of participants, and the role of the researcher. The data collection section covered a description of the data collection, sources of evidence, and methods of interviewing. The data collection included telephone and face-to-face interviews, summary notes and a collection of artifacts. The section on data analysis included a description of the six steps utilized for data analysis, validation of findings, and ethical considerations. The data analysis generated emergent themes and meaningful characteristics.

CHAPTER FOUR

FINDINGS

The purpose of this chapter is to provide an in-depth summary of the findings that resulted from within-case analyses and cross-case analysis of data focused on eight female college presidents from institutions of higher education in the United States. An overall summary of the findings is presented at the end of the chapter. The findings of the study were organized based on the primary and secondary research questions.

Research Questions

Primary Question 1: How do female college president describe their current personal and professional responsibilities?

Roles and Responsibilities

1. What are your current responsibilities as a president?
2. What professional responsibilities do you currently have other than your position as the president?
3. What personal responsibilities do you currently have while serving as the president?
4. What family responsibilities do you currently have while serving as the president?
5. What family and personal sacrifices, if any, do you make in your current role?
6. What professional sacrifices, if any, have you made in your current role?

7. What professional sacrifices, if any, have you made in your current role?

Primary Question 2: How do female college presidents describe their celebrations of achievement and accomplishments?

Celebrations

8. How do you celebrate professional and personal accomplishments?
9. How do you celebrate for yourself, with family and your professional colleagues?

Primary Question 3: What do female college presidents express as their post-presidency career aspirations?

Post-Presidency Aspirations

10. What are your short-term and long-term professional aspirations after this presidency?
11. What are your personal aspirations after the presidency?
12. How do you “balance “your aspirations with those of your family?
13. What are your strategies for your post-presidency plans?

The participants for this study included eight female college presidents who were interviewed, seven via the telephone and one in person. Collective case study research methods were used to collect and analyze the data from the presidents in order to identify recurring themes. By identifying these themes, this research serves to inform other women who might aspire to similar leadership positions in higher education.

Within-Case Analyses

A within-case analysis was completed for each participant. In each within-case analysis, participant's data were treated as a comprehensive case in order to cover the specific purpose of the research. General demographic descriptions of the cases are provided in table format prior to each narrative of the case. Each participant's responses to the secondary questions are provided, including examples of direct quotes from each woman. The within-case analyses were written using strategies proposed by Creswell (2003) for narrative research. Narrative research requires that the participants tell stories about their lives (Creswell, 2003).

The eight within-case analyses for all participants are followed by themes that emerged from the cross-case analysis of all interviews, observations, and documents collected. A cross-case analysis was completed based on the secondary research questions as was a within-case analysis.

Within-Case Analysis for Participant One

Participant One was interviewed on February, 18, 2009. The interview was audio-recorded and later transcribed. Table 1 provides a summary of the demographics for Participant One.

Table 1

Description of the Case for Participant One

State	Mississippi
Public/Private	Private
Enrollment	1,118
Education	PhD
Years as the President	8
First Female President	Yes
Age	52
Marital Status	Divorced
Children	2 (high school age)
Primary Caregiver	Yes

Description of the Case

Participant one was not a newcomer to higher education. She has worked in higher education for more than 30 years, mostly in student services. She was the first female president at her current institution. Prior to that position, she was heavily involved in public speaking at state, regional, and national conferences as she served in several vice presidents' positions at previous institutions. She has won numerous local, state, regional, and national awards. Her father served for many years as a college president and she explained very quickly that he has been a mentor, friend, and confidante to her.

She came to her presidency with young children and a husband. She attributed her marriage break-up to her celebrity status as the president which her husband did not handle well. The children remained with her after the divorce. She was quick to explain that she rearranged her time management system being a single parent. Her calendar was

the biggest issue; she takes Sunday to color code her calendar for the week making sure everything gets recorded on her work calendar. She gave up all of her summer speaking engagements so she could spend time with the children. She originally had a housekeeper but after three months, her husband became a “Mr. Mom.” When they divorced, she used students to assist with her after-school care for the two children.

Participant One was involved in professional associations and organizations. She feels she should give back to her profession and she loves it! She was very involved on the state political scene working with legislation for a group of institutions.

Coming from a background of having friends at work and the nurturing of friends being important, she found it most difficult in the beginning of her presidency to realize you really just could not have friends at work. She stated that it took her a while to realize that every time she said something, it became “juicy gossip” shared to everyone with the story getting sensationalized by the end of the day. She learned all of this the hard way. In the end, Participant One realized she had to go outside the institution and join two organizations—one was an international group of women and the other was a book club locally made up of all professional women who would let her be herself and not the college president.

Participant One spoke of the stress as a president to the point of her having heart issues. She related that you are always under the gun no matter what you do or where you go. Health and well-being are compromised when you become a president, at least for her.

Participant One loved the question about celebrations. She and her siblings get together at least three or four times a year and have great times together with all the children present. They celebrate with big dinners and lots of salutes and toasts. They make sure they laugh a lot.

Participant One stated that she has grown weary of not having her own voice after nine years. She says you truly cannot even have that voice with your governing boards. She said she did not think she would look at another presidency for she does not want to go back into a pressure cooker again. She is in a stage of questioning her age as she expressed, and does not know exactly where she wants to turn.

When asked if she had words of advice for any women considering a presidency's role, she said yes. Her advice was the following.

One of the things that no one ever tells a president that you need proficiency in that is absolutely critical is forgiveness. If a president cannot forgive quickly, readily, and constantly they do not need to think about the job. The president is the target for everything that comes along. Constantly perpetual criticism, some fair and some unfair, happens. If you cannot forgive quickly you will sink like a rock. One last word of advice would be if the president cannot laugh and humor herself you will be miserable—just forget it.

Documents that were analyzed along with the interview data included a vita which was e-mailed to the researcher prior to the interview. Online documents were

found at the institutional Website and additional media links were reviewed. The findings from the within-case analysis of Participant One's data are included below.

Secondary Research Question 1: Current Responsibilities

Participant One indicated she became the institution as soon as she walked on the campus her first day. She felt the responsibilities are similar for all college presidents whether male, female, public, private, large or small. She did not expect to lose her own voice for social change when she became the president, but she did. She stated,

And by that I mean, as you well know, I had been quite the voice for social change through out my career, and I have been a very, very sought after speaker for regional and national conventions on controversial subjects. And what I did not anticipate was that when I became the president that every thing that came out of my mouth would somehow impact the college. So I lost my voice or I had to temper and/or greatly turn down the volume of my voice that was controversial.

Participant One conveyed she had the typical responsibilities that any president possesses in higher education. She expressed having challenges with raising money, enrollment issues as related to tuition, but certainly with today's economy budget was first and foremost. She related there was no such thing as a typical day.

Secondary Research Question 2: Other Professional Responsibilities

Participant One described her professional responsibilities she had other than in the president's position as being vast. She said,

I have been president of everything—the Southern University Conference this is a group of 56 presidents from publics and privates who get together once a year to review/restore/learn. I was national treasurer of the National Association of Independent Colleges and University that is a group of 950 presidents from colleges and universities that really work hard. The group is our lobbying group for “the hill”, and I worked real hard for financial aid legislation and that is the group that I am most involved. I am involved in the Associated Colleges for the South that is sixteen of the finest premier liberal arts schools.

She has served as president of her collegiate athletic association, president of her institutional religious affiliated organization, president of the national association of her institutional group as well as many other organizations and associations affiliated with her type of institution. She indicated you could be as busy as you want to be just being involved with outside entities related to the institution.

Secondary Research Question 3: Family Responsibilities

Participant One has two teenage children, a boy and a girl with both living at home.

Her immediate statement regarding children and the presidency was, “With a budget crunch and two teenagers, red wine got me through. It is a daunting task”! She indicated time management skills were a must for her presidency to be successful. In order to give time to her children, she stopped any speaking engagements in the summer. She indicated a full time housekeeper was a must and she used college students as after school care-givers for her children for many years. The most important factor for her family responsibilities was her negotiating nine years ago when she accepted the position with the trustees. Child care support was paramount to her accepting the position as president. One thing that Participant One related that did work was having a color coded calendar. She chose Sunday as her day to color code her calendar for the week. This calendar was posted at home and in her office. She did say it was her responsibility to hold the family together. It should be noted that her husband did join her when she first became the president, but was only there for a few years before they were divorced.

Secondary Research Question 4: Personal Responsibilities

Participant One shared how hard it was to have personal friends outside of her president’s position. The first year as the president she lived and breathed the institution with very little activity just for herself. It was in the second and third year that she learned outside friends were a must but difficult to find. It was difficult to find other women as friends who were not associated with the institution. Participant One was very active in her church but again she reminded the researcher she was always the president no matter where she was in the community or what she did in the community. One huge

plus expressed by Participant One was that her father had served as a college president (not at the same institution). Her father became her executive coach and she considered this a true blessing.

Secondary Research Question 5: Professional Sacrifices

Participant One truly felt she had made no professional sacrifices other than giving up her voice for social concerns that she believed in so much.

Secondary Research Question 6: Family Sacrifices

Participant One stated she felt like female college presidents had too much to sacrifice for such a position. She stated,

The worst sacrifice that too many, too many women college presidents make are their marriages. My husband ran screaming! The presidency is a huge pressure point when you become a semi-celebrity. The husband ends up just standing there. Obviously, one thing can lead to another and a husband seeks attention elsewhere. Once I became the president, I took on a celebrity-like status which sent my husband screaming. My husband was not comfortable with his role.

Secondary Research Question 7: Personal Sacrifices

Participant One expressed the agony of not having true girlfriends as such. She related that everyone needs a confidante and she found hers in her father.

Her health took a small dive and it was then she realized she needed to take care of herself. She admitted she did not handle her personal time well. In fact, she said it was hard to find the time to take care of herself due to all of the pressures one encounters in the role of being a president. She recently has gotten involved in a wellness program that she stated is just for her. The divorce that ensued after her presidency had major ramifications on her position, her family, and her personal life.

Secondary Research Question 8: Celebration of Professional Accomplishments

Participant One shared she celebrated with her team on campus by having a reception or event depending on the achievement met by the institution. She was very big in saying thank you when warranted which went a long way for recognizing accomplishments.

Secondary Research Question 9: Celebration of Accomplishments with Family

Participant One has a large extended family and they celebrate constantly. She said she gathers with her siblings three to four times a year and they celebrate together all accomplishments—work, family and personal. She said they all loved to have big dinners with lots of toasts and just have fun. She and her siblings enjoyed traveling together. She felt that her family was her life line to being happy.

Secondary Research Question 10: Celebration of Personal Accomplishments

Participant One shared two things to celebrate her accomplishments. Those were allowing time for a massage, and giving up all speaking engagements. She decided to give up outside speaking engagements for the last 3 years. This was termed as a big celebration for her.

Secondary Research Question 11: Post-Presidency Career Aspirations

Participant One started responding to this question by saying,

I am 52 years old and this job is so hard I have to ask myself if I can make it to 65 with no voice. I am being silenced and that is so hard. I have thought about another presidency but probably not. I would be just putting myself in a pressure cooker in another city.

She related a story of making a joke in front of the trustees about God being a woman and she was chastised for the comment even though it was merely a joke.

Participant One spoke of living in a Southern community and sometimes realizing she is among the “Bubbas of the world” and must not forget her audiences.

Secondary Research Question 12: Post-Presidency Family and Personal Aspirations

Participant One has two children who will be off to college in the next two years; therefore, she was in the middle of visiting various colleges with her two children. She did remark that their experience of reviewing colleges was different than most kids due to their living with a college president most of their lives. With their ages and their plans,

Participant One made it very clear this certainly gave her some geographical freedom for decisions in the future. She did express that timing was a key issue due to financial consideration and even the possibility of your own children attending the institution where their Mom is president. She said,

I am doing a typical life stage of questioning. I think another thing that happens to women who are in their 40s and 50s; they are coming into the stage of empowerment of our lives.

Secondary Research Question 13: Strategies for Post-Presidency Plans

Participant One had no real plans for her post-presidency; however, she did express an interest to work in the non-profit world. As she considers her next career move, Participant One shared with the researcher what she had learned serving nine years as a president. She expressed,

Nobody tells the president the one endearing feature you must have is forgiveness. If you cannot forgive readily and constantly, you will not make it. You also need to know that constant-perpetual criticism is always there. You cannot be overly sensitive. Laughter is important and you have to be able to laugh at yourself.

Participant One closed the interview with the researcher by saying that women in their 50s go through life stages and some of these stages work well with being a president and others fly into the face of a presidency.

Within-Case Analysis for Participant Two

Participant Two was interviewed on February 18, 2009. The interview was audio-recorded and later transcribed. Table 2 provides a summary of the demographics for Participant Two.

Table 2

Description of the Case for Participant Two

State	Missouri
Public/Private	Private
Enrollment	1,000
Education	PhD
Years as the President	6
First Female President	No
Age	57
Marital Status	Married
Children	Older, out of the house
Primary Caregiver	No

Description of the Case

In speaking with Participant Two, she was very open to share that she felt she was able to become a successful president and she has a very supportive husband who also had been a college president. He understands her hours, the demands, and his role. She was not his wife when he served as a college president. They have a blended family and have never had children in the home while she served as president. The children and grandchildren live in another state. When they visit, she indicated that they see lots of their dad and very little of her. Her husband is her biggest fan, and as she stated, “He will

do and go anywhere she wants to do and go.” She made the comment, “When we are at events, and I am the president, he sort of gets a reflective sunshine being the president’s husband.” He served as a faculty member prior to his presidency so he knows the academic environment very well. She was fast to say that she truly feels he gets the “short end of the stick.”

Her biggest surprise when she took this first presidency was that of the financial complexities of the institution. She shared she had studied the finances of the institution during the interview stage and having come from a finance background thought she had read between the lines. She found once she got into the position there were financial issues that were not quite explained to her satisfaction during the interview process. She noted not perhaps on purpose, but after digging deeper, she found there were a few surprises.

Additionally, to her surprise was how much the president actually becomes the institution. She shared she was not prepared to be seen as the institution everywhere she went. She knew in places and situations she would be the college but did not understand this issue in its fullest form.

Participant Two shared she had never thought she was invited to be on boards or in organizations due to her gender. She has joined other women who serve on the same boards so gender was not the criterion for her being asked to serve in those various capacities.

She stated how hard it has been not having a full time housekeeper. She has a person that comes every other week and she finds that she or her husband is vacuuming at

the last minute before guests arrive. She expressed when she takes another presidency she will definitely have a full-time housekeeper. Other household responsibilities like picking up the dry cleaning, paying the bills, going to the bank, or the grocery store are now being done by her husband. She sometimes feels badly about dumping all these chores in his lap but she has no choice and she says he is happy to complete the tasks. She expressed again how she did not want him to have that role in her next presidency. She did express that when she looks at her next presidency, she will spend lots of time taking into consideration the needs and the desires of her husband. Her husband is nine years older than she is and she worries about total freedom for him. She stated, “How much longer can he put off having the freedom or how much longer can he wait for me to have that total freedom?”

When asked if she had any advice for women aspiring to become a president, she said, “Do your nails and wear large jewelry.” She said that sounds strange, but what I am saying here is, “Stand out in a crowd somehow and you have to choose what that is going to be. Don’t ever feel that you have to apologize for being an opportunist because men do it all the time. Go for it.”

When talking about her next presidency, she remarked that some people are dreamers and others are not. She has felt she has never been a dreamer; she has allowed things to happen in her career and has just tried not to put roadblocks in the way. She feels that her personal background and her journey to her career have been pretty unconventional, but she said she has not spent time trying to build the ideal house and

dreaming about moving in it. She said she sees what is on the horizon and what seems to fit and goes with her gut most of the time.

Documents that were analyzed along with the interview data included a vita which was e-mailed to the researcher prior to the interview. Online documents found at the institutional website and additional media links were also reviewed. The findings from the within-case analysis of Participant Two's interview are included below.

Secondary Research Question 1: Current Responsibilities

Participant Two reported to the researcher that her responsibilities were much like all other presidents currently serving in higher education. She did report that the financial situation was more complex and complicated than expected when she assumed the role of president. She also expressed she was not prepared to become the college, or in other words she felt like she personally was her institution. Participant Two shared this story,

I went shopping one day in Stein Mart and as I gathered lots of outfits to take into the dressing room to only have to change clothes once, I saw these women whispering. I continued to shop and while in the dressing room I heard them saying, 'I do think that is her.' The other lady said, 'Surely she would not be at Stein Mart shopping.'"

As for representing the institution, Participant Two said,

I was not prepared for the fact that every where I go I am seen as College X. When I go on stage to speak to a corporate group or Rotary or

whatever. When I was the vice president, I was speaking about the college, but when you are the president, you are the institution, and that is a really different feeling you have because you are always known and never can be an unknown.

Secondary Research Question 2: Other Professional Responsibilities

Participant Two believed it was her role to stay active in many professional organizations and represent the institution in the local community, regionally and nationally. She did express her major target was the local community. She served on the largest bank board in the area with only three women serving in this capacity. She has held many leadership positions in various organizations and associations. Participant Two strongly believes she serves on boards of organizations due to her competencies, not due to her gender.

Secondary Research Question 3: Family Responsibilities

Participant Two has grown children out of the house with her husband being the only one at home. She has never lived in the same hometown with the kids while holding any position in higher education so children have never been an issue. Her husband does run errands for her and is most supportive. She did not have a housekeeper; so again, the husband got the “short end” when entertaining had to be done at the president’s home. She said,

Well, everyone in the family has had to be more respectful of my time because my time is in short supply and my husband probably gets the short end of the stick more often than I would like for him. Fortunately since he has been a president, he appreciates my schedule more. But he also knows if I am not in peace with my job; I am a lousy partner which we've never had before. The other side is the pride my husband has when we are in the community. He receives kind of like reflective sunshine from it and I think he loves that.

Participant Two is will be taking a new presidency shortly and she is excited about having a housekeeper five days a week. She feels this will allow her to be a more relaxed person, not having to worry about the house or worrying about her husband having to do so.

Secondary Research Question 4: Personal Responsibilities

Participant Two felt like her major personal responsibility was her husband. This participant shared that her husband was most supportive, but she felt badly at times for her personal responsibilities became his too often.

Secondary Research Question 5: Professional Sacrifices

Participant Two told the researcher she had made no professional sacrifices.

Secondary Research Question 6: Family Sacrifices

Participant Two shared her family sacrifices were spending less time with her husband than she liked. She stated,

My major family sacrifice is even when we are on vacation we are almost always sticking in a little fundraiser with College X people here or there. There are even less opportunities to turn your head off or totally turn your Blackberry off. It is hard to convince yourself to go away due to the enormous amount of work you have waiting on you upon your return. So the quality of your relaxation time is compromised.

Secondary Research Question 7: Personal Sacrifices

Participant Two shared that her personal sacrifice was that of quality time with her husband and family relating the work load being so huge. That was the only personal sacrifice she could relate.

Secondary Research Question 8: Celebration of Professional Accomplishments

Participant Two thought this was a tough question. She said:

Well, I have a great team of vice presidents here and when something really amazing happens, it's nice. For example, we were on annual monitoring from our accreditation agency, and when we had our ten year review about a year ago, they took us off annual monitoring. Although we have a five year visit, our full reaccreditation will be ten years from now.

And for a college that had so much trouble and financial hell, that was cause for a great celebration. The only people I wanted to be with besides my husband was my senior staff but I knew that could not happen. The entire college was invited to hear the exit interview. We had a couple hundred people in the audience and had our little celebration right there.

Participant Two shared that she celebrates often with staff, senior leaders, and with her husband. She shared that she actually celebrates often with her staff and always enjoys saying “Wow, we did it.”

Secondary Research Question 9: Celebration of Accomplishments with Family

Participant Two enjoys celebrations with her husband. Her husband often buys her a piece of jewelry for a great celebration.

Secondary Research Question 10: Celebration of Personal Accomplishments

Participant Two celebrates with her husband when she accomplishes something that seems more personal than professional. She stated,

I received the Athena Award from the community here two years ago which is really the highest award that they give for women’s leadership in town and you can be Citizen of the Year. There are plenty of women who have received the award. The Athena Award is given by the Women’s Network Division of the Chamber of Commerce and it is an internationally recognized award and you have to be here forever before

you receive it. I received it after being here only four years! And just getting it was enough celebration for me.

Secondary Research Question 11: Post-Presidency Career Aspirations

Participant Two was actually named to her second presidency shortly after the interview for the study. Her comments regarding taking another position included the following,

My husband has always said to me, “Just tell me when to pack.” So our discussions were more about is this a place in the United States we want to live, is this the place that [name] can be successful, is this a place where [husband’s name] can find enough outlets for his creativity and his interest in sports and outdoor recreation? We turned down a lot of nominations because they did not meet some of those characteristics. So mostly, it was is this the right professional move, the right place to be?

Secondary Research Question 12: Post-Presidency Family and Personal Aspirations

Participant Two expressed she wanted her husband to be happy wherever they moved and she truly thought about those considerations more than he would ever know. Since her husband is nine years older, she does not want him to work forever as the spouse on demand. She stated:

I told my new institution I would give eight years which would put me at 66 years old. [Husband’s name] would be 75 so how much longer at that

time can he put off having the freedom or how much longer can he wait for me to have that freedom?

Participant Two spoke more of time for her husband as she made plans for their future.

Secondary Research Question 13: Strategies for Post-Presidency Plans

Participant Two does not see herself going for a third presidency. She sees herself fulfilling her newly appointed position for eight years, making her 66 years old and her husband 75 years old upon her stepping down from her newly appointed position.

Participant Two commented,

So it is hard to imagine that at 66, I would want to do this again but also at 66 it would be hard to imagine that I would just go into a corner of the room and cover my head. If I am healthy and vigorous and my brain is working, I am sure I will look at something that is more part time, consulting, board development, something like that because it is just hard to think about being at the end. I don't know how I am going to look at things or feel eight years from now – the end might look pretty good.

Participant Two stressed she was not a dreamer about her career and did not spend a lot of time planning her career. She said,

I have just allowed things to happen to me and have tried not to put up roadblocks in the way. I know people wonder how a New York Jewish girl got down to a Baptist College in the South because I don't spend time

trying to build the ideal house and dreaming about moving into it. I see what is on the horizon, and what seems to fit, and go with my gut a lot! So maybe I am not self-reflective enough. I am not sure.

Within-Case Analysis for Participant Three

Participant Three was interviewed on April 1, 2009, in Charleston, South Carolina. This was a face-to-face interview with the researcher using an audio recorder which was later transcribed. Before assuming the role as the president for a private four-year institution in South Carolina, she held the position of a tenured faculty position and vice president of academic affairs at an institution in another state. Table 3 provides a summary of the demographics for Participant Three.

Table 3

Description of the Case for Participant Three

State	South Carolina
Public/Private	Private
Enrollment	1,500
Education	PhD
Years as the President	8
First Female President	No
Age	62
Marital Status	Yes
Children	One (out of the house)
Primary Caregiver	No

Description of the Case

Documents that were analyzed along with the interview data included a vita which was e-mailed to the researcher prior to the interview and online documents found at the institutional Website and additional media links. The findings from the within-case analysis of Participant Three's data are included below.

Prior to becoming the president, Participant Three was a teaching faculty member, provost, vice president for advancement, and vice president for academic affairs. Her entire career has been in higher education. She has served several different institutions in several states. She is married with her husband living out of state with his own business. He has never lived full-time with her while serving as a president. He currently spends about two days a month with her and this has been going on for eight years. Participant Three said at times she is very lonely for when she comes home she might want to talk or just cry on a shoulder and she has nobody but the dog. She has one child and she is married with two children and they live in another state. She says her husband will probably never leave the state in which he lives now unless it is to move where the grandchildren live, and she was quick to say she was not sure he would live there full-time, even then.

When talking about her current role as president she was fast to say that a quick answer was the president is there to make sure that everything was in place to achieve the mission of the college. She went on to say, "That was a simple response to a huge question. In other words, it means you have to have the accountability, the money, quality of students, course work needed, curriculum in place, and the faculty that has an

orientation to meet your mission. The president has to constantly keep an eye on all the pieces that come together to make the mission possible.”

When asked about being the institution, Participant Three said she felt like she needed to dress up even to walk the dog. She said there is not one person in her city that feels like she is anything other than the college. She shared that she was actually an introvert which she said is very strange for a president. When going to a cocktail party she would much rather go over in a corner with an interesting person and talk all night vs. going around as she has to do and talk and shake hands with everyone. She said this was probably the hardest thing about her job on a personal level. When asked about her short-term or long-term goals her response was, “I honestly feel that I bounce from one responsibility to the next—by that I mean my husband, daughter, grandchildren, parents, dog, personal life, and laundry!”

Participant Three has two aging parents who live out of state, but she has tried to get them to move closer to her with no success. She said she talks to them everyday but truly wishes they were closer. Participant Three says this is a huge personal sacrifice for her. Between her parents not being close, her husband not being close, her daughter, and her grandchildren, she expressed she has made more personal sacrifices than she realized.

After living on campus in the president’s house for five years, three years ago Participant Three moved off campus into a home which she purchased. She gave up a staff at the president’s house. She currently has a housekeeper that comes every other week. She said at times things at the new house just do not get done, but she does not entertain in her new home. Entertaining is done on campus. She said her saving grace

professionally and personally was bringing her administrative assistant with her to this presidency from her previous position from another state. This person assists her on a personal level when she gets in a bind, and she says she actually could not have been successful in this current presidency without her. She considers her a true friend.

When asked about any advice to women who aspire to be presidents, Participant Three said, “Find a good administrative assistant who will be your closest friend and ally.”

Secondary Research Question 1: Current Responsibilities

Participant Three explained her role of the presidency as being a person who makes sure everything is in place to achieve the mission of the institution. She went on to say further that there are many pieces to the puzzle that make it work. She stated,

That means you have to have the accountability, the money, quality of students, course work, the curriculum in place, and the faculty to meet your mission.

Participant Three went on to share that mission statements for institutions across the country were all different and the president had to constantly keep an eye on everything to make the mission possible. She also feels like she is always on stage whether walking the dog or going to the grocery store. When someone sees her they see [name] College. She says that this is a part of a president’s role and life.

Participant Three shared that she brought her administrative assistant with her from her former campus and she thought that might be the best thing she has ever done professionally. She stated,

There is a trust level that nobody can imagine. First, she knows her job is safe and secure. As long as I am the president, she will have her job. She goes over and above her job responsibilities to serve with me. She is an employee, but much more than that to me.

Secondary Research Question 2: Other Professional Responsibilities

Participant Three is very engaged outside of her role as the president. President Three commented, “Sometimes I know that when I am being introduced before I make a speech, people are wondering when I do my job!”

Participant Three voiced that when people see her face, she knows they see the college. She is very involved in civic life in the community as well as the institution. She has been heavily involved in local and state-wide committees and task forces. She feels like she is always on stage for the college regardless of the task. She has been questioned why she has participated in some of these activities for some people do not see this work as educating their students on campus. She stated quite emphatically, “We say to our students if you want to be a woman leader, there are four things that are absolutely necessary—courage, commitment, confidence and competence and we want to show you how that works before you step out into the world.”

Secondary Research Question 3: Family Responsibilities

Participant Three stated she has very little family responsibilities in her college town. Her husband commutes from the mid-west and they see each other about two days out of each month. This has been their arrangement over the past eight years. When there is something big happening at the college, he will be there. She has one daughter and son-in-law and they have two children in North Carolina.

Secondary Research Question 4: Personal Responsibilities

Participant Three has a dog. She feels like this is her true personal responsibility other than staying in touch with her grandchildren and parents.

Secondary Research Question 5: Professional Sacrifices

As for professional sacrifices, Participant Three shared that she gave up tenure and a Shakespeare class which she absolutely loved. But she was honest in saying that she felt she did not have any professional sacrifices.

Secondary Research Question 6: Family Sacrifices

Participant Three indicated that her biggest sacrifice is that of not being with her parents who are 90 and 89 years old. She is an only daughter with two younger brothers. She said she speaks to them every day on the phone. They will come to visit with her for about six weeks in the fall and a few weeks in the spring. She remarked,

I try to pay as much attention and spend time with them as possible when they are here. I so wish I could be close to them and I know their time is limited. I have talked to them about moving here permanently, but they do not see that as an option. I am still trying!

Participant Three feels as though she did give up quite a lot to leave her husband back in Arkansas. Participant Three stated,

Some weekends are lonely and there are times when I come home after a really rough day, and I need to talk things through or just have a shoulder to cry on. Max the dog is what I've got. Also, I give up a lot of time with my daughter and my grandchildren. My daughter and I are very close.

She is an only child. She will call and say, 'Mom, we are going to do this or that, can you meet us?' And I will have to tell her, 'Gosh, we have this scheduled or we have a student open house.'

Participant Three shared that she did feel like she gives up a great deal to be the president. She is quick to share she does not regret taking the position, but also says it comes with some family sacrifices.

Secondary Research Question 7: Personal Sacrifices

Participant Three shared that she gave up a lot on a personal level but, she finds the position rewarding enough to deal with those losses. She commented,

On a very personal level, this is a very strange thing to say especially with what I do for a living, but I am an introvert according to Meyers Briggs—

an INTJ. I am a very high I and high N. So joy for me and a happy day for me are taking a great book and my dog and going to the river and spending some time alone and that also happens very rarely. I have very little down time, quiet time. The hardest thing about my job on a personal level is to walk into a cocktail party full of fifty strangers and my job is to represent [name] College. I have to meet them all and move around and make conversations. I would rather meet the most interesting person and go into a corner and have a deep conversation about something. So I very often have to put on a hat that does not fit. Personally, that is a hard sacrifice for me.

Further, Participant Three expressed she was so bothered by not being able to exercise, eat right, sleep and just not being overall healthy. She said,

I think I have been sleepy for the last eight years! I get up at 4:30 a. m. and between that time and 7:30 a. m. that is my time. I do not set short term goals for myself those are not related to my college. I honestly feel that I bounce from one responsibility to the next—by that I mean my husband, daughter, grandchildren, parents, dog, personal life, and laundry. That is the sacrifice that women college presidents make. When I am doing college Christmas cards and then I do my own Christmas cards, I often say to my husband that I am so jealous of the presidents that I have worked for before whose wives would do all of this for them.

Participant Three expressed that most presidents do not have many close personal friends. She shared you can never be a close friend to anybody that worked for the college for one day you may be determining his or her salary package or cut, tenure, etc. She expressed your relationship with those that work at your college should be purely professional, friendly but professional. As for having friends outside the college, she stated,

Friends are hard to nurture for they have the time and I do not. There are so many times I just cannot be there for people. I have two true friends and they understand the demands I have and accept me for what I am and what I can give towards the relationship. My life is not my own and my time for them is truly determined by what I have going on at the college. I cannot just drop everything to do something I possibly might rather do.

Secondary Research Question 8: Celebration of Professional Accomplishments

Participant Three felt as though she did not celebrate enough. She remarked, “A person that I respect very much once said to me, ‘It is important to take a victory lap to remind people how far they have come.’”

She shared that on the campus they might celebrate once at the end of the year and other special times throughout the year. A first for this participant was to celebrate all faculty who had written books during the year. She stated with the economy in the shape it is in right now, more celebrations such as this should take place on her campus and other campuses across the county. She feels that working in a private institution may

be tougher than the public institutions. They have experienced lay offs this year but she allowed the faculty to be involved in making the final decisions. She is picking up the cost of a luncheon and celebrating with individuals that have had their own accomplishments and making those known to the campus. While she sometimes concentrates on the gloom and doom and what they do not have; many times her own staff will remind her how much better off they are this year than the last. Participant Three stated:

As an INTJ, I analyze, and being such a problem solver that if it is not a problem that needs solving, it really does not get a lot of my attention which means the things we have already accomplished, I am not as good to celebrate.

Secondary Research Question 9: Celebration of Accomplishments with Family

Participant Three says she celebrates very little with her family when it comes to college accomplishments, but she does celebrate with her family when she personally receives an award. She tries to always have them present at a special event when she is to receive an award – not so much geared toward the college.

Secondary Research Question 10: Celebration of Personal Accomplishments

As for celebrating her personal achievements, she again celebrates with her family, but not so much with the campus family. She admits she does not do as well with sharing with the Board of Trustees as she probably should. She asserted,

I do send a monthly newsletter sharing with the Board about what is going on. I probably do not say as well as I should, this is what we have accomplished. For quite a period at the beginning of my tenure, I would write out a set of goals each year and at the end of the year I would show what we had accomplished. I probably have not done as much as I should have.

Secondary Research Question 11: Post-Presidency Career Aspirations

Participant Three does not plan to seek a second presidency. She noted, I have every expectation that I will finish my career at [name] College. That is my expectation unless told otherwise. I have been contacted many times regarding other presidencies and a few research firms in the past. I like where I am and like dealing with an all women's institution. I like where I live and there is a feeling of fulfillment that comes from the fact that I have changed something. I put things in place that made it possible and made lives better. I can't think of anything else that would give you that satisfaction. Money won't do it; fame won't do it.

Secondary Research Question 12: Post-Presidency Family and Personal Aspirations

Participant Three is not sure if her husband will ever leave X state on a full-time basis, but this was not for her to worry about right now. She likes living close to her

daughter and grandchildren and she does not see herself moving to state X, but possibly to North Carolina to be close to her family.

Secondary Research Question 13: Strategies for Post-Presidency Plans

Participant Three has very few strategies for her post-presidency other than finding a place near her daughter and grandchildren to live. She did express that she would be a volunteer on several fronts, but did not want to overdue volunteering such that it would take time away from her family.

Within-Case Analysis of Participant Four

Participant Four was interviewed on February 29, 2009. The interview was audio-recorded and later transcribed. Table 4 provides a summary of the demographics for Participant Four.

Table 4

Description of the Case for Participant Four

State	Mississippi
Public/Private	Private
Enrollment	469
Education	EdD
Years as the President	8
First Female President	Yes
Age	65
Marital Status	Married
Children	Yes (out of the house)
Primary Caregiver	No

Description of the Case

Participant Four is the first female president to serve at her current institution. She indicated this was her first presidency and her last. She has no intentions of pursuing a second presidency. She was very interested in this research study and recommended Susan Madsen's book. She also made an observation that she thought women became presidents at an earlier age than men. She had no factual data on this issue, but was purely what she thought. Participant Four thought it would be an interesting follow-up on the research or another study to compare the responses of women in their first couple of years as a president compared to those that were in their latter years closer to retirement.

Before becoming president, Participant Four served as a vice president for academic affairs, department chair, and a faculty member at several different institutions mostly in the state of Mississippi. She also had a short stint as a teacher in the secondary school system. She serves as a speaker for professional groups related to institutional leadership, organization planning, and assessment. She also is considered a great local motivational speaker related to church activities.

Participant Four was quick to say that she was very fortunate for she did not have to choose between her president's position and her family. She has always lived with her husband and she has a married daughter who has two children. When she first took her current position her mother-in-law in her eighties came to live with them. Participant Four's husband became the caregiver and unfortunately his mother passed away during the first year of her presidency. Her husband retired when she took the president's

position and has supported her in everyway. She related he handles anything that needs to be done and feels very fortunate to be in the time of life they are in as she serves this role. She said emphatically she would never have taken a president's position with children in the home.

She echoed that she truly had made no close friends since she became president. She feels like so much cannot be shared with other people and she did say it gets lonely at times not having close friends. She expressed she thinks there is no time to build close friendships with other women, and feels it takes a lot of time and energy to maintain a relationship. She did mention she has female friends from previous years but does not have the time to nurture those. But she did say when they do get together they never talk about the college—only children, grandchildren and other personal things.

When asked about advice to share with women aspiring to become a president she shared, “Learn everything you can about the way the institution works. Find college president you can study who has people skills. When it boils down to it, you have got to be able to work with people to accomplish a vision and goals. And if you can't do that, it doesn't matter what other skills you have. You need to learn everything you can. Being involved in many things outside of academics are a plus.”

Secondary Research Question 1: Current Responsibilities

Participant Four shared that the two major responsibilities of a presidency at this given time were fund raising and recruitment of students. Other responsibilities related

were those as any other president to include those of her male counterparts. In her role she advised the following,

Learn everything you can about the way an institution operates. Find college presidents you can study who have people skills. When it comes down to it, you have got to be able to work with people to accomplish a vision and goals. And if you cannot do that, it doesn't matter what other skills you have.

Secondary Research Question 2: Other Professional Responsibilities

Participant Four shared that her institution is in a rural setting. Other than her typical role as the president, she felt she played a powerful role in the community and her leadership was expected to stimulate the local area. She stated, "The community depends on the institution and me. I am seen as a huge community leader specializing in a Christian college role to be shared with the local community. I do not spend much time otherwise."

Secondary Research Question 3: Family Responsibilities

Participant Four shared she felt fortunate because she has no major family responsibilities. She said,

When I accepted the presidency, my husband's mother who was in her late 80s came with us. Her husband had been the caregiver for her and she died a year after I accepted the position here. So we have not had any parental

responsibilities for several years. We do have one daughter and two grandchildren. I have been very fortunate that I have not had to choose between my family and my job.

Participant Four noted that her husband had retired some time back and working outside the home had never been a problem for him.

Secondary Research Question 4: Personal Responsibilities

Participant Four indicated she felt she had no personal responsibilities other than her college life and role, and she felt those were her personal responsibilities.

Secondary Research Question 5: Professional Sacrifices

Participant Four felt has though she had made no professional sacrifices. She felt she had always been highly engaged in her work, faculty members, and serving on committees. She stated,

Like I said, I have always been highly engaged in my profession. Being a president is 24/7. There is no time even if you take a day off there is no time. Something is always on your mind that you might be responsible for then or later. The main thing is-- there is no time!

Secondary Research Question 6: Family Sacrifices

Participant Four felt she had made no family sacrifices since taking her position. Her parental responsibilities no longer existed when she took the presidency and her husband retired when she accepted the position. She quickly added,

I really make no sacrifices. My husband is cordial when it comes to my position. He is a great help to me. He does things that need to be done. He is there just to help out. He is very supportive, and I have never had to choose between the college and my family responsibilities. I am fortunate for not everybody has that.

Secondary Research Question 7: Personal Sacrifices

Participant Four said she probably had made personal sacrifices. She feels the position of presidency is very lonely. The confidentiality required keeps her at an arms length at times to people. She remarked,

So I think that I have not been able to form good women relationships. I have wonderful relationships here, but there is a distance. There has to be. I have maintained my friendships from previous years, but I just don't get to spend much time with them. But when I do, we don't talk about my presidency; we talk about our children, grandchildren and other things.

Secondary Research Question 8: Celebration of Professional Accomplishments

Participant Four believes in celebrating every campus accomplishment no matter how large or small. She was quick to add, "It is never her own accomplishments, it is the team's accomplishments." She believes in celebrating as you go—not holding back until all has been done, but celebrating along the way to the culmination of a venue.

Secondary Research Question 9: Celebration of Accomplishments with Family

Participant Four celebrates with her husband by going out to dinner and just slowing down the pace for the celebration. After going out, she likes to come back and work out for awhile and really slow the pace down for her. She and her husband take pride in celebrating grandchildren's birthdays, and they take the time off to celebrate everyone's accomplishments—not just her accomplishments or the college. Though her trips and visits are short, she stated they are important to make.

Secondary Research Question 10: Celebration of Personal Accomplishments

Participant Four indicated that she celebrates through her exercise program. She said,

I had an exercise program in the morning before I came here. And now I need to be in the office to be ready for the day. I usually get to the office about 6 every morning. But at night I work out and I go over all things of the day; and yesterday was a good day.

Secondary Research Question 11: Post-Presidency Career Aspirations

Participant Four plans to fully retire once she concludes her presidency at this institution. She has worked eight years in this presidency and she feels like if she decides not to be a consultant (as many past presidents do), that is okay. She has been asked to see a project through by her board, which would mean staying two-three years longer.

She said,

After I leave the presidency, I will reassess what my skills are and what I can contribute. I would like to be in a position to make a difference in an individual's life. When you are a president, you get a glimpse of that from time to time, but usually it is on a much broader stroke. I would simply like to work with children in reading or maybe volunteer in a hospital. I want to be involved in things where I think those years will make a difference.

Secondary Research Question 12: Post-Presidency Family and Personal Aspirations

Participant Four wants to spend more time with her daughter and grandchildren. She and her husband are not opposed to moving to be closer to her family. She has had discussions with her daughter about her next step—more a life style change than that of a professional career move.

Secondary Research Question 13: Strategies for Post-Presidency Plans

Participant Four plans to fully retire, but will learn from her trustees and their desire for her to complete a very important project for the college. This is an additional 2-3 year commitment, and she is very much up for the challenge. As these years go by, she will make plans for retirement and seek volunteer work. She does want to stay engaged and make a difference.

Within-Case Analysis of Participant Five

Participant Five was interviewed on May 4, 2009. The interview was audio-recorded and later transcribed. Table 5 provides a summary of the demographics for Participant Five.

Table 5

Description of the Case for Participant Five

State	North Carolina
Public/Private	Private
Enrollment	2,300
Education	PhD
Years as the President	7
First Female President	No
Age	52
Marital Status	Married
Children	Yes (out of the house)
Primary Caregiver	Yes

Description of the Case

Participant Five was an internal candidate when she was named the president of her current institution. Prior to the position she served as a dean and a faculty member at a different institution in a different state. She is the 20th president of her current institution.

She is big on serving on corporate boards outside of her responsibilities as the president. She did get the corporate seats for being the president. Gender has played a role over the last ten years for she feels that corporate boards as well as other community organizations are looking for women in high profile positions to serve.

When she took her current position, she had children in high school who were off to college shortly after taking the position. She feels like she is an empty nester almost since she became a president. She has a very supportive husband that as she says, "He loves it all." They live on campus and she feels as though they are in a fish bowl. She noted that she did not think about a presidency until her children were in high school. Her husband is supportive, but does not particularly like when she is gone for a longer period of time.

She loves having a grandchild, and commented that had she known how good it was to have grandchildren she would have had more children! She absolutely loves being a grandmother. She and her husband have done well financially, and she sees their money going to their grandchildren to help with schools and colleges later in life. She says they are all about sharing their wealth they have been so fortunate to receive.

As for giving advice to any aspiring woman who wants to pursue a presidency, she shared,

I personally think this job is much more than that of what is needed to run a big business. It is much greater than people realize. The days of male presidents running colleges and universities are over. I think you have to have experiences in curriculum development, academia discussions, tenure discussions, and at the end of the day the vice president for academic affairs has to be involved in day to day activities with the institution. A president needs to run the business of the institution just like any other CEO.

Secondary Research Question 1: Current Responsibilities

Participant Five outlined her responsibilities as many. For her, the most challenging responsibility in her role was that of the growth of the institution. She shared,

We are very focused on a growth agenda, increasing programs which take forever, and that continues to be our biggest challenge at this time. Along with the institutions' needs around that growth are part of the issue and the problem of having financial stability to be able to create facilities to accommodate the growth.

Participant Five went on further to explain that with growth issues of the institution comes the ability to be able to participate in fundraising and bring in the

dollars needed. She stated, “At the end of the day, being a president is like running a business. You are the CEO and it is a competitive industry. Presidents may be more successful if they ran their institution with a business model. It is the role of the president to be the CEO.”

Secondary Research Question 2: Other Professional Responsibilities

Participant Five believes in being involved in the community and state, and exemplifies serving on three corporate boards. She expressed how demanding these can be. She serves on innumerable community boards. She remarked,

There is a great call particularly for female leaders still. And know that was certainly true ten years ago when I took the administrative role as Dean of [name] School and [name] University. I seem to be even more attracted to community engagements due to my being a woman. I think that is lesser today, but still true if you’re in a small city and sitting as a female college president.

Secondary Research Question 3: Family Responsibilities

Participant Five became an empty nester shortly after taking the president’s role. She had two children in high school initially, but very early in her presidency, the children were off to college. She stated, “Being a president and an empty nester and having a husband who enjoys the lectures and musical performances and plays and basketball games is really very helpful.”

Secondary Research Question 4: Personal Responsibilities

Participant Five felt as though she truly had no personal responsibilities on a daily basis. She shared she is responsible for her husband and two children, but not really. They were all on their own so there was nothing for her to do. She and her husband have been married for five years, and she stated emphatically, “This time I want to get it right!”

Secondary Research Question 5: Professional Sacrifices

Participant Five shared that her professional sacrifice was that of choosing to lead an academic institution leaving salary compensation and/or equity perceptions behind. She further explained by saying that presidents usually don’t get stock options or other compensation packets that a CEO would get. She did go on further to say, “Maybe that is the sacrifice, but not really. I feel great about my career choices and I feel like I had wonderful opportunities, and I live my job every day.”

Secondary Research Question 6: Family Sacrifices

Participant Five shared with the researcher that being a female college president becomes your life. She asserted, “It is your life.” She feels that she does live in a fish bowl. As for family sacrifices, she feels like she was able to raise her children for she did not take a presidency until they were both in high school. If sacrifices were made, she indicated they were made for the children. When Participant Five is traveling with work assignments, she indicated that her husband sees that as a family sacrifice they are both

making. She has worked hard; so her spouse would not get saddled with all the rotten things that come along with one taking a presidency.

Secondary Research Question 7: Personal Sacrifices

Participant Five feels that all presidents make a huge personal sacrifice when they take the role of a college president. She said,

If you really counted all of the hours that you worked, it would be incomprehensible. You rarely go out to dinner with someone that is not involved with the university. You are always focused on friend building, fund raising, and so on. You just have to love this way of life because if you looked at it as just work, it would be overwhelming.

Secondary Research Question 8: Celebration of Professional Accomplishments

Participant Five stated emphatically,

I am good at celebrating! I celebrate with my team and my family. We have lots of victories. I will take them (her team) out on Friday afternoon sometimes—to Happy Hour—no less. We have a quarterly off site retreat, and we celebrate a lot during the retreat.

Secondary Research Question 9: Celebration of Accomplishments with Family

Participant Five shared that she thinks it is important to celebrate and she does it well with family. After a big accomplishment (which might be a board meeting,

graduation or etc.), she will call family and tell them she has rented a beach house for two weeks and anyone and everyone come when you can. She makes it clear she is there for the entire two weeks and she plans to do nothing but relax.

Secondary Research Question 10: Celebration of Personal Accomplishments

Participant Five shared that her celebration of personal accomplishments are handled just like any other celebration with family and close friends of the college. She does not make a big deal out of personal accomplishments for she is thankful to have received, and feels it to be a very humbling experience. Her leadership team on campus and her family certainly make more of these types of celebrations than she does herself.

Secondary Research Question 11: Post-Presidency Career Aspirations

Participant Five does not plan to move on any time soon. Her board has just recently given her a five year extension. When she does plan to retire, she would like to continue on her corporate boards. She might look into some non-profit organization or perhaps look at the consulting route and package a plan.

Secondary Research Question 12: Post-Presidency Family and Personal Aspirations

Participant Five wants to enjoy grandchildren one day when they arrive and also wants to assist her grandchildren and children financially if they need or want support later down the road. She and her husband feel they will have the ability to do this if the need and desire arise.

Secondary Research Question 13: Strategies for Post-Presidency Plans

Participant Five says she is always thinking ahead. She may ask for a year's sabbatical at the end of her presidential tenure, and then go back to teaching. Whatever she does, it will always involve her husband, her children, and grandchildren.

Within-Case Analysis for Participant Six

Participant Six was interviewed on May 27, 2009. The interview was audio-recorded and later transcribed. Table 6 provides a summary of the demographics for Participant Six.

Table 6

Description of the Case for Participant Six

State	Georgia
Public/Private	Private
Enrollment	847
Education	PhD
Years as the President	3
First Female President	No
Age	48
Marital Status	Married
Children	No
Primary Caregiver	No

Description of the Case

Prior to taking her current position as president, Participant Six was an institute director at a major institution in another state, and prior to that role, she served as a faculty member at several institutions in various states. She currently serves on several

boards at other institutions across the country. She has received many prestigious awards locally, state-wide, and nationally.

Participant Six is married and her husband lives with her. Her husband has been a part-time professor at a college not far from her current institution until this year. He will be teaching at the institution where she is the president, and she quickly wanted to add she had nothing to do with that hire. They have no children. They are both caregivers for aging parents. She is not the primary caregiver on a daily basis, but says she handles longer term decisions while her sister took an early retirement to become the primary caregiver for their parents. Upon the death of both of Participant Six's father and sister, her surviving sister, mother and sister-in-law decided to take a trip for just the ladies each year. She says she will never give that trip up for it is all about family and partially about celebrating life. They have been taking such a trip since her mother was 70 and she just turned 88 years old.

Participant Six's husband is originally from another country and his father resides there. He does have to spend time there caring for his father. She expressed concerns for they both want to care for their parents and being long distance with both is very difficult. Participant Six does go abroad to visit from time to time.

She says that it is important to get away with her husband and they plan one big trip a year, a weekend here and there, and then try to get a few day trips in during the year. She explains her position as being a trade-off with him for she is the primary salaried employee of the household, and they have worked out those dynamics with each other. They have purchased property in another state and plan to build their retirement

get away there. For now it is just fun making plans. She feels it will be a long time off, but planning to her is half the fun.

Participant Six said many times during the interview that she loves her job. She calls nothing sacrifices, but calls them trade-offs. She misses being in the classroom and eventually plans to teach, but has not found time to carve that out yet. She has written several books and contributed several chapters to recently published books. She feels very strongly about continuing her scholarship.

Participant Six shared philosophically that she feels the journeys that a president is now taking is much different than in the past. She shared that the career ladder once included department head, dean, or vice president/provost in academic affairs to become president. She stated she has no data to back up her statements, but she sees new presidents coming from all kinds of backgrounds—going against the traditional route as in the past. She stated that most women think of all the reasons they are not qualified to apply for a position, and she was no different. Participant Six shared that a mentor of suggested she apply for her current position, and she stated to the person that she was much too junior to apply. The mentor said to her not to be an idiot; and she applied! Participant Six said, “It is now a piece of advice I try to give young people generally who is thinking about positions of leadership. I think so often we understate and undersell our own talents. We think about why they would not hire us instead of why they should hire us I think. And so it is that kind of feisty that I try to instill.”

As for what advice she would give to women aspiring to be a college president, she shared the following. “First, it depends on how you position yourself. In other words,

I would give different advice to different women depending on the role they have played in their positions on their perspective campuses. I am all about empowering women as I can and promoting them to take the challenge.”

Documents that were analyzed along with the interview data included a vita which was e-mailed to the researcher prior to the interview, and online documents found at the institutional Website and additional media links.

Secondary Research Question 1: Current Responsibilities

Participant Six sees the responsibilities as juggling a lot of balls in the air at the same time. She feels one of the main responsibilities is that of establishing a process for the institution by which a strategic vision can be articulated and constantly inspires those working at the institution. This process is created with a leadership team. The president’s responsibility in this process is to constantly remind people to keep their eyes on the prize. She went on to say, “Day to day activities are managed and delegated by team members with presidential oversight using peripheral vision.”

Secondary Research Question 2: Other Professional Responsibilities

Participant Six serves as a trustee at a four-year institution, a regional council member for higher education and for an arts center. She is a member of many community organizations and several corporate boards. She also serves on several national associations in higher education and also serves on several very prestigious boards related to higher education and her field.

Secondary Research Question 3: Family Responsibilities

Participant Six is married but has no children. She stated, I like to joke that I am a genetic freak because I have 1,000 daughters and it is true my students always sort of joke and call me a tough task master. I have a supportive husband that has followed me in my various positions. He is an academic type and will teach at my college in the fall for the first time. I am excited about that.

Participant Six has a Mom who is 82 years old and the participant's sister was able to take early retirement so she could be the primary caregiver. Her husband's father lives in Australia and he is ill; therefore, he is spending time there. She added,

So the primary family responsibilities include making sure I have carved out enough time for my darling husband which can be a challenge, and try to be a caring and supportive child whether you are the daughter or daughter-in-law of aging parents.

Secondary Research Question 4: Personal Responsibilities

Participant Six listed her personal responsibilities of those all going to family. Aging parents were expressed as the greatest personal responsibilities.

Secondary Research Question 5: Professional Sacrifices

Participant Six had much to say about sacrifices. She shared she must be a little strange for she sees no sacrifices but trade-offs. She shared with me the following,

Something must be wrong with me. I just love this job. I mean I think that reflects a certain kind of person. I like being involved in multi-state cultures and I am a little bit of a debutante and that is a great set of qualities for a presidency. I do not love every minute of the day, but I love this job!

Participant Six was fast to say that she misses teaching. She has always considered herself a good teacher and sees this job as a good trade off. Her scholarship has continued through editing a book coming out soon and continuing to do some presentations. She has just written an essay on “How the college presidency is a position” in practical ethics. She continues to strengthen her two areas of interest through scholarship—human rights and ethics.

Secondary Research Question 6: Family Sacrifices

Participant Six related that she and her husband have been somewhat successful in finding time for each other. They try to plan one major trip a year and then a few weekends here and there and a couple of day trips. She relates by saying,

I have the tendency to be professionally active since I am more the primary bread winner in the family and all of that other stuff is true. So that presents its own kind of challenges which we are navigating very well. The challenges are there and they never go away.

Secondary Research Question 7: Personal Sacrifices

Participant Six shared that personally it is a constant effort to find the time for exercise or just to be quiet. She said,

I have been going to an early morning boot camp which has been a lot of fun this includes not only the students but also the local area and community. It is a setting that doesn't care that I am a college president. We all have to do a lot of push ups and it is fun.

Participant Six does not feel that she has to be "on" all the time. She goes places and people do not know or much less care that she is a president of an institution. She finds that she likes to hang out in places where people do not know who she is, but she admits she has to look for places like that in the community and beyond.

Secondary Research Question 8: Celebration of Professional Accomplishments

Participant Six said,

As far as celebrations go, I do as I guess every president does as the cheerleader and try to find the way to celebrate something that is monumental or has taken a long time to accomplish. I use the example of hiring the vice president for advancement which time I am talking about having the search committee over to celebrate a job well done.

Secondary Research Question 9: Celebration of Accomplishments with Family

Participant Six shared she goes on a trip with her Mom and sister every year and they do celebrate—life itself and her mothers’ resilience. Participant Six lost her dad and then lost her sister which proved to be very hard for everyone; thus, these trips in which she plans have been great for her. She called this a celebration of her family.

She did share that she tries especially hard to celebrate with her husband using anniversaries, special occasions and birthdays as a reason to celebrate.

Secondary Research Question 10: Celebration of Personal Accomplishments

Participant Six shared her personal accomplishments are shared with her family more than her work team. She and her husband truly celebrate when she receives some type of special accommodation. They enjoy a quite time together when possible.

Secondary Research Question 11: Post-Presidency Career Aspirations

Participant Six shared that she somewhat struggled with questions regarding career aspirations. She has a few female role models and they talk often. She is so excited in what she is doing that presently it was hard for her to discuss any next steps for her career. She said,

I guess at this point I am so focused on what I want to accomplish here I just feel it is too soon. But in any case the kind of things I thought about is going back to teaching, going on to another presidency or going to sort of some non-profit role. I am serving on a bunch of boards covering

various areas of interests but my real passion for that non-profit leadership is all about what non-profits provide.

She went on to talk about her recent visit to India and seeing the disability rights movement and questioning whether this is something she wants to do when she “grows up.” She feels she does not know what direction she will turn, but feels it is way down the road and she has plenty of time to make that decision.

Secondary Research Question 12: Post-Presidency Family and Personal Aspirations

Participant Six says her husband is ready to go and do whatever she wants to pursue. There are no family plans to make a move any time soon, but when the time comes, this president knows she has 100% backing from her husband and family.

Secondary Research Question 13: Strategies for Post-Presidency Plans

Participant Six talked often to a group of women who are all sitting presidents. She listens, laughs and thinks with them. She is constantly thinking and looking at women who could serve as a college president. She stated,

I am just interested in those kinds of perhaps somewhat non-traditional pathways to leadership. And I do not have any great wisdom for preparing for leadership, but to women I say, ‘Go for it.’ The reason I ended up going for it was because someone who ended up being a mentor for me said, ‘Hey, go for it.’ I think we often understate and undersell our own

talents. We think about why they would not hire us vs. why they would hire us. As for my next step who knows!

Within-Case Analysis for Participant Seven

Participant Seven was interviewed June, 1, 2009. The interview was audio-recorded and later transcribed. Table 7 provides a summary of the demographics for Participant Seven.

Table 7

Description of the Case for Participant Seven

State	South Carolina
Public/Private	Private
Enrollment	1,938
Education	PhD
Years as the President	4
First Female President	No
Age	41
Marital Status	Single
Children	No
Primary Caregiver	No

Description of the Case

Participant Seven has never been married and feels like it is very difficult to date while being the president at her current institution. She feels like she never has the time to spend any quality hours to nurture any type of personal relationship. She plays a very active secondary role as a caregiver for a sick parent. She also assists her nieces that are

part of a broken family. She has found that her passion for her personal interests has waned for she has no time. She relates being on call 24/7 which makes many things difficult, but also she knows this is just the nature of the position.

She related that she felt fundraising was the top priority for the office of the president with it being more complex keeping up with the ever changing comprehensive strategic plans for the institution. She also feels that it is very challenging keeping up with the diverse nature of demands on a daily basis. She stated, “It is a very demanding job in terms of scheduling, in terms of time, in terms of the diversity of the demands responding to parents and their needs and working with and responding to faculty and staff concerns, and being actively involved in recruiting students and assuring that our courses and programs that we offer are appropriate for the 21st century.”

As for the journey of Participant Seven, she did not come up through traditional ranks in higher education before taking her current position. She shared that being a younger president she plans for her next step in her career to be one that allows for more balance than what she currently has with this presidency. She wants more of a personal life. She said she would not pursue a second presidency.

Documents that were analyzed along with the interview data included online documents found at the institutional Website and those documents sent via US mail. Additional media links were used from the Website.

Secondary Research Question 1: Current Responsibilities

Participant Seven shared she thought the responsibilities for a college president change on a regular basis. She recognized the tough times dealing with the economy having a bearing on her responses. She saw her major responsibility as managing and leading the institution through change in order to advance the institution and its mission. She stated,

Leading the institution toward change to advance the mission is probably the most important and challenging part of this job. The responsibilities include both developing plans for operations and reorganization during the time we now find ourselves in and even before leading a very collaborative and comprehensive strategic planning process that would allow for that change and advancement.

Participant Seven shared that fundraising challenges would be #2 on her list. She sees fund raising as a top priority for the president. She feels fund raising has to be very inclusive, meaning faculty and staff have to play a role. She added,

It is very challenging and also of paramount importance and when I talk about the change it involves how do you get the faculty and staff to be a part of an establishment that is not inclined toward change to think differently about their role and responsibilities?

Participant Seven said her third top responsibility is handling those demands of such a diverse nature on a daily basis. She shared it was a very demanding job from the scheduling of her time, the diversity of demands responding to parents and their needs,

working with faculty and staff needs, and being actively involved with the recruitment of students, assuring the courses being offered are appropriate for the 21st century student.

Secondary Research Question 2: Other Professional Responsibilities

Participant Seven considers her work outside of her presidency as her professional compass. She has served as president for several community related organizations as well as several professional associations related to higher education. She continues to serve on a few national boards again related to higher education and the academic world.

Secondary Research Question 3: Family Responsibilities

Participant Seven is single with no children. She does play a very active secondary role as a caregiver for a sick parent and is very supportive and plays an active role with two nieces who come from a broken home.

Secondary Research Question 4: Personal Responsibilities

Participant Seven said her personal responsibilities were the family mentioned and taking care of herself which she does not do particularly well.

Secondary research question 5: professional sacrifices

Participant Seven shared she has such passion for her academic field and she misses that entire environment. She said,

My passion of the arts has become secondary to the management and leadership of the college so if you are accustomed to publishing and lecturing, that does not happen. So that has been a sacrifice of my passion and cannot be nurtured on a daily basis.

Secondary Research Question 6: Family Sacrifices

Participant Seven said the only family sacrifice she actually feels is that of time. She does not have as much time as she wants with her extended family.

Secondary Research Question 7: Personal Sacrifices

As for personal sacrifices, Participant Seven explains her job as being 24/7 so it does take a toll on her ability to develop personal relationships. She stated, "I found that my personal interest and passion for advocating interest is skiing, golf or definitely to devote time to those things is much shorter than it has been in the past."

Secondary Research Question 8: Celebration of Professional Accomplishments

Participant Seven shared she did not think her institution did enough celebrations of accomplishments, but she did try to reward people along the way more casually or with personal interactions. In the past, she has given small gifts to boards, e-mailed encouraging words, or sent a hand written note. Her method of getting the word out on an achievement has been via e-mail.

Secondary Research Question 9: Celebration of Accomplishments with Family

Participant Seven was quick to say that her celebration with friends and family is almost celebrating a rite of passage. She stated she is not a “gushy” person when it came to celebrating with friends and family.

Secondary Research Question 10: Celebration of Personal Accomplishments

Participant Seven said in terms of her personal accomplishments, she celebrates with the campus team, friends, and family. Her private life was private.

Secondary Research Question 11: Post-Presidency Career Aspirations

Participant Seven expressed she would not pursue another presidency being in her fourth year at this one institution. She stated,

I am probably less conventional to the fact that I didn't grow up through the higher education ranks. I came from being the head of another type of non-profit institution or entity. It would be my goal to move to potentially a bigger organization or maybe head up a large foundation. I am also quite young. There are a lot of different options. I have thoughts about going into a for profit organization, either a consulting role or an entity that focuses on my expertise as a leader or as a catalyst for change. That is an area that I am interested. I do not sit and even think of another presidency.

Secondary Research Question 12: Post-Presidency Family and Personal Aspirations

Participant Seven shared she would like to have more time for family and her personal life and she says perhaps after this position that will happen.

Secondary Research Question 13: Strategies for Post-Presidency Plans

As for plans after the presidency, Participant Seven does not see herself in another presidency. She stated,

I think my next step will be to have more balance that this position allows.

I would love to move forward with my own family so I am looking for the next position to allow for less hours and less intensity so I can make room for a personal life.

Within-Case Analysis for Participant Eight

Participant # 8 was interviewed February 16, 2009.. The interview was audio-recorded and later transcribed. Table 8 provides a summary of the demographics for Participant Eight.

Table 8

Description of the Case for Participant Eight

State	Tennessee
Public/Private	Public
Enrollment	20,214
Education	EdD
Years as the President	8
First Female President	Yes
Age	64
Marital Status	Married
Children	Yes (out of the house)
Primary Caregiver	No

Description of the Case

Participant Eight is the first female president to be named at her current institution. Prior to taking this position she served as a vice chancellor for academic affairs, dean of an academic college, and a faculty member at several different institutions all in other states different than where she currently serves. She has published 14 books and numerous articles.

She is married and her husband has been retired since she took the presidency at her current institution. She says she could not have made it through this position this long had it not been for a very supportive husband. She relates it helped that he came from the academic world for he understands the university and how it works. She has the luxury of his support by him doing all the grocery shopping and some of the other errands in town. She shares that he enjoys all of the college environment, activities, and events

that they attend. They have one married adult child with step children and she feels that she has such a flexible family life with just the two of them in the home.

For the first six years of her presidency she dealt with two aging parents. She felt that this was the most pressing and difficult tasks that she had to deal with on a personal and professional level. She carved out every Sunday to be with them and that was difficult with her schedule. They have both passed away.

Participant Eight spoke of her friendships, and she stated she had not been a good friend. She feels her friends in higher education understand, and she is okay with them. She relates it is difficult to have local friends. She states, "They have certain expectations of you as president not as a friend. So having my other friends from years ago and being able to maintain those friendships is quite difficult."

As for advice for women aspiring to become a president, Participant Eight shared that one should talk to a search firm and use the senior executives with the firm to just learn about the process and get some coaching from the executives. She stated she did not mind nominating individuals for positions but she would use the search firms to help her in determining if the person being nominated was a good match or not for the institution. She said she was very fortunate for she only applied at her current institution and was named to the presidency. She related that she had one friend who went through 35 searches before being named a president. She state, "I would suggest using the search firms even though most men tend to forego those people, but I think it is good to use."

Documents that were analyzed along with the interview data included online documents found at the institutional Website and additional media links. The findings from the with-in case analysis of Participant Eight's data are included below.

Secondary Research Question 1: Current Responsibilities

Participant Eight shared she was the first female to hold the presidency at this institution. She felt that her responsibilities were no different than those that have served before her which are typical of college presidency duties. She did state that the one issue she did not expect to spend as much time on was that of athletics. She serves on the NCAA board and asserted that athletics consumed more of her time than she ever expected.

She also felt that the second responsibility that takes so much of her time is fundraising. She expressed that she was familiar with all the responsibilities of the presidency and this category she knew would be big. The third responsibility that she was somewhat surprised that took so much of her time was that of political activity. She said, "While I had some insights in all the responsibilities, I didn't realize how much those three would take."

Secondary Research Question 2: Other Professional Responsibilities

Participant Eight shared earlier about her activities with the NCAA which she said takes a great deal of her time. She serves as a local leader in many organizations or

groups and several higher educational related regional boards. She has had to drop her national professional organizations other than the NCAA due to time.

Secondary Research Question 3: Family Responsibilities

Participant Eight has a husband that is retired from the academic world and has been most supportive of her career. She shared that he is a husband that actually enjoys the life on a college campus and everything that comes with it. Her son is grown with children and is no longer dependent on his parents. She shared the following,

For the seven years I have been president I have lost both my father and my mother with the first six years of my presidency being a caregiver for both parents. For those first six years, I used every Sunday to take care of my aging parents. I believe that has been one of the most difficult tasks that I had to deal with or any professional would have to deal with. But certainly it was major for me.

The researcher asked about conflicts with major events on campus and having to choose between parent visits and campus work. The response from Participant Eight was that of picking and choosing. If she could not go on Sunday, then she would try to go on Saturday. She expressed she had to make very difficult decisions in the first year everyone wanted her at everything.

Secondary Research Question 4: Personal Responsibilities

Participant Eight felt as though her personal responsibilities were those of her being the caregiver for her aging parents. She expressed she did not think she was a good friend. She did not have time for local friends other than those on campus and those are friends because she is the president.

Secondary Research Question 5: Professional Sacrifices

Participant Eight felt as though her professional sacrifices were that of writing and speaking in her field of study. She found she has no time to do either with her responsibilities as the president.

Secondary Research Question 6: Family Sacrifices

Participant Eight said of her family sacrifices,
Time—the time to be with people without feeling the pressure of other responsibilities. I think I have done a good job of balancing them, and I don't think I could do that without a husband who was not from the academic world and understood the university world in which we operate. I could not imagine someone from another world or someone with heavy demands in his own career. I think it would be quite difficult to accomplish.

Secondary Research Question 7: Personal Sacrifices

Participant Eight shared that she feels a loss of self. She went on to describe her missing the sense of self. She expressed her feelings about being the president and not being you. She said,

You know my husband does all the grocery shopping. Fortunately, he does not mind doing so. I do not go because I am famous, but because I am the university and I am so approachable. No matter who sees me they think they have to talk about some university business, and I can never go to the store and just shop and come back home.

Secondary Research Question 8: Celebration of Professional Accomplishments

It was a big deal for Participant Eight to be invited to speak at Harvard, but she shared she had turned that opportunity down. She related that was more of a personal invitation than being president of her current institution and she felt she could not give up her time. The researcher was told that celebrating faculty, staff and student accomplishments were very important and to celebrate together is important. When appropriate, this president celebrates with the campus.

Secondary Research Question 9: Celebration of Accomplishments with Family

When appropriate Participant Eight shares good news and celebrates with her husband and son. She is happy to share her awards and honors with them, but does not

carry that forward to her campus. She just does not like making a big deal regarding her own honors and awards.

Secondary Research Question 10: Celebration of Personal Accomplishments

Participant Eight stated again that she likes to down play any honors and awards she personally receives, to include any personal or professional accomplishments/awards.

Secondary Research Question 11: Post-Presidency Career Aspirations

Participant Eight shared she will not look for another presidency once she fulfills her role at this university. She would like to become the president of a private non-profit foundation.

Secondary Research Question 12: Post-Presidency Family and Personal Aspirations

Participant Eight shared the following regarding post-presidency family and personal aspirations,

My husband would be supportive if I said tomorrow I want to try for such and such place. He would be supportive regardless. But I must be careful for if he hears me mention a place as a possibility he wants me to go for it and he will try to help me get there! He will continue to talk about this place until I tell him, "I was 'just' talking." He will go with me wherever I go and like it, which is great.

Secondary Research Question 13: Strategies for Post-Presidency Plans

Participant Eight plans to work through 2012 at her institution and then will most likely look for that private non-profit foundation. She shared she has already spoken to her board and they are aware of her time frame. She will have served president for eleven years. When the researcher asked her if she would consider staying on if asked, she said she would have to think about it.

Cross-Case Analysis

The themes resulting from a cross-case analysis of the data (interviews, documents, and observations) for all eight cases are detailed. The cross-case analysis findings are organized and presented by the secondary research questions. Tables summarizing each president's response to each interview question are included. Table 9 includes a list of the presidents, their perspective states, private or public institution is located, enrollment, education, years having served as the current president, age, marital status, children, and if they are a primary caregiver. Secondary research questions 1-7 relate to primary research question 1.

Table 9

Cross-Case Analysis: Current Presidents, Demographics, and Vital Statistics

Case	State (Public Private)	ER	Education	Yrs as President	First Female President at current institution	Age	Marital Status	Children	Primary Caregiver
# 1	MS (PR)	1,118	PhD	8	Yes	52	Divorced	2 (In the home)	Yes
# 2	MO (PR)	1,000	PhD	6	No	57	Married	Yes (out of house)	No
# 3	SC (PR)	1,500	PhD	8	No	62	Married	Yes (out of house)	No
# 4	MS (PR)	469	EdD	8	Yes	65	Married	Yes (Out of house)	No
# 5	NC (PR)	2,300	PhD	7	No	52	Married	Yes (Out of house)	Yes
# 6	GA (PR)	847	PhD	3	No	48	Married	No	No
# 7	SC (PR)	1,938	PhD	4	No	41	Single	No	No
# 8	TN (PU)	20,214	EdD	8	Yes	64	Married	Yes (Out of house)	No

The majority of the presidents was married and had no children in the home. Three of the eight presidents were the first female president at their institutions. All institutions had less than 2,500 students except one. The time as a president ranged from 3-8 years. Seven of the eight institutions were private. All eight presidents had an earned doctorate degree. The eight presidents came from six different states. Only two of the presidents were primary care givers while serving as the president. The age range for the eight presidents was 41 years old to 65 years old.

Secondary Research Question 1: Current Responsibilities

Being the voice and being seen as the institution was the theme that emerged from the analysis of the interview data regarding the major responsibility of the president. All eight presidents mentioned that they were seen as the institution and had given up their personal identities and their own voices as such. Table 10 reflects this emerging theme.

Table 10

Cross-Case Analysis: Being the Voice of the Institution

Case	Theme: Being the Voice of the Institution
Participant #1	When I open my mouth I am the institution.
Participant #2	I am seen all the time as the institution.
Participant #3	Yes, anything I say I am the college.
Participant #4	When I speak the institution is speaking.
Participant #5	You know it is a way of life and you are always speaking for the institution.
Participant #6	I am the institution in every way.
Participant #7	When I speak I am the institution
Participant #8	The president is always the institution.

All participants related stories of being seen as the institution. The emerging theme from the cross-case analysis clearly shows in Table 11 that you become the institution while holding the president's position.

Table 11

Cross-Case Analysis: Being the Institution

Case	Theme: Being the Institution
Participant #1	Yes(always seen as the college)
Participant #2	Yes (cannot walk out the door without that label)
Participant #3	Yes (always seen as the college, even walking the dog)
Participant #4	Yes (the institution is my identity)
Participant #5	Yes (regardless of where I am, I am in institution)
Participant #6	Yes (everyone sees me as the institution)
Participant #7	Yes (the college is me, and I am the college)
Participant #8	Yes (everyone sees me as the university)

There was an emerging theme regarding the mission, vision, and guiding principles as major responsibilities while fulfilling the role of the president. While three specifically mentioned the vision and mission in regards to the responsibilities, all eight discussed having guiding principles as they lead their perspective institutions. Table 12 clearly shows the emerging theme.

Table 12

Cross-Case Analysis: Mission, Vision, and Guiding Principles

Case	Theme: Mission, Vision, and Guiding Principles
Participant #1	Yes, vision
Participant #2	Yes, guiding principles
Participant #3	Yes, mission and vision
Participant #4	Yes, vision
Participant #5	Yes, guiding principles
Participant #6	Yes, strategic vision
Participant #7	Yes, guiding principles
Participant #8	Yes, vision

Included in the emerging themes with the secondary research question regarding responsibilities was the theme surrounding fiscal responsibilities such as budgets, fundraising, and other financial obligations. Table 13 clearly shows this emerging theme.

Table 13

Cross-Case Analysis: Fiscal Responsibilities

Case	Theme: Fiscal Responsibilities
Participant #1	Yes, fund raising, budgets
Participant #2	Yes, financial complexity
Participant #3	Yes, money issues
Participant #4	Yes, fund raising
Participant #5	Yes, financial stability
Participant #6	Yes, budgets
Participant #7	Yes, fund raising
Participant #8	Yes, fund raising

Only one president mentioned athletics as being a major part of the responsibility which affected how she led the institution. This was the one public largest institution studied.

Another emerging theme from the cross-case analysis was clearly related to being able to handle many tasks at the same time or juggling many balls in the air at the same time. All eight presidents mentioned having to go from one thing to another with sometimes no preparation time or no idea of what might come next to their desk or to their office for them to handle. Table 14 shows clearly this as an emerging theme.

Table 14

Cross-Case Analysis: Juggling Many Balls in the Air

Case	Theme: Juggling Many Balls in the Air
Participant #1	Yes (you never know what you will be doing in any given day)
Participant #2	Yes (does not matter if faculty, staff, students, alumni or whomever, you have to bring your A game)
Participant #3	Yes (you have to have a great administrative assistant to make it work)
Participant #4	Yes (you have to juggle lots of balls in the air)
Participant #5	Yes (there is no such thing as a typical day)
Participant #6	Yes (you never know how the day will end up)
Participant #7	Yes (you have to be very flexible for your work is complex)
Participant #8	Yes (you go many different directions)

The last emerging theme regarding the first secondary research question was that of the diversity of responsibilities while holding the president’s position. Table 15 clearly indicates this as an emerging theme.

Table 15

Cross-Case Analysis: Numerous and Various Responsibilities

Case	Theme: Numerous and Various Responsibilities
Participant #1	Yes (we do a little of everything)
Participant #2	Yes (from development, athletics, donors, and more)
Participant #3	Yes (outside of the campus is even busy)
Participant #4	Yes (fund raising, fund raising and more)
Participant #5	Yes (enrollment issues, development, budgets, community)
Participant #6	Yes (economy, presidential oversight)
Participant #7	Yes (have to know everything going on)
Participant #8	Yes (athletics, politics, governing boards)

Table 16 shows the overall emergent themes from the first secondary research question regarding current responsibilities for the participants. Six overall current responsibilities were included. It was clear all presidents felt as though they were the institution by having the position as president. They all spoke of the diversity and complexity of the responsibilities of a president, being the institution, dealing with fiscal responsibilities, and juggling many balls in the air at one time.

Table 16

Cross-Case Analysis: Overall Current Responsibilities

Current Responsibilities – Emergent Themes
Voice of the institution
Being the institution
Mission and vision as guiding principles
Fiscal responsibilities
Juggling many balls in the air
Diversity of responsibilities

Secondary Research Question 2: Other Professional Responsibilities

The pervasive theme regarding other professional responsibilities for the eight presidents is that these presidents are heavily involved on the local, state, regional, and national levels. Seven out of the eight are involved on regional and national levels with all being involved locally. Table 17 includes their individual participation.

Table 17

Cross-Case Analysis: Other Professional Responsibilities

Case	Theme: Local community, state, regional, and national associations/organizations
Participant #1	Local community, state, regional and national associations
Participant #2	Local community first, national
Participant #3	Local community, state-wide associations
Participant #4	Local community and surrounding areas
Participant #5	Local community and state (mostly corporate boards)
Participant #6	Local, state, regional, national, trustee, corporate boards
Participant #7	Local community, national board
Participant #8	Local community, regional and national boards

Table 18 shows the emergent themes from the second secondary research question regarding other professional responsibilities for the participants. Three overall themes emerged. Seven of the eight presidents were engaged in local, state, regional, and national associations and/or organizations. All presidents reported that these obligations were part of their responsibilities as a president.

Table 18

Cross-Case Analysis: Overall Other Professional Responsibilities

Other Professional Responsibilities – Emergent Themes
Local community obligations
State affiliation with organizations
Regional and national associations

Secondary Research Question 3: Family Responsibilities

Table 19 best describes the emerging themes regarding family responsibilities. As seen in Table 19, direct responsibilities of a family were shared with only one out of the eight presidents. The majority of the presidents indicated they had supportive husbands. With the one president having children in the home, she indicated child care support was paramount when she accepted her position. Other presidents with no children in the home remarked how difficult they thought it would be to have children and work the hours required for a president's position. Two out of eight presidents had responsibility of aging parents. One shared this was monumental for six years with both parents with the first year of her presidency being the hardest for everyone wanted her to be at everything. She admitted this was major for her. Unfortunately, she lost both parents in her sixth year of her presidency.

Table 19

Cross-Case Analysis: Family Responsibilities

Case	Theme: No Children in the Home	Not a Caregiver of Aging Parent
Participant #1	Yes (two children in high school)	No (father is mentor-on his own)
Participant #2	No (older children)	No (not living in area)
Participant #3	No (one married daughter)	No (older parents with sibling being primary caregiver)
Participant #4	No (older children)	No (no longer living)
Participant #5	No (married daughter)	No (Mom is on her own)
Participant #6	No (no children)	No (sister is primary caregiver for Mom)
Participant #7	No (no children)	Yes (parents)
Participant #8	No (adult child & adult step children)	No (deceased)

It should be noted that only one president had never been married, and one president was currently divorced. All of the other six were currently married. The emerging theme with family responsibilities was that of having a very supportive husband. This is clearly shown in Table 20.

Table 20

Cross-Case Analysis: Husbands are Very Supportive

Case	Theme: Husbands are Very Supportive
Participant #1	No (divorced)
Participant #2	Yes (full support and a past president, now retired)
Participant #3	Yes (but lives away)
Participant #4	Yes (full support, retired)
Participant #5	Yes (full support, very active, does not work outside)
Participant #6	Yes (very supportive, does not work outside)
Participant #7	Single
Participant #8	Yes (full support, retired)

Table 21 shows the emergent themes from the third secondary research question regarding family responsibilities for the participants. One of the eight presidents had children in the home. One of the eight presidents was a primary caregiver. Two presidents did not have husbands. The six presidents who had a husband spoke about the support the husbands gave in order to fulfill the presidents' positions.

Table 21

Cross-Case Analysis: Overall Family Responsibilities

Family Responsibilities – Emergent Themes
No children in the home
Not a primary caregiver for an aging parent(s)
Very supportive husbands

Secondary Research Question 4: Personal Responsibilities

The presidents’ responses regarding personal responsibilities indicated a theme of commitment to family. Seven out of the eight presidents had no family in the home to directly oversee or be responsible, but seven did say their personal responsibility was to their spouse and/or extended family. One of the eight spoke of just being responsible for the dog on a daily basis. Table 22 includes a list of the presidents and their personal responsibilities as indicated through data collected through interviews.

Table 22

Cross-Case Analysis: Personal Responsibilities

Case	Theme: Live with Spouse/Partner
Participant #1	Family (children in the home), hard to have personal friends
Participant #2	Family (husband)
Participant #3	Dog, hard to have personal friends
Participant #4	Husband
Participant #5	Husband
Participant #6	Husband
Participant #7	Family (parent)
Participant #8	Family

The emerging theme from personal responsibilities is that of a true commitment to family. Family is a concern and at times can present itself to be the main responsibility outside of the position. Table 23 represents this emerging theme.

Table 23

Cross-Case Analysis: Commitment to Family

Case	Theme: Commitment to Family
Participant #1	Yes, tries to put children first
Participant #2	Yes, very concerned about husband not being a servant
Participant #3	Yes, committed to daughter and grandchildren
Participant #4	Yes, family
Participant #5	Yes, entire family
Participant #6	Yes, husband
Participant #7	Yes, and includes extended family
Participant #8	Yes, entire family

Another emerging theme regarding personal responsibilities is that of friendships. All eight presidents reported it was very hard to have personal friends and all reported they had no friends within the institution that they would term as close personal friends as a confidante. Several shared they had no time to cultivate friends outside the institution. Table 24 includes the presidents' feelings regarding this theme.

Table 24

Cross-Case Analysis: Friendships Made Difficult

Case	Theme: Friendships Difficult
Participant #1	Hard to have personal friends, especially within the institution
Participant #2	Personal friends can happen but difficult
Participant #3	No time for personal friends
Participant #4	Too busy for personal friends
Participant #5	Personal friends are hard to have
Participant #6	Personal friends within the institution are difficult
Participant #7	Friends are hard to find and keep, not enough time
Participant #8	Hard to have personal friends

Table 25 shows the emergent themes from the fourth secondary research question regarding personal responsibilities for the participants. Six of the presidents lived with their spouses. All eight presidents spoke regarding a commitment to family. All eight presidents lamented about how hard it was to have personal friends.

Table 25

Cross-Case Analysis: Overall Personal Responsibilities

Personal Responsibilities – Emergent Themes
Live with Spouse
Commitment to Family
Friendships Difficult

Secondary Research Question 5: Professional Sacrifices

An emerging theme found in professional sacrifices was profound. All eight presidents felt that they had given up nothing professionally to become a president. Three of the eight did share they had given up a few professional entities, but wanted the

researcher to know they may have made those sacrifices but were quick to say it was worth it and would not count as a sacrifice. Table 26 clearly indicates the emerging theme of there being no professional sacrifices for these eight presidents.

Table 26

Cross-Case Analysis: Professional Sacrifices

Case	Theme: No Professional Sacrifices Made
Participant #1	None (I knew I wanted the presidency)
Participant #2	None (I worked hard to get where I am and wanted it)
Participant #3	None (trade offs made but knew that)
Participant #4	None (I love my job and wanted it)
Participant #5	None (trade offs made but worth it)
Participant #6	None (was not looking for presidency but got it and love it)
Participant #7	None (gave up a passion but wanted the presidency)
Participant #8	None (first presidency applied for and gotten and was meant to be)

Table 27 shows the overall emergent themes from the fifth secondary research question regarding professional sacrifices for the participants. All eight reported they felt like they had made no professional sacrifices.

Table 27

Cross-Case Analysis: Overall Professional Sacrifices

Professional Sacrifices – Emergent Themes
No professional sacrifices

Secondary Research Question 6: Family Sacrifices

One strong theme emerged from the question regarding family sacrifices. The first theme surrounded that of not enough time to spend with family, be it children, grandchildren, husband, parents, or extended family. Seven out of eight presidents expressed they lacked the time to genuinely support family in the manner they would like. It is noted that one participant was divorced, one not married, and one has a long distance relationship with husband. The other five have their husbands living with them. One president who is divorced did not get divorced until after she became the president, and she attributed her break-up in her marriage directly to her role as the president. Only one president said she has made no family sacrifices with her stating she purposely waited to pursue a president's position until her children were at least in high school. Table 28 shows the strong theme regarding family sacrifices.

Table 28

Cross-Case Analysis: Family Sacrifices

Case	Theme: Family sacrifices related to time
Participant #1	Yes (time with my children and my marriage)
Participant #2	Yes (time with husband)
Participant #3	Yes (time with 89 and 90 year old parents)
Participant #4	No (never truly felt like sacrifices were made)
Participant #5	Yes and No (always felt husband help keep sacrifices to a minimum when it came to children)
Participant #6	Yes (but try to keep it to a minimum with children)
Participant #7	Yes (time with extended family and having time for a personal relationship)
Participant #8	Yes (time with husband and others)

Table 29 shows the overall emergent themes from the sixth secondary research question regarding family sacrifices for the participants. Seven felt that family sacrifices had been made. All eight agreed they had little time for family.

Table 29

Cross-Case Analysis: Overall Family Sacrifices

Family Sacrifices – Emergent Themes

Family Relationships Suffer

No Time for Family

Secondary Research Question 7: Personal Sacrifices

Two themes emerged from the secondary research question regarding personal sacrifices. The first theme was regarding how lonely it can be at the top. Building friendships or maintaining friendships were reported to be most difficult. Six out of eight presidents reported that it was very difficult to just be a friend for you are always seen as the president or the institution. One president related this as having lost your self. In other words you are the institution and are seen as the institution. Another president related that you always felt as though you were at an arms length trying to get to know anyone. Table 30 clearly indicates this first theme regarding personal sacrifices as it relates to building and maintaining personal relationships with friends.

Table 30

Cross-Case Analysis: Personal Sacrifices

Case	Theme: Lonely at top and no time for Friendships
Participant #1	Yes (no true girlfriends)
Participant #2	Not really
Participant #3	Yes (can never be close to anybody at the college)
Participant #4	Yes (you must keep at an arms length to have friends and very hard)
Participant #5	Yes (you rarely get time with anyone not associated with the college)
Participant #6	No (you have to look for places in surrounding areas to go where people do not know you)
Participant #7	Yes (no time to build relationships)
Participant #8	Yes (I am always the institution and cannot go out for everyone talks about the university)

The second theme which emerged from the data collected regarding personal sacrifices was that of health and well being. Five of the eight presidents interviewed related stories regarding the dinner circuits, donor dinners, banquets and meals abounding every week. With time being crucial balancing health and personal life was related to be very difficult. Table 31 indicates the presidents who expressed the balancing of health and well being as being a concern.

Table 31

Cross-Case Analysis: Health and Well-Being Suffered

Case	Theme: Health and well-being suffered
Participant #1	Yes (major health problems and after 9 years am getting back to exercise)
Participant #2	No
Participant #3	Yes (been sleepy for last 8 years, don't eat or exercise right)
Participant #4	No
Participant #5	Yes (life can get overwhelming)
Participant #6	Yes (would love to find some quite-time)
Participant #7	Yes (my skiing, golf and time for myself has been cut short)
Participant #8	No

Table 32 shows the overall emergent themes from the seventh secondary research question regarding personal sacrifices for the participants. Three presidents did not feel they had suffered health-wise. They all reported it was lonely at the top and all said it was very hard to have personal relationships.

Table 32

Cross-Case Analysis: Overall Personal Sacrifices

Personal Sacrifices – Emergent Themes
Lonely at the Top
No Time for Relationships
Health and Well-being Suffered

Secondary research questions 8 and 9 relate to the primary research question two. How do female college presidents describe their celebrations of achievements and accomplishments?

Secondary Research Question 8: Celebration of Professional Accomplishments

No clear theme emerged from the president’s discussions regarding how they celebrate professional accomplishments, but they all celebrated in their own way. All eight celebrated accomplishments, but they all celebrate differently. Table 33 shows the types of celebrations they each enjoy on their perspective campuses.

Table 33

Cross-Case Analysis: Celebration of Professional Accomplishments

Case	Theme: Celebration of Professional Accomplishments is Necessary
Participant #1	Reception on campus, big in saying thank you when warranted
Participant #2	Small celebrations with senior staff, enjoys saying, “Wow, we did it.”
Participant #3	Is not particularly good at celebrating but getting better. She celebrates faculty who have written books and thinks it important to have a big celebration at the end of the year.
Participant #4	Celebrate everything and do it as you go. (Nothing is too small to celebrate.)
Participant #5	Celebrate with the team by going out on Friday afternoon sometimes for Happy Hour. Celebrate at quarterly off-site retreat.
Participant #6	Celebrate monumental accomplishments, may have events in the president’s home
Participant #7	Rewards people along the way. Not too much celebration campus-wide. Uses e-mail to get messages of accomplishments out.
Participant #8	Important to celebrate faculty, staff and student accomplishments on campus with president present for celebration.

Table 34 reflects the emerging theme of all eight celebrating professional accomplishments. Eight presidents celebrated, but two were very low-key and reported not to celebrate enough.

Table 34

Cross-Case Analysis: Celebration of Various Ways

Case	Theme: Celebration of various ways
Participant #1	Yes (celebrates with father and children)
Participant #2	Yes (celebrates with husband)
Participant #3	Yes (low-key on celebrating with daughter)
Participant #4	Yes (celebrates with husband and family)
Participant #5	Yes (celebrates with husband and other family)
Participant #6	Yes (celebrates with husband)
Participant #7	Yes (celebrates with entire family)
Participant #8	Yes (celebrations are low-key)

Table 35 shows the overall emergent themes from the eighth secondary research question regarding celebrations of professional accomplishments for the participants.

Table 35

Cross-Case Analysis: Overall Celebration of Professional Accomplishments

Celebration of Professional Accomplishments – Emergent Themes
Celebration is Necessary
Various ways to Celebrate

Secondary Research Question 9: Celebration of Accomplishments with Family

The theme that emerged was that seven of the eight presidents came to life when talking about celebrations with family. The data collected during the interviews revealed that each president celebrated in a different way, but seven enjoyed the family celebrations of accomplishments much more than with their campuses or for themselves

personally. Table 36 provides a summary for each president regarding the celebration of accomplishments with family.

Table 36

Cross-Case Analysis: Celebration of Accomplishments with Family

Case	Theme: Various Ways of Celebrating with Family
Participant #1	Yes (celebrate with large extended family 4 or 5 times a year with dinners & toast, family was life-line to being happy)
Participant #2	Yes (celebrates with husband and he buys her jewelry to celebrate)
Participant #3	No (celebrates very little with her family regarding college accomplishments)
Participant #4	Yes (celebrates with husband having dinner and slowing down pace for awhile, celebrates with children and grandchildren when possible)
Participant #5	Yes (rent a beach house for two weeks and invite family to come and go as they can and enjoy each other)
Participant #6	Yes (celebration with Mom and sister are important each year and special occasions to celebrate with husband is a must)
Participant #7	Yes (celebration is with friends and family and seen as a rite of passage)
Participant #8	Yes (celebrates with husband and son)

Table 37 clearly exhibits the emerging theme of presidents celebrating with family. All participants enjoyed celebrations with family.

Table 37

Cross-Case Analysis: Celebrations with Family Enjoyed

Case	Theme: Celebration with Family Enjoyed
Participant #1	Yes (the best time of all)
Participant #2	Yes(husband)
Participant #3	Yes (particularly with daughter and grandchild)
Participant #4	Yes (with husband and family)
Participant #5	Yes (yes with husband and entire family)
Participant #6	Yes(yes with husband)
Participant #7	Yes (with entire family and nieces)
Participant #8	Yes(with husband and son)

Table 38 shows the overall emergent themes from the ninth secondary research question regarding celebrations with family for the participants. There was no one way to celebrate, but many.

Table 38

Cross-Case Analysis: Overall Celebrations of Accomplishments

Celebrations with Family – Emergent Themes
Celebrating with Family Most Enjoyed
Various Ways to Celebrate

No clear theme emerged from the president’s discussions regarding celebrating their own personal accomplishments. Four of the eight presidents mentioned celebrating with family, whether with entire family or just their husbands. Two of the eight shared their activities of celebration, which only involved them. Only one of the eight reported she did not celebrate personal accomplishments at any time. Table 39 includes a list of

the women along with their responses to how they celebrate their personal accomplishments.

Table 39

Cross-Case Analysis: Celebrations of Personal Accomplishments

Case	Theme: Celebration of Personal Accomplishments With Family
Participant #1	Time for massage, giving up all speaking engagements
Participant #2	Celebrates with her husband
Participant #3	Celebrates with family but not campus family
Participant #4	Allows time for personal exercise
Participant #5	Celebrates with family and campus family
Participant #6	Celebrates with family (quiet time with husband)
Participant #7	Celebrates with campus team, friends (her private life is private)
Participant #8	Downplays all personal accomplishments

Table 40 shows the overall emergent themes from the ninth secondary research question regarding celebrations for the participants. Celebrations of professional accomplishments for participants varied with personal accomplishments being very low-key. All eight enjoyed celebrating with family.

Table 40

Cross-Case Analysis: Overall Celebration of Personal Accomplishments

Celebration of Personal Accomplishments – Emergent Themes
Celebration is Low-key, if at all
Celebrate with Family

Secondary questions 10-13 relate to primary question three. What do female college presidents express as their post-presidency career aspirations?

Secondary Research Question 10 & 11: Post-Presidency Career Aspirations

The theme that emerged when asked about post-presidency career aspirations was six presidents reported they would not seek a second presidency. One said she would consider looking at another institution, but she was happy at her institution and hopes to stay a long time. One of the eight was quick to say she would take a second presidency, and shortly after the researcher interviewed her she did take another presidency in a different state. Table 41 clearly provides the emerging theme of there not being a desire to seek a second presidency.

Table 41

Cross-Case Analysis: Second Presidency Aspirations

Case	Theme: Presidents would not seek a second presidency.
Participant #1	No (done this and am done)
Participant #2	Yes (just named a finalist for a presidency)
Participant #3	No (will work here until I have completed my work)
Participant #4	No (will finish up here on projects and move on)
Participant #5	No (will be here for several more years)
Participant #6	Maybe (not looking that far for now –love what I do here)
Participant #7	No (would like something not as demanding of my time)
Participant #8	No (will be here at least until 2012 and then will see)

A second theme did emerge regarding post-presidency career aspirations. Six of the eight indicated while they would not take a second presidency they would consider

working for a non-profit organization. One of the two who said they would consider taking a second presidency also mentioned she would consider a non-profit organization as well. Table 42 reflects the emerging theme of career aspirations after the first presidency going towards a non-profit position. The researcher did note that only one of the eight presidents mentioned after their presidency that they would consider teaching.

Table 42

Cross-Case Analysis: Post-Presidency Career Aspirations – Other Than Presidency

Case	Theme: Post-Presidency Career Aspirations
Participant #1	Non-profit organization
Participant #2	Second presidency
Participant #3	Non-profit organization
Participant #4	Non-profit organization
Participant #5	Non-profit organization
Participant #6	Non-profit organization, second presidency, teaching
Participant #7	Non-profit organization
Participant #8	Non-profit organization

Table 43 shows the overall emergent themes from the tenth and eleventh secondary research questions regarding post-presidency aspirations for the participants. Six said they would not take a second presidency. One was in the process of interviewing for her second presidency with one other not sure if she would consider a second presidency or not.

Table 43

Cross-Case Analysis: Overall Post-Presidency Career Aspirations

Post-Presidency Aspirations – Emergent Themes

Second Presidency is not Desirable

Non-profit is the next Career Move

Secondary Research Question 12: Post-Presidency Family and Personal Aspirations

The emerging theme with post-presidency family and personal aspirations is that of consideration of family. Seven of the eight presidents mentioned family considerations as they think of their post-presidency aspirations. For those two presidents who will or would take a second presidency, their husbands were reported as very supportive of any moves they would make. The one president who is not or has never been married indicated she would like more time for herself. She reported that having a personal life and being single were very difficult. Table 44 lists the various responses collected through the interviews and clearly the theme is consideration of family as the presidents discussed their post-presidency aspirations.

Table 44

Cross-Case Analysis: Post-Presidency Family and Personal Aspirations

Case	Theme: Family and Personal Aspirations
Participant #1	Two children going off to college, relocation is possible and doing soul searching
Participant #2	Husband is main consideration (does not want him to work forever as spouse on demand)
Participant #3	Will consider moving closer to her grandchildren and continue commute with husband from different state
Participant #4	Life style change to take place with she and husband moving closer to grandchildren
Participant #5	Will eventually move closer to grandchildren
Participant #6	No plans but when time comes to move wherever—has full support from husband and family
Participant #7	Wants more time for her personal life
Participant #8	Husband supports anywhere she wants to go

The emerging theme is reflected in Table 45 with there being a very clear theme of family considerations when it comes to post career aspirations.

Table 45

Cross-Case Analysis: Post-Presidency Family and Personal Aspirations

Case	Theme: Consideration of Family
Participant #1	Yes (children—even though will be an empty nester)
Participant #2	Yes (wants her husband to like where they live)
Participant #3	Yes (want to live close to daughter and her family)
Participant #4	Yes (husband is my consideration and other family)
Participant #5	Yes (entire family to consider)
Participant #6	Yes (husband is always willing to go wherever)
Participant #7	Yes (family to include nieces)
Participant #8	Yes (husband and other family)

Table 46 shows the overall emergent themes from the twelfth secondary research question regarding personal and family considerations for the participants as they consider post-presidency aspirations.

Table 46

Cross-Case Analysis: Overall Post-Presidency Family and Personal Aspirations

Post-Presidency Family and Personal Aspirations – Emergent Themes

Family is top Consideration

Personal Consideration is Secondary

Secondary Research Question 13: Strategies for Post-Presidency Plans

The emergent theme regarding strategies for post-presidency was no real plans. All eight presidents hinted around ideas of what they might want to do after their first presidencies, but only three of the eight have put an action plan together to make it happen. Five of the eight have no real plans in place, but have ideas of what they want or will do once their presidencies are over. Table 48 indicates from the data collected the plans in place or the lack of plans for five out of the eight.

Table 47

Cross-Case Analysis: Strategies for Post-Presidency Plans

Case	Theme: Strategies for Post-Presidency Plans
Participant #1	No real plans
Participant #2	Talking to search firm about second presidency
Participant #3	No real plans (wants to move close to grandchildren)
Participant #4	No real plans
Participant #5	Wants year sabbatical then teach
Participant #6	No real plans
Participant #7	No real plans (wants position with less hours and less intensity)
Participant #8	Stepping down in 2012 and will look for non-profit

Table 48 indicates the emerging theme regarding post aspirations for these eight presidents. As indicated only one of the eight have plans in the making for post-presidency positions.

Table 48

Cross-Case Analysis: Actual Plans for Post-Presidency

Case	Theme: Strategy for Post-Presidency
Participant #1	No
Participant #2	Yes
Participant #3	No
Participant #4	No
Participant #5	No
Participant #6	No
Participant #7	Maybe
Participant #8	No

Table 49 shows the overall emergent themes from the thirteenth secondary research question regarding plans for post-presidency plans for the participants. One

president was in the process of gaining a second presidency so her plans were in place.

The other seven know they want to work after their first presidency, but plans are not in place.

Table 49

Cross-Case Analysis: Overall Plans for Post-Presidency

Plans for Post-Presidency – Emergent Themes

Want to Continue to Work

Ideas on Career but not in Place

Chapter Summary

The purpose of this chapter was to present the findings of the with-in case analyses followed by the findings of the cross-case analysis. The with-in case analyses findings were presented as narratives from each of the eight cases. The presidents' stories were retold by the researcher. The cross-case analysis findings were presented as a discussion of the emergent themes across all eight cases. In conclusion, the data collected from each of the eight presidents generated various themes regarding their current responsibilities, sacrifices, celebrations, and post-presidency aspirations.

Regarding the presidents' current responsibilities, most of the presidents acknowledged that they gave up their own identity and became that of the institution. Most remarked about being on stage 24/7 whether walking the dog, in the grocery store, or just walking. The financial complexity was another responsibility that was discussed by all. Whether it related to enrollment, recruitment, vision or mission, budgets were on

the top of their minds. Fundraising or development of donors was another responsibility discussed by all. Juggling diverse daily issues also surfaced as current roles and responsibilities were discussed.

The theme that emerged regarding other professional responsibilities was that of giving back and being apart of the local community. All presidents expressed being involved in the local community as a given if you were the president of their institution. Seven out of the eight were heavily involved in other professional organizations or associations related to their position. It was very obvious for one president in Division I athletics that this issue took up a great deal of her time. Though all of the other presidents have sports, none were has time consuming as this one president. Seven were very busy with other professionals and saw this as part of a responsibility that comes with being the president.

Regarding family responsibilities, most of these presidents felt very lucky to be in the place they were as it related to children, grandchildren, aging parents, and spouses. It was obvious to see the support given by husbands and being a huge component of the success of most of these presidents. Two presidents of the eight were without a spouse or partner. The theme that emerged was about overall family. When it came to personal responsibilities the theme again was that of family. All of the presidents did speak about how hard it was to have personal friends with three specifically discussing as a huge issue.

The emerging theme regarding professional sacrifices was strong for all eight felt they had given up nothing professionally to become a president. Quite different was the

overwhelming feeling of making family sacrifices. Seven of the eight felt strongly they did not have the time they would have liked to have had to spend with family—be it children, grandchildren, parents, and/or husbands. One president did state she made no personal sacrifices to become president. Another theme which emerged regarding personal sacrifices was that of health and well being. Five of the eight presidents felt they had no time and had put their personal health and well being last.

Regarding the celebrations of professional accomplishments, there was no clear theme to emerge. It was clear that each president celebrated in her own way but as far as there being some similarity of the way they celebrated there was none. Very differently was the celebration of accomplishments with family. The theme that emerged was lively and with family anything went as long as they were together and had the time to enjoy each other. Seven out of eight presidents indicated that celebrating with family was important and something they all enjoyed. When talking about celebrating their personal accomplishments, no true theme emerged. While seven out of the eight did celebrate the celebrations were quite different. Some celebrations involved family and others did not.

The theme that emerged when asked about post-presidency career aspirations was six of the eight presidents would not seek a second presidency. Additionally, six of the eight indicated they would like to go into non-profit work once they leave their presidency. Though all eight worked in an academic setting, only one president mentioned the possibility of going back to teach after her first presidency. As for post-presidency family and personal aspirations the theme that emerged was all about family. Decisions would be made regarding husbands, grandchildren, and children for seven of

the eight presidents. Supportive family members for these presidents were obvious through all discussions.

Regarding strategies for post-presidency plans, all eight presidents knew what they wanted to do after their first presidency. Only three of the eight had plans in place at the time of the interviews by the researcher.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to analyze and summarize the methods, results, and literature related to female college presidents and their current responsibilities, celebration of accomplishments, and post-presidency aspirations. This chapter is composed of five sections. The first section includes brief summaries of the themes that emerged from the cross-case analysis of the data for the present study. The themes describe the president's current roles and responsibilities, sacrifices, celebration of accomplishments, and post-presidency aspirations.

The second section of the chapter contains a discussion of the data analysis. Schien's culture theory provided the theoretical framework for the development of the research questions into three major areas focusing on the women's self-oriented (personal), family, and professional lives. Emergent themes were drawn from the narratives of the lives of the eight women presidents. The third section contains limitations of the study. The fourth section includes general recommendations, and the fifth section covers recommendations for future research.

The current study identified eight female college presidents finding common grounds regarding roles and responsibilities, celebrations of accomplishments, and post-presidency aspirations. Using secondary research questions many more aspects of serving as a college president were studied. The current study allowed these eight women to express their experiences.

The research method employed in this study was the collective case study method. Using this method, each case was analyzed individually and then all cases were cross-analyzed to identify emergent themes.

Discussion of Major Findings

This section summarizes the findings that resulted from the cross-case analysis, which addressed the primary purpose of the research study: to study the roles and responsibilities, celebrations, and post-presidency aspirations common to eight female college/university presidents serving in their first presidency. The secondary research questions explored the roles and responsibilities from a professional, family, and personal level; sacrifices made professionally, with family, and personally; and celebrations of professional accomplishments, family celebrations, and personal accomplishments. Further, the secondary research questions explored aspirations after the presidency from a professional level, with family, and strategies for post-presidency aspirations. The pervasive themes that emerged for each of the specific secondary research questions are summarized below.

Secondary Research Question 1: Current Responsibilities

The pervasive theme that emerged regarding current responsibilities is that of having no personal voice but being seen as the institution. It is obvious once a person becomes the president, she is then the actual institution regardless of where she goes or

what she says. All eight presidents reported that whether in the grocery store, restaurant, walking the dog, or wherever, you are the institution 24/7.

Another pervasive theme to emerge was that of financial responsibilities to include tuition as it relates to enrollment, budgets, and fund raising. Both public and private institutions must deal with serious financial concerns along with other demanding leadership issues (Nelson, 2007). Fundraising was the most prevalent response for all eight presidents. It appears that talking and working with potential donors is an on-going constant in the life of a college or university president.

Another emerging theme from the analysis is regarding the diversity of issues and roles the president plays in any given day. Existing research describes that the responsibilities of a president in higher education are loosely coupled and complex (Bornstein, 2007). Juggling balls in the air was seen as a must for each president in the present study. It is obvious that while a president is working on a daily basis with faculty, staff, and students, the president is not just limited to those constituent groups. The president must work with the community, athletic donors, alumni, institutional boards, corporate boards, state, regional, and national associations. It was stated that the president's time is the institution's time.

Secondary Research Question 2: Other Professional Responsibilities

The pervasive theme regarding other professional responsibilities for the eight presidents was that all were heavily involved in the local community, state, regional, and national organizations or associations. Most presidents saw this as part of their

responsibilities as a president. All eight were involved in their communities and seven of the eight were heavily involved in state, regional, and national groups. Presidents are expected to hold offices in these associations and take a leadership role.

Secondary Research Question 3: Family Responsibilities

Relevant literature detailed possible and documented reasons females rarely, if ever, achieved top-level positions in both private organizations and higher education (Dreher, 2003; Eagly & Johannesen-Schmidt, 2001; Ridgeway, 2001; Rudan & Glick, 2001). These reasons included an increased need or desire to care for family members (Deutsche, 2003; Holland & Hart, 2004; Sullivan, Hollenshead, & Smith, 2004). The theme that emerged regarding family responsibilities from the present study was that of not having a family—meaning children in the home. Having children in the home would be very difficult while holding the position of president. Being a caregiver to an aging parent on a full-time basis was also hard to do. For those six presidents who had husbands, they were most supportive of their wives being the president. It is obvious that if they were not supportive, it would be very difficult for the women to serve as presidents.

Secondary Research Question 4: Personal Responsibilities

The pervasive theme that emerged regarding personal responsibilities was that of family. Seven out of eight presidents have no family to directly oversee or be responsible, but seven reported that they feel the responsibility to family or extended

family when it comes to personal responsibility. It should be noted that personal friends seem to be a thing of the past for all presidents. Presidents reported it was very hard to have personal friends and so much harder to maintain the friendship in the manner one should. The friendships were usually outside of the institution. Another issue presented in the literature was the lack of role models for females (Brown, 2000, 2005).

Secondary Research Question 5: Professional Sacrifices

The pervasive emerging theme regarding professional sacrifices was that none of the eight presidents felt they had made any sacrifices to be a president in higher education. Three of the eight presidents mentioned other items they gave up, but were quick to say they did not see those as a professional sacrifice. They were all clear if they had to move to the presidential position again, they would do the same as they had done. Once a woman becomes a college president, it is implied in the literature that she has broken through the “glass ceiling” (Madsen, 2008).

Secondary Research Question 6: Family Sacrifices

The pervasive theme which emerged from family sacrifices was that of not having the time to spend with family. Family was identified as children, grandchildren, husbands, parents, or extended family. There was a feeling that they have no time to support family in the manner they would like. One president shared a story that her marriage end because of her presidency.

Secondary Research Question 7: Personal Sacrifices

The first theme that emerged regarding personal sacrifices was that of being lonely at the top. It was stressed by all presidents that having friends outside of family is a next to impossible. It was found to be most difficult to cultivate friends outside of the institution and to maintain personal relationships to be strained at best.

The second theme to emerge regarding personal sacrifices was that of personal health and well being. Balancing the job and your personal health was a struggle at best. Only three of the eight presidents find they do not have a struggle of balance. They seem to find the time to make it work. The existing research indicated that one of the major reasons for underrepresentation of females in the position of president included the barrier of balancing personal and professional commitments once in the position (Bornstein, 2007; Havice & Williams, 2005; Helgesen, 1995; Holland & Hart, 2004, Madsen, 2008; Sullivan, Hollenshead, & Smith, 2004; Touchton, Shavlik, & Davis, 1993, Woosnam, 2007).

Secondary Research Question 8: Celebration of Professional Accomplishments

All eight presidents celebrated in different ways. There was no emerging theme describing how they celebrate their professional accomplishments. Celebrations consist of receptions on campus, retreats, personal dinners, personal thank you notes, get-togethers with the leadership team, annual celebrations, and etc. Each chose a way to celebrate that seems to work for them and their perspective institution. Prior research showed women demonstrating leadership in higher education institutions that was

consultative and relational (Bornstein, 2007; Helgesen, 1995; Touchton, Shavlik, & Davis, 1993).

Secondary Research Question 9: Celebration of Accomplishments with Family

The pervasive theme that emerged regarding celebrating accomplishments with family is that all presidents enjoy celebrating with family over celebrations with campus or even personal celebrations. Seven of the eight presidents were highly emotional when talking about sharing special celebrations with their families. Family referred to husbands, children, grandchildren, parents, and/or siblings.

Secondary Research Question 10: Celebration of Personal Accomplishments

No clear theme emerged regarding celebrating personal accomplishments. Four of the eight women mentioned celebrating with family, but that can be from husband, to children, or other family members. Two presidents hold personal accomplishments as private and only celebrate with husbands. One president does not celebrate at all.

Secondary Research Question 11: Post-Presidency Career Aspirations

The pervasive theme that emerged regarding post-presidency career aspirations was that a second presidency is not going to be pursued. Only one president indicated she will pursue a second presidency, and one said she may consider another presidency. Six presidents made it clear they will not seek a second presidency. A second theme emerged that those six presidents who will not pursue a second presidency all want to

consider non-profit work after their first presidency. The overriding decision for the six presidents not wishing to pursue a second presidency is that of time for themselves and their families. Being the institution 24/7 was the factor for those six.

Secondary Research Question 12: Post-Presidency Family and Personal Aspirations

The emerging theme regarding post-presidency family and personal aspirations is that of consideration of family. Seven of the eight presidents referred to their families as being their first consideration and not being able to give the time to them during their presidency that they would have liked to have given. Once they have been in the role, one presidency seems to be enough. Those two presidents who said they will take a second presidency both mentioned the support of their husbands. It should not be perceived that the other four with husbands do not get support from their husbands. The four just said that one presidency was enough.

Secondary Research Question 13: Strategies for Post-Presidency Plans

The pervasive emerging theme regarding strategies for post-presidency plans was that all eight presidents have some idea of what direction they will head after their first presidency, but only three of the eight have an action plan in place to fulfill their plans. Three presidents are up in the air depending on their current contracts, one president with another presidency pending with the other four fulfilling their contracts. In the existing literature (Madsen, 2008) the most recent research regarding leadership development to

assist women in gaining leadership positions in higher education provided these general suggestions.

1. Prepare early (start as early as possible even holding leadership positions in high school (if not earlier)
2. Become proactive in your career development (gaining experience and moving through the ranks, challenging oneself to do and learn different kinds of things through one's career
3. Be a lifelong learner (search for opportunities, observation, reflection, and assimilation; education; self knowledge; and competence versus authenticity
4. Develop strength and trust in self (it is critical to be an individual and a leader who trusts herself and has internal and external strength
5. Embrace challenges (embrace and think big always challenging yourself to do different things
6. Develop general leadership competencies
7. Look beyond yourself (lead by example keeping the organizational needs up front not your own, and always give opportunities to other women that so deserve) (pp. 266-281).

Major Findings and Themes

While many sub-themes emerged that were based on the secondary research questions, nine overriding major themes emerged from the findings of the eight female

presidents in higher education. Using feminist perspectives and culture theory as lenses that guided the current research, themes emerged from the study that should assist women in their personal, family, and professional experiences as they pursuing top level leadership positions in higher education.

Nine major themes are presented that relate to the pervasive emergent themes for the secondary research questions. These nine major themes were drawn based on the research findings.

- Major Finding 1: Once you become a president in higher education, you become the institution the minute you step on to campus.
- Major Finding 2: Financial responsibilities are complex for a president. Fundraising is a major responsibility for a college or university president.
- Major Finding 3: Being involved in the local community, state, regional and national organizations and/or associations are seen as part of the professional responsibility of a president.
- Major Finding 4: Family and personal responsibilities may suffer when working as a president in higher education.
- Major Finding 5: To be a president in higher education, one does not have to make professional sacrifices.
- Major Finding 6: Family and personal sacrifices are made once a presidency role is assumed.
- Major Finding 7: Celebrating professional and/or personal accomplishments are most enjoyed by celebrating with family.

- Major Finding 8: A second presidency was not an aspiration for the women once they have served as a president in higher education.
- Major Finding 9: Regarding post-presidency strategies, once you have been a president in higher education, you have the confidence to move forward with whatever career goal you have set for yourself.

Limitations

Given the nature of qualitative research design and telephone interviews as the primary data collection method for the study, the ability of the participants to find time for the interviews somewhat limited the researcher from accumulating an abundance of data. Most of the presidents were only able to devote approximately 30 to 60 minutes to the interviews.

In addition, because the interviews were performed via the telephone with the exception of one of the interviews, there were limited non-verbal observations by the researcher.

Even though only one gender was being researched, the findings from the study may contribute to the overall effectiveness for any individual who may be serving in the role of presidency for a college or university. All presidents interviewed were serving in their first presidency with all serving at four-year public and private institutions.

The current study is limited by the number of presidents who responded and participated. Thirteen first tenure presidents were contacted and eight participated.

The researcher felt that being female was an advantage. The presidents felt comfortable sharing their lives' stories to include personal encounters. A comfort level was felt by the researcher and an excellent rapport was built. The researcher felt that having served in a predominantly male oriented position herself in higher education at one time, a relationship was shared and escalated during the individual interviews.

General Recommendations

Females who aspire to be presidents in higher education can learn from the results of the current study. The following are general recommendations for females who are aspiring for presidency positions in higher education:

1. Most presidents find it difficult to have small children and maintain some semblance of a family life. Aspiring female presidents should either wait to seek a presidency or work out with spouses/partners the family issues and/or pressures up front.
2. Aspiring presidents need to have the skill set to work through a complexity of issues of a diverse nature at any given time, especially fundraising.
3. Current presidents need to foster and promote other females to pursue college presidencies. Females who desire to achieve the position of a president need to find a good mentor.
4. Aspiring college presidents must be willing to be the institution and appear on stage 24/7.

5. College presidents have to work with various constituency groups. An aspiring college president must have the people-skills to work with faculty, staff, students, alumni, donors, governing boards, communities and etc. and truly like giving of themselves 24/7 on behalf of the institution.
6. Aspiring presidents must work out the balancing of personal, family, and professional aspects of their lives.

Recommendations for Future Research

The following recommendations are suggested for further research regarding females pursuing presidents' positions in higher education:

1. It is obvious due to the lack of current females holding presidencies in higher education that more research should be done with those women that are currently holding positions to find out their successes. Studies may investigate breaking the barriers to get the position and maintaining the positions.
2. Mentors for female presidents are lacking if non-existent. More research should be done regarding mentors (male and female) for women aspiring to be presidents in higher education.
3. Research needs to be done on how to solve the balancing act for female college presidents. If women have to wait until they are empty nesters to

4. More research needs to be conducted to investigate leadership styles used by female leaders.
5. Studies at different types of institutions may reveal different barriers. An all women's institution vs. that of a coed institution may reveal different information related to female college presidencies. Research regarding an institution's mission and/or vision would be additional criteria to study.
6. Research concerning career paths and the various journeys one takes to become a president needs additional study.
7. Demographics may play a role in how a president responds regarding the role of president. Different regions could reveal different data with varying attitudes. More research needs to be conducted with a cross section of the United States.

APPENDICES

Appendix A

IRB Approval

Dear Frankie and Almeda,

The Chair of the Clemson University Institutional Review Board (IRB) validated the protocol identified above using Exempt review procedures and a determination was made on **January 22, 2009**, that the proposed activities involving human participants qualify as Exempt from continuing review under **Category B2**, based on the Federal Regulations (45 CFR 46). You may begin this study.

Please remember that no change in this research protocol can be initiated without prior review by the IRB. Any unanticipated problems involving risks to subjects, complications, and/or any adverse events must be reported to the Office of Research Compliance (ORC) immediately. You are requested to notify the ORC when your study is completed or terminated.

Attached are documents developed by Clemson University regarding the responsibilities of Principal Investigators and Research Team Members. Please be sure these are distributed to all appropriate parties.

Good luck with your study and please feel free to contact us if you have any questions. Please use the IRB number and title in all communications regarding this study.

Sincerely,
Becca

Rebecca L. Alley, J.D.
IRB Coordinator
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Appendix B

Participant Recruitment Letter

Dear:

Before getting to the formalities of requesting your participation in a research project, let me introduce myself. I worked 31 years at Clemson University serving as the Vice President for Student Affairs the last fourteen years. I am currently working for Clemson University and Tri-County Technical College on a new Bridge Program. More important than all of that is now my being in the role of a doctoral student.

I have an interest in seeking some additional research regarding female college presidents. I have selected female presidents in their first term from 4-year public and private institutions. The formal letter is attached which explains the protocol for my research and your participation.

In the next few days, I will try to contact your administrative assistant to seek approval to set up a time for a phone interview. I would like to be able to speak with all participants face-to-face but that is just not possible. I know your time is precious, but I truly believe my findings may assist other females in pursuing a presidency in the future. Whether you know it or not, you are a role model and mentor for many females in Higher Education. It would be an honor for me to talk with you as I go forward with *THE ROLES, RESPONSIBILITIES, AND POST ASPIRATIONS OF FEMALE COLLEGE PRESIDENTS*.

I do know how busy you are and thank you up front for allowing me the opportunity to learn more from you. The existing research is good, but we need more information to assist other females in such roles. I do believe my findings will assist as I speak to ten women in their first presidency.

Sincerely,

Almeda R. Jacks

ATTACHMENTS

**Information Concerning Participants in a Research Study
Clemson University**

**THE ROLES, RESPONSIBILITIES, CELEBRATIONS OF
ACCOMPLISHMENTS, AND POST
ASPIRATIONS OF FEMALE COLLEGE PRESIDENTS**

You are invited to participate in a research study conducted by Almeda Jacks, doctoral student in the Eugene Moore School of Education at Clemson University. The purpose of this study is to gather information from female college presidents serving in their first term regarding their roles and responsibilities in their current position.

Your participation will involve a face to face interview or a telephone interview that will be electronically recorded and later transcribed.

The amount of time required for your participation will be approximately two hours. There will be one initial interview and then a possible follow-up question once all information has been gathered from all participants.

There are no known risks associated with this research.

The potential benefits would be to provide valuable information for those aspiring for the presidency and those serving as presidents. In addition, the study will provide information for professional development.

Your identity will not be revealed in any publication that might result from this study. I will do everything possible to protect your identity. Participants will be coded with pseudonyms and no identity will be revealed in the results from the study.

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study. Your consent will be given at the time of the interview with agreement recorded.

If you have any questions or concerns about this study or if any problems arise, please contact Dr. Frankie Williams at Clemson University at 864-656-1491. If you have any questions or concerns about your rights as a research participant, please contact the Clemson University Office of Research Compliance at 864-656-6460.

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Appendix C

Participant Questions

THE ROLES, RESPONSIBILITIES, AND POST PRESIDENCY ASPIRATIONS OF FEMALE COLLEGE PRESIDENTS

Major Research Questions (Based on Schein's [1986, 1992] culture theory).

1. How do female college presidents describe their current personal and professional responsibilities?
2. How do female college presidents describe their celebrations of achievements and accomplishments?
3. What do female college presidents express as their post-presidency career aspirations?

Secondary Research Questions

- 1. How do female college presidents describe their current personal and professional responsibilities?**
 - a. Describe your professional, family, and personal responsibilities while in your role as a president.
 - i. Describe your current responsibilities as a president.
 - ii. Describe your professional responsibilities you currently have other than in your position as the president.
 - iii. Describe your family roles and responsibilities.
 - iv. Describe your personal roles/activities.
 - b. Describe any professional, family, and personal sacrifices, if any, you make in your current role.
 - i. Describe any professional sacrifices you make in your current role.
 - ii. Describe any family sacrifices you make in your current role.
 - iii. Describe any personal sacrifices you make in your current role.
- 2. How do female college presidents describe their celebration of achievements and accomplishments?**
 - iv. Describe how you celebrate your professional accomplishments/achievements.

- v. Describe how you celebrate with family accomplishments/achievements.
- vi. Describe how you celebrate personal accomplishments/achievements.

3. What do female college presidents express as their post-presidency career aspirations?

1. Describe your short-term and long-term professional aspirations after this presidency.
2. Describe your family and personal aspirations after the presidency.
3. Discuss your personal aspirations after the presidency.
4. Describe how you “balance “your aspirations with those of your family.
5. Describe your strategies for your post presidency plans.
6. What aspirations do you hold for the post presidency?

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