

Why Aren't More Women Running Colleges

Donna McLean-Grant

C.W. Post Long Island University

An Exploratory Study: Do women need to conform to become a president of a college ?

Purpose of the Study

The purpose of this qualitative study is to explore the challenges facing why more women aren't in senior leadership positions running higher education institutions considering the fact that since 2011 54% of the higher education student population is now women. The research question guiding this study is; do new college presidents have to replicate old college presidents to be accepted and considered successful?

The Statement of the Problem

Typically presidents of colleges are middle age white men. In an effort to incorporate diversity into the higher education leadership "work team" hierarchy one is subjected to a transformation process called mentoring to expose and conform potential leaders to the norms and ideology of what is expected of an effective leader in higher education. Can new leaders from diverse demographic backgrounds be accepted if they do not immolate their predecessor. Will the Edward Thorndike's halo effect impact prospective higher education leaders from being given an opportunity to be different while capitalizing on competent skills sets to effectively and efficiently manage school finances, operations, human resources and provide the best education for the student population. There are 1608 regional accredited American colleges and universities (Morse, 2011). Twenty three percent of the college Presidents are female (Moltz, 2011). Of these women, 26.8% led two-year institutions; 18.7% led baccalaureate schools; 20.3% led comprehensive universities; and only 13.3% headed doctorate-granting schools; with the remaining 14.8% guiding specialized schools. Seventeen percent of college presidents are currently held by minority women (Bates, 2007). Minority women are underrepresented and

face sexism, racism and effect of the dominate male socializations in pursuit of landing a Presidents position in higher education.

The Scope of this Study

The scope of this study is to obtain the perceptions of women and women of color holding community college presidencies on how they feel about leadership transformation or lack thereof in the diversification of higher education leadership? Are they required to take on male traits to be accepted as worthy?

Participants in this study

The sample selected for this study would hypothetically be 15 women presidents of colleges and universities all holding an association memberships to American Association of Colleges and Universities, American Association of State Colleges or University Council of Independent Colleges.

Limitations of this Research

There were limitations that affected this study. This study is of hypothetical nature. The survey questions were redesigned and responses derived from a preexisting study of women presidents.

Expected Contributions of this Study

This study is expected to contribute to the premise that diversity in higher education leadership in particularly Presidency positions will lend itself to the change in the way leadership is viewed. More women can be extended appointments as College Presidents once they prepare themselves with the understanding of the norms established for leadership complimenting the role with their own unique leadership skills to get the job done.

Plan of this Study

The following sections support the research study. In this study I will provide a literature review section which will feature leadership theories and background on sexism, racism and leadership, and leadership in community colleges. Section 2 will provide research findings on how women are preparing themselves to fill more traditionally held college Presidency positions in community college. Section 3 will describe the research methodology and qualitative tool used to capture the responses of sample group of diverse female presidents' opinions on their role as Presidents and how they are able to get the job done despite having to prove oneself worthy of holding a traditional male's job. In section 4 a sample of the survey data findings will be classified, coded, charted and interpreted to establish phenomenon. The final chapter 5 will be a conclusions and recommendations for further research.

Review of the Literature

The research looks at why qualified women are underrepresented in Presidency positions. A few terms and organizational theories which shaped this study are as follows: Social perspective model approach (Estler, 1975; Schumuck, 1980) is used which emphasizes cultural and social norms that encourage discriminatory practices. Great Man theory: Higher Education is slowly changing its culture from the "Great Man" theory leadership approach thought of primarily as a male quality of power and effectiveness. Shared leadership approach means embracing organizational learning so leadership will be a responsibility shared by all members based on understanding, competence and creativity (Gratton, 1993, p.103). Transformative leaders (a) believe in teamwork and shared decision making, (b) value people both as members of the team and as individuals, (c) understand motivation, (d) have a strong personal value system and, finally, (e) have a vision of what their college can become (p. 12). Roueche et al. concluded that leaders are most effective when they empower others. Term leadership implies movement, taking the organization or some part of it in a new direction, solving problems, being creative, initiating new programs, building organizational structures, and improving quality (Davis, 2003).

The findings address the traditional leadership of higher education and the changing role of leadership to include women and minorities as a reflection of the diverse student body they are educating and preparing for the world of work. The role of women in higher education, stereotypes and obstacles ; community college in the 21st century and its aim as a higher education learning community to educate and provide viable training for the workforce from a historical and sociological perspective and positioning women to for presidency positions as male baby boomers retire.

Leadership

According to Davis (2003), the term leadership implies movement, taking the organization or some part of it in a new direction, solving problems, being creative, initiating new programs, building organizational structures, and improving quality. In early discussions of leadership, definitions and understandings coalesced around the 19th century notion of the “great men” and their impact on society (Heifetz, 1994). Society has shifted from an industrial age to an information age whereby leaders and followers now relate to one another to achieve a purpose. In the late 1990s, many community colleges embraced the concept of the learning college (O’Banion, 1997). Conceptions of leadership under this organizational paradigm call for shared leadership: “It means embracing organizational learning so leadership will be a responsibility shared by all members based on understanding, competence, and creativity” (Gratton, 1993, p. 103). One manifestation of shared leadership involves conceptions of shared governance. Lucey (2002) argued that in shared governance institutional members have specific roles that faculty is responsible for academic and curricula issues and decisions, and that administrators are accountable for institutional strategy and decisions regarding resource allocation. Shared leadership calls for followers to be active and accountable. The recognition of the role of followers and shared leadership argues for new conceptualizations of what it means to be a community college leader. The shift from hierarchical early founder leadership to multitask manager requires an emphasis on communication, restructuring of organizational reporting and responsibilities, and a call for accountability (Lewis, 1989). Shifts in decision making over time, from within the exclusive domain of the president to a more participatory process involving shared governance, reflect changes in community college leadership. It is based on this paradigm shift that a door has opened for women’s leadership attributes to be slowly embraced as the male dominate culture still dictates the norms of what is expected of a leader. The ROL, thus built on a more radical, social constructionist approach

already outlined in the works of scholars such as Calder (1977) and Pfeffer (1977), who argued that leadership is best understood as a process of social inference, and emphasized the symbolic role of managers and the sense-making process of followers. In the 2011 study by Bligh, Kohles and Pillai, a call for future research on the impact of romance of leadership theory was made in relation to whether or not leaders are chosen (appointment or election) and evaluated (publicly vs privately) play a role in influencing leadership attributions.

Transformation of the hierarchical role in higher education

Higher education has become more student centered learning institutes and as a result the structure of the organization has leaned towards more collaborative and self-managed teams held accountable for the operations or performance of functional departments. These changes have reshaped contemporary organizations (flatter structures, self-managed teams, workforce diversity, and strategic alliances). As a result, organizations require leaders with strong relational abilities and team-oriented management, skills that have traditionally been associated with women. These “people skills” are as valuable in the new corporate environment as the more traditional “masculine” approaches were to more hierarchical organizations, yet a new irony emerges (Acebo, 1994). The new paradox is that women are still not being selected for top leadership positions to the degree that the current organizational needs would appear to require (Merrill-Sands & Kolb, 2001). Some women are not selected because of the “glass ceiling,” about which much has been written (Annenberg Public Policy Center, 2003; Morrison, White, Van Velsor, & The Center for Creative Leadership, 1987). In addition, women may not apply for these positions because they perceive that the glass ceiling will inhibit their success.

Sexism, Racism and Leadership

Women Attributes to Management

Good school administration is more attuned to feminine than masculine modes of leadership behavior (Growe, Montgomery, 1999). Women and men have different leadership styles. In pursuit of the same outcomes men see leadership as leading and women see it as facilitating.

Stereotypical views of men's leadership is that it is results-oriented, assertive (if not aggressive), decisive, bold, and hierarchical, much like the masculine stereotype (Eagly & Johannesen-Schmidt, 2001). Women leaders are seen as more relational, emotional, people-oriented, indecisive, and participative, all stereotypically feminine characteristics (Helgesen, 1990; Todd-Manchillas & Rossi, 1985). Effective leadership has long been traditionally associated with the masculine approach because of the perception that this kind of leadership got results. These stereotypes created the double bind for women because women who act in stereotypical feminine ways (emotional, relational) are perceived as weak leaders. If they act in accordance with the stereotypical men's approach to leadership, they are perceived as pushy, rude, and aggressive. This double bind has been documented in many occupational contexts (Cantor & Bernay, 1992, p. 74-75; Haslett & Lipman, 1997, pp. 38-42).

Women leaders of color and prospective leaders also face compound conflicts due to racial biases in terms of social, cultural differences and misconceived perceptions of inferiority. College campuses have diversified the racial and ethnic makeup of their student bodies; the racial and ethnic composition of college and university presidents has changed very little. A 2008 ACE study¹ suggested a possible reason for the continued lack of diversity in the

presidency: a lack of racial diversity among the positions that are typically recruiting grounds for college presidencies, senior campus officials. In 2008 only 16 percent of senior administrators were people of color including just 10 percent of chief academic officers (CAO). Between 1990 and 2009, the share of college students that were racial and ethnic minorities increased from 20 percent to 34 percent. Between 1986 and 2011, the racial makeup of college presidents only increased from 8 percent to 13 percent. Moreover, when comparing data from the two most recent president studies, racial diversity declined from 14 percent in 2006 to 13 percent in 2011. There needs to be more representation of Leadership that is reflective of the society at large.

Adapting

Women in leadership positions or those aspiring to become leaders need to acquire skills to survive in the workplace. Women must not be intimidated by what society coins as the norm, male leadership behaviors. Adapting to gender differences will require acknowledging and assessing how to be more effective in delivery when communicating with members of the opposite sex. Morris et al. (1992) suggested that women follow the four core components of success which are be able and competent; be visible and seen as able; know what you want; and delegate and provide resources so that others can help.

Role Models

There also exists a lack of role models and mentors due to the fact that there is not a large amount of women in administrative positions (Cullen & Luna, 1993). In accordance with Researchers Leon & Jackson study Examine Academic Leadership Position Attainment in Higher Education it was determined that in order for women of color to succeed in acquiring administrative positions in education, mentoring must occur. It is important to understand the cultural norms and politics

associated with the position. Women will need to seek accomplished mentors who can cultivate cross cultural relationships supporting the development of a qualified new leader.

Community College in the 21st Century

Community college is in the forefront to provide fundamental higher education academic competences and industry relevant occupational specialized training to students, providing them with resources needed to succeed which can become financially challenging. Aspiring community college presidents must be innovative and have sound fiscal management and fundraising strategies to run these colleges in this era. Community colleges typically recruit leadership from

The origin of community college is from junior college, a higher educational institution which is an extension of advanced high school academics offering academic literacy enhancement within liberal arts in preparation for transfer into senior colleges or universities (Drury 2003). Increasing numbers of students, particularly from low-income backgrounds, begin their college careers at community colleges (Green, 2006). Its student population is hybrid consisting of young adults right out of high school and older adults returning back to school who are attending community college to obtain an associate degree. The role of community colleges has changed over the years. It developed out of a need to provide academic developmental preparation and a bridge into university and senior colleges and then branched out to providing occupational training for the semi- professional (Drury, 2003). During the 1900's, community colleges faced a decline in economic resources, a change in student composition with more adults turning to the community college for their educational needs, and a push to offer more community development programming (Eddy, P & VanDerLinden, K, 2006). In the 21st century

community colleges leaders face a daunting challenge to turn around institutions to become financially solvent while providing adequate resources, technology, faculty and academic and social support needed to prepare students for advance higher education bridging into senior colleges/universities and to obtain a vocational skill necessary for gainful employment.

Community colleges, perhaps more so than 4-year institutions, are facing what some call a leadership crisis, as some 79% of 2-year college presidents plan to retire in the next 8 years (Evelyn, 2001; Schults, 2001; Weisman & Vaughan, 2002). This projected rapid turnover in administrative positions, however, presents an opportunity to “bring in fresh blood at a time when two-year colleges face increasingly complex demands” (Evelyn, 2001, p. A36) and may present an opportunity to embrace new and emerging definitions and enactments of leadership.

In 1986 just 10 percent of college presidents were women. Today, 26 percent of institutional leaders are female and in 2011 associate colleges had the largest share of women leaders. Although racial and ethnic diversification of the college presidency has lagged, there has been some headway in gender diversity. More needs to be done to cultivate diverse leadership to run community colleges. Women need to prepare for this employment window by pursuing terminal degrees, seeking out knowledgeable and influential mentors, participate in fellowship programs and join networking organizations, as well as seek jobs that will offer experience in managing different areas of higher education. Due to social biases minority women will need to strategize, learn community colleges leadership competencies and align with key players who can assist in providing recommendations and vouching for competency and ability. Women particularly minorities will need to prepare by also joining networks, participating in fellowships and other professional development opportunities.

Historical Perspective

Historically, community colleges in America originally termed junior colleges or two year colleges, have their roots dating back to the Morrill Act of 1862 (the Land Grant Act, which essentially expanded access into public higher education). The second Morrill Act (1890) provided for the withholding of federal funds to those colleges that withheld student admission to land grant colleges based on race unless the states provided for separate institutions for minorities. This expansion allowed for the inclusion in colleges and universities of a vast majority of individuals who had been denied access to or precluded from higher education for various reasons (Drury, 2003).

The first junior college in America was founded by William Rainey Harper, president of the University of Chicago in 1901. Harper divided the University of Chicago into a “junior college and a “senior college” under the premise that the first two years of college should be based on basic liberal arts education thereby creating an organizational separation (Drury, 2003).

The “great man” theory dominated in 1900 to the 1930s. In the 1920s junior colleges were faced with the major challenge of not gaining the respect of senior colleges and universities because their student population typically lacked the academic competence to enter directly into senior/universities from the freshman year. Junior college served as a higher education entity that academically prepared students out of high school for two years allowing for some of the academically proficient graduates the opportunity to transfer into senior schools for two remaining years of a four year college education.

It was in the 1940s to 1950s, in which leaders sought to become independent from secondary schools and forge an identity of their own. The Truman Commission Report in 1947

called for the establishment of a network of public community colleges that would charge little or no tuition, provide cultural centers, serve the local areas in which they served, and offer a comprehensive curriculum. The Commission, in essence, called for equality of opportunity for all and for a massive expansion of higher education in America (Drury, 2003). In the 1960s to 1970s, in which the present-day version of the community college was born with the strong, dominant leadership that was necessary during those pioneering days needed to show power and credibility of community college to senior colleges.

In the 1980s to 2000, when attention to resource issues was more necessary, and models from business began to be used that emphasized efficiency and strategic planning (Rowley & Sherman, 2001). The 1980s marked a predominance of specialized training, customized training, and highly vocational-oriented programs. It has been successfully argued that this focus was by design with community colleges carving out a market niche to better compete against the four-year institutions (Brint & Karabel, 1989). Community colleges are the largest part of America's higher education system, enrolling more than 1.6 million students, and growing rapidly. (American Association of Community College, 2012).

A great challenge and an opportunity are at hand for community colleges. Here is the challenge: The United States, which for generations led the world in college degree completion, now ranks 16th in the world in completion rates for 25 to 34 year olds. At the very time that global competitiveness depends on a well educated citizenry, we find ourselves losing ground in relative educational attainment. Here is the opportunity: By 2018, nearly two thirds of all American jobs will require a postsecondary certificate or degree. The most recent analyses indicate that the United States has been under producing graduates with postsecondary skills since at least 1980, in the process

contributing substantially to income inequality. Community colleges have a crucial role to play in seizing this opportunity. If this nation can add 20 million post secondary – educated workers to its workforce over the next 15 years, income inequality will decline substantially, reversing the decline of the middle class. (American Association of Community Colleges, 2012).

Summary of Literature Review

The literature review corroborates with the facts that women are underrepresented in Presidency positions in higher education. Community colleges 21st century mission calls for a transformation in leadership approaches steering away from traditionally hierarchical leadership approach. The male dominate culture is prominent in how one perceives an effective leader. Stereotypical biases have labeled women ineffective and indecisive leaders. Sexism and racism create obstacles which hamper qualified women the ability to be considered for opportunities to head higher education establishments such as community colleges. As more women hold community college positions women leadership will be more acceptable and better appreciated without the need to immolate male leadership approaches to appease old norms. In preparation for the retirement of the 79% of community college male baby boomer presidents women must prepare to seize the opportunity to fill these opening in institutions in which the mission calls for shared leadership styles which are attributes to women's leadership practices.

Methodology

Introduction

Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis (Brikci & Green, 2007). We conduct qualitative research (1) a problem or issue needs to be explored; (2) to understand the contexts or settings in which participants in a study address a problem or issue; (3) to empower individuals to share their stories ... (Creswell, 2012). The qualitative approach used will be case study to summarize the experiences of the participants in this study. Qualitative case studies afford researchers the opportunities to explore or describe a phenomenon in context using a variety of data sources (Baxter & Jack, 2008).

Research Design

This is a qualitative research using the case study approach. Case study research begins with the identification of a specific case which may be a concrete entity, such as an individual, small group, an organization, or partnership (Creswell 2007 p98). Case study research involves the study of a case with in a real-life contemporary context or setting (Yin, 2009) The intent of case studies are either intrinsic or instrumental (Creswell, 2007 p98). The intent of a case study is important (Creswell 2007). Instrumental case is a category of intent used in this study to understand a specific issue, problem, or concern and a case or cases selected to best understand the problem (Stake, 1995). The method of case study used is exploratory in nature. Exploratory design is conducted about a research problem when there are few or no earlier studies to refer to. The focus is on gaining insights and familiarity for later investigation or undertaken when problems are in a preliminary stage of investigation. The goals of exploratory research are intended to produce the following possible insights:

- Familiarity with basic details, settings and concerns.
- Well grounded picture of the situation being developed.
- Generation of new ideas and assumption, development of tentative theories or hypotheses.
- Determination about whether a study is feasible in the future.
- Issues get refined for more systematic investigation and formulation of new research questions.
- Direction for future research and techniques get developed.

Exploratory research studies tell the following:

1. Design is a useful approach for gaining background information on a particular topic.
2. Exploratory research is flexible and can address research questions of all types (what, why, how).
3. Provides an opportunity to define new terms and clarify existing concepts.
4. Exploratory research is often used to generate formal hypotheses and develop more precise research problems.
5. Exploratory studies help establish research priorities.

Multiple cases will also be analyzed and compared in this study to form a generalization about the specific areas assessed. The comparative case study design is used to compare responses of the 15 surveyed participants. The comparison of viewpoints from Caucasian, Hispanic American and African American Women who hold President positions in Community College or Universities.

Respondent.

The sample selected for this study would hypothetically be 15 women presidents of colleges and universities all holding an association memberships to American Association of Colleges and Universities, American Association of State Colleges or University Council of Independent Colleges. Questionnaires would be sent to participants prior to scheduled telephone interviews. The duration of the entire interviewing process would be completed in three months at which time their coded anonymous narrative responses would be gathered, reported in aggregated form and analyzed. Fifteen women presidents, representing two-community colleges (n=5), baccalaureate colleges (n=5), comprehensive institutes (n=4), and doctoral institutions (n=1), participated in interviews about these questions. Invitations to participate went to women in the four primary sectors of higher education and to women in different geographical areas of the U.S. The makeup of women in the sample consist of 9 Caucasians, 1 Hispanic-American, and 5 African –Americans.

Instrument

The instrument used to collect data from the sample of fifteen women college and university presidents participants is a survey with five questions that are open ended and likert types. Survey questions and responses were built upon existing study from Women College Presidents: Interviews about Journeys and Adaptions (Switzer, 2006). Below, see copy of survey tool distributed.

Research question: Do women have to lose their identity to be considered for leadership “presidency” positions of colleges?

Survey questions:

1. How do you as current women president describe your journey into the presidency?
2. What role, if any, did mentors play in your journeys?

3. Do you find a need to immolate your predecessor or male mentor to feel accepted or competent amongst your constituents?
4. Knowing what you know now, would you change anything?
5. What was the best advice received when you considered your presidency?

The data collection method used is a questionnaire which was sent to sample prior to schedule telephone interview. I requested recipients to complete survey questions prior to telephone interview a return within 7 days after interview date. Completed surveys were submitted to me via email and another method was hand delivery.

Validity and reliability.

Table 1 presents some of the principal tests conducted in contemporary case studies to guarantee that the results fulfill the requirements of scientific research:

Table 1: Test for Validity in Case Studies

| Test | Case Study Tactic | Stage of Research and Applicable Test |
|--|--|---|
| Construct validity: To establish the variables that Should be studied and the correct operational procedures For the concepts chosen for the study | * Use of multiple source of evidence (triangular) * Establish chain of evidence * Have key informants review draft case study report | Data collection Data collection Data collection |
| Internal validity: to establish causative relations under Certain conditions and their variations in other Conditions, in order to distinguish spurious | * Do Pattern-matching * Do explanation-building * Address rival explanations * Use logic models | Data collection Data collection Data collection |
| External validity: to establish the domain within which the results of the study may be generalized | *Use theory in single-case studies *Use of replication logic in multiple case studies | Research design |
| Reliability: to demonstrate what extent the operations of the study, such as the procedures for obtaining data, can be repeated with the same results for other researchers | *Use case study protocols *Develop case studies databases | Data collection Data collection |

Table 1 shows test for validity and reliability in case studies, as well as tactics for its implementation and the stage of research at which test applied. Source: Yin (1993)

The following three are considered principles of validity for collecting evidence:

1. Use multiple source of data , inclusive of triangulation
2. Create a case study database
3. Maintain a chain of evidence

In this case study the validation of the strategy for data collection was demonstrated by the use of rich, thick descriptions of the participants and the setting which will allow the reader to make decisions regarding any transferability of the findings (Creswell, 2007). The reliability of the study was tested by the procedure to collect data which was utilizing a survey sent to 15 participants obtain responses for five open ended and likert scale questions which was categorized and tracked verbatim into a dbase.

Limitations to the available data.

There is a limitation to the available data as it is derived from a defined pool of doctorate students who are all taking Educational Research Methods I together. The sample is small and it is not generalizable. This case study is exploratory in nature. The limitations of exploratory studies are as follows:

1. Exploratory research generally utilizes small sample sizes and, thus, findings are typically not generalizable to the population at large.
2. The exploratory nature of the research inhibits an ability to make definitive conclusions about the findings.
3. The research process underpinning exploratory studies is flexible but often unstructured, leading to only tentative results that have limited value in decision-making.

4. Design lacks rigorous standards applied to methods of data gathering and analysis because one of the areas for exploration could be to determine what method or methodologies could best fit the research problem.

Findings and Data Analysis

Morrison, Manion & Cohen, 2008 state that exploratory data analysis looks at the frequencies, percentages and cross-tabulations as a form of analysis which is responsive to the data being presented, and is most closely concerned with seeing what the data themselves suggest, akin to a detective following a line of evidence. The data is usually descriptive. The type of analysis of data collection in case study can be a holistic analysis of the entire case or an embedded analysis of a specific aspect of the case (Yin, 2009). The type of analysis of data that will be used in this study will be embedded to capture within case analysis and cross case analysis as well as assertions. This case study is also organized in descriptive outline. The analysis is organized by descriptions based on categories and relationships in response to survey questions.

The procedure used to analyze data is organized into 6 steps (Creswell, 2007 p190.)

I. Data organization

Case Study Approach: Create and organize files for data

Action taken: Data created and stored with password on laptop. An excel spreadsheet was create with tables to input responses of 15 participants to 5 questions. Each participant has column for id, sex, professional role in education and response to each question.

II. Reading, memoing

Case Study Approach: Read through text, make margin notes, form initial codes

Action taken: Received 15 surveys back for study. Three indicators captured were coded.

Participants ID, race, and type of institution overseeing. Each participant's response to a question was read, filtered, analyzed and summarized. Responses were categorized by professional educational roles.

III. Describing the data into codes and themes

Case Study Approach: Describe the case and its context

Action taken: There cross case theme analysis used. The fifteen participants' survey responses each are cases given id codes 001A – 00015A. Each member fall into a category of community college or four year institutes. Based on their experience they are asked a series of open ended questions to determine their opinions on holding presidency positions at colleges and acceptance amongst constituents.

IV. Classifying the data into codes and themes

Case Study Approach: Use categorical aggregation to establish themes or patterns

Action taken: Open, axial and selective coding was utilized. Names were removed from the charting for confidentiality. Codes were assigned to race based Caucasian, Hispanic-American and African American. Codes were assigned to institution of employment categorized as 2 year community college, four year university and other graduate levels of higher education.

V. Interpreting the data

Case Study Approach: Use direct interpretation. Develop naturalistic generalizations of what was learned.

Action taken: Researcher looks for similarities and differences among cases and then makes a generalization that can be learned from the case for oneself or apply generally.

VI. Representing, visualizing the data

Case Study Approach: Present in-depth picture of the case (or cases) using narrative, tables, and figures.

Action taken: Narratives have been provided for responses for each question categorized by professional role and theme. Tables have been created charting the responses by sex and professional roles.

Results

Findings

In chapter four I demonstrate how would analyzed the data obtained into themes and categories and then interpretation of the generalization. The approach is to examine the central purpose of the study to formulate a theory regarding perceptions of Women College President and their role in a male dominated job.

Research Question 1

1. How do you as current women president describe your journey into the presidency?

Responses

“The majority of these women had at least one person who saw in them more than they saw in themselves. Several said that senior leaders encouraged them to participate in the Harvard Institute for Educational Management (IEM), Bryn Mawr’s summer program for women leaders, the Kellogg Foundation leadership program, and the ACE Fellows program. Only one month after being invited to serve as an executive assistant to the president as an untenured faculty member, one woman heard this from her president: “I really want you to consider becoming a college president.” Another served as an interim president and deeply enjoyed the interaction with the public, particularly “telling the institutional story.”

Responses

All of these women said they received warm and supportive messages as they began their presidencies. The women reported that the search committees and boards of trustees announced publicly and privately that they believed they had chosen the right persons for the presidencies. These experiences reflect a constructive change in opportunities for

women at top levels of higher education. The change is comparable to what is apparent in the dramatic increase in women who are elected to office in the U.S. House of Representatives as well as the Senate. In his 1984 landmark analysis of women in Congress, Gertzog talked about the treatment of women by the men who, by number, greatly dominated Congress. In the 2nd edition of the book, Gertzog (1995) renamed the notion of treatment and talked about women's entries into Congress as their integration. In 11 short years, they were less inclined to be passive recipients of treatment by male colleagues and became more active participants in their integration into that "man's world," and they helped shape that integration. Women college presidents have experienced this same shift.

Responses

The early days of presidencies for the women in this report reflected a natural kind of integration into the campus. They did not report a sense of being the outsider in the institution, being treated in any particular way by the members of the campus faculty, administration, or by the board. The gender-related expectations for women presidents were somewhat predictable, discouraging, and amusing. Four of the women described repeated instances at public events (receptions, student orientation) where their husbands or male faculty members were assumed to be the president rather than them. Nearly half of the women said people underestimated their knowledge of finance, facilities, and construction. Four reported that they received messages that were downright patronizing, "almost testing to see if I was intelligent enough to do the job."

Responses

Many presidents believed their constituents expected them to be warm, nurturing, and sensitive; and at the same time, they wanted them to be able to handle severe pressure and make hard decisions (Brown, Van Ummersen, & Sturnick, 2001). Most described themselves as being good listeners, good “people-persons,” and “humanistic,” but a few do not. One president reported that she is a “strong T (task), not F (feelings) on Myers Briggs, so my style isn’t necessarily the female style.” Another boasted, “I follow men’s examples of bluffing myself through stuff. I watch them, and it works.” She also described herself as “impersonal” about making decisions.

In a real study, responses would be categorized by participants' race and type of institution and the data aggregated, charted, patterns analyzed and findings tested for validity in order to generalize the premise. From the abstract of responses depicted it is quite apparent that women presidents find a need to justify oneself in the male dominated culture. They speak of coping mechanisms and a need to follow male style leadership approaches in order to be accepted.

Conclusions

If community colleges want to embrace the ideal of participatory leadership and leadership throughout the organization, organizational structures and the mindsets of leaders will need to change. Currently there is still a reliance on the bureaucratic and reporting hierarchy in how administrators see themselves as leaders in higher education. New definitions and models of what it means to lead a community college campus must become more apparent and move in the direction of increased emphasis on participation and team leadership. Given that more women are ascending to positions of power on campus, community colleges may witness a change in how leadership is viewed in higher education. The days of authoritarian leadership in higher education is no longer warranted therefore transformational leadership will require leaders who can form relationships, collaborate efforts of staff, empower workers and establish self-management teams who will be accountable for the outcomes. This approach is synonymous with the typical leadership approach of women. Women leaders and future leaders must not be intimidated by what society may consider as the norm, male leadership behaviors. The message that must be echoed is there are not just women leaders, but simply leaders-leaders who are willing to do effectively whatever the position entails (Leon & Jackson, 2009) Enlight of this fact, college board of directors and hiring search firms need to take this into consideration as more male Caucasian baby boom college presidents retire opening the door to a more diverse and qualified pool of leadership who can serve the needs of the constituents.

Discussions

According to the literature review findings, there is not enough concrete evidence and supporting data that will conclusively contribute to the notion that women appointment to presidency positions feel a need to immolate male predecessors in order to be accepted. More data collection, analysis and evaluation needs to take place with both white and minority women to observe and measure their leadership behaviors and the perception of employees to better determine if more typically male traits are displayed of these female leaders.

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