

Copyright

By

Mary Lynn Persyn

2005

**The Dissertation Committee for Mary Lynn Persyn
Certifies that this is the approved version of the following dissertation:**

**THE PERCEPTIONS OF WOMEN COMMUNITY COLLEGE
PRESIDENTS ON THE IMPACT OF CHILDREN
ON THEIR CAREER DECISIONS**

Committee:

William Moore, Supervisor

John E. Roueche, Jr.

Norval D. Glenn

Norvell W. Northcutt

Margot Perez Greene

**THE PERCEPTIONS OF WOMEN COMMUNITY COLLEGE
PRESIDENTS ON THE IMPACT OF CHILDREN
ON THEIR CAREER DECISIONS**

by

Mary Lynn Persyn, B.B.A.; M.S.A.

Dissertation

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

In Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

The University of Texas at Austin

December 2005

DEDICATION

This dissertation is dedicated to:

My parents Clothilde and Darson Person, who taught me the value of education and that through hard work and dedication you can achieve your dreams.

My children, John, Anne and Katie, who encouraged me to aspire to be a better person and role model.

And finally, to my soul mate, David McGilvray, who has provided his unwavering support and unconditional love. Without him I would not have fulfilled my dream of earning a Ph.D.

ACKNOWLEDGEMENTS

No work is ever the sole accomplishment of a sole individual and that is especially true in this case. This dissertation is the result of the professionalism, hard work and caring of many people. I wish to acknowledge the contributions of some of those people.

The staff and faculty of the Community College Leadership Program have created an environment that promotes student success. The faculty, Dr. Roueche, Dr. Moore, Dr. Northcutt, Dr. Perez Greene, and the late Dr. Phelps, have built a program that inspires excellence. The program and my successful completion would have not been possible without the help and tolerance of Ruth Thompson and Reid Watson. Additionally, the help of The Graduate Advisor, Dr Ovando, and her staff members who were always helpful and smiling: Hortensia Palomares for her depth of knowledge about the process of the graduate program and her willingness to always help me negotiate the obstacles and Linda Overton who transcribed countless pages from the interviews that were the basis for this dissertation.

A special thank you goes to my dissertation committee who devoted time and effort to help this dissertation be a learning experience for me. Without the advice, support and patience of Drs. Moore, Roueche, Glenn, Northcutt and Perez Greene, this dissertation would not have been impossible. They were a wonderful team to work with.

I want to acknowledge my colleagues at Austin Community College. I want to thank Cecile Sanders, Mary Hensley, Michael Svoboda and Joyce Anderson whose patience, encouragement, flexibility and tolerance were greatly appreciated.

Finally, I owe much to all the CCLP students not only in my Block but those who preceded me. A big thank you to my colleagues in Blocks 58 and 59 from whom I learned much and who stood with me during the program. They will be my friends for the rest of my life. Special recognition goes to Leslie Navarro and David McGilvray who were my cheerleaders throughout the dissertation process. There was no job that they wouldn't do to help and they made "I think I can" change to, "I know I can". Thank you very much!

**THE PERCEPTIONS OF WOMEN COMMUNITY COLLEGE
PRESIDENTS ON THE IMPACT OF CHILDREN
ON THEIR CAREER DECISIONS**

Publication No. _____

Mary Lynn Persyn, Ph.D.
The University of Texas at Austin, 2005

Supervisor: William Moore

An unwritten rule in academe is that women, who can manage it, give birth between May and August. The timing of childbirth is one of the many barriers women face on the path to a community college presidency, but none are as complicated as balancing family and work issues. Women must factor the needs of her children when making career decisions. Balancing motherhood, family, and academic obligations complicates the pursuit of a presidency because society still expects women to care for her children and balance a professional career.

This mixed methods study investigated the work/family balance that women community college presidents must attain during their career using a literature review, online survey, and individual interviews. Phase one was a confidential on-line survey of 275 women community college presidents to develop a profile of women community

college presidents. Phase Two was individual interviews with 16 women community college presidents from eight states in the United States. Interviews were conducted either face to face or by telephone and were captured by an audio recording.

The result of the study was while there are the tangible dimensions of self, career, and children; there is also an overarching dimension that interacts with and drives the others. This additional dimension is the individual woman's spirituality, values, ethics and integrity. "Doing the Right Thing" is an intangible concept that encompasses ethical grounding, sense of duty to all the stake holders that lay claim to the president, e.g., as the community, college, students, faculty and staff, their children, spouses/significant and others. While all the women presidents utilize the Doing the Right Thing dimension, some women have clearer core values than others, therefore for some women the ability to make 'good decisions' is easier than for others. There are two important questions that women presidents must answer when trying to do "The Right Thing": What makes a good decision? What defines doing the right thing?

TABLE OF CONTENTS

| | |
|--|------------|
| LIST OF TABLES | xii |
| LIST OF FIGURES | xvi |
| CHAPTER ONE-INTRODUCTION TO THE STUDY | 1 |
| Background and Overview of the Study | 1 |
| Women in the Labor Force | 2 |
| Women in Community Colleges | 6 |
| Scope of the Problem | 8 |
| Barriers to Promotion | 9 |
| Significance of the Study | 9 |
| Statement of the Problem | 11 |
| Purpose of the Study | 12 |
| Research Questions | 12 |
| Definition of Terms | 13 |
| Limitations | 15 |
| Assumptions | 14 |
| Chapter Summary | 15 |
| CHAPTER TWO-REVIEW OF THE LITERATURE | 16 |
| Overview | 16 |
| Review of Related Theoretical Models | 17 |
| Role Theory | 17 |
| Multiple Roles | 18 |
| Job Demands | 19 |
| Spillover Crossover | 19 |
| Conflict Theory | 20 |
| Role Conflict Theory | 22 |
| Equity Theory | 22 |
| Boundary Theory | 23 |
| Gender Theory | 24 |
| Human Capital Theory | 25 |
| Work Family Fit Model | 26 |
| Teng and Pittman's Model | 26 |
| Review of Related Work/Family Literature | 28 |
| Family | 32 |
| Minority Women | 33 |
| College Maternity Leave Policies | 35 |
| Role of Male Spouses/Significant Others | 35 |
| Intersection of Work and Family | 36 |
| Spirituality and Values | 41 |
| Role Model | 42 |

| | |
|---|-----------|
| Challenges Facing Community Colleges | 43 |
| Conclusions Drawn from the Literature | 45 |
| Dimensions | 45 |
| Interactions Among the Dimensions | 46 |
| CHAPTER THREE-RESEARCH METHODOLOGY | 48 |
| Overview | 48 |
| Research Questions | 48 |
| Methodology | 49 |
| Mixed Methods | 49 |
| Grounded Theory | 51 |
| Survey | 53 |
| Interview | 54 |
| Method | 55 |
| Phase One- Survey | 55 |
| Selection of Participants | 56 |
| Survey Instrument Development | 56 |
| Data Collection | 56 |
| Survey Data Analysis | 57 |
| Phase Two- Interviews | 57 |
| Selection of Participants | 58 |
| Interview Question Development | 58 |
| Data Collection | 58 |
| Interview Data Analysis | 59 |
| Chapter Summary | 60 |
| CHAPTER FOUR-FINDINGS | 61 |
| Overview | 61 |
| Organization of the Findings | 61 |
| Survey Responses | 62 |
| Phase One- Findings | 62 |
| Survey Questions 1- 50 | 62 |
| Advice | 90 |
| Hard Work | 90 |
| Children | 91 |
| Balance | 91 |
| Commitment | 92 |
| Sacrifice | 93 |
| Supportive Spouse | 93 |
| Education | 93 |
| Values | 93 |
| Ambition | 94 |
| Women Presidents Without or With Grown Children | 94 |

| | |
|---|------------|
| List of Affinities | 95 |
| Phase Two- Interview Findings | 98 |
| Women Need Time to Themselves | 99 |
| Don't Need to do the Impossible | 99 |
| Work at Finding Balance | 100 |
| Great Life | 100 |
| Role Reversal | 100 |
| Can You Have It All? | 101 |
| Affinities | 101 |
| Children | 102 |
| Childcare | 104 |
| Planning and Scheduling | 110 |
| Spouse/Significant Other | 114 |
| Mom's Time Away From the Family | 118 |
| Divorce | 120 |
| Women Delayed Having Children | 121 |
| Spirituality and Values | 121 |
| Part of Decision Making | 122 |
| Integrity | 123 |
| Servant Leadership and Children | 124 |
| Regrets About Lack of Spirituality | 124 |
| Finishing Education | 124 |
| Stress Management and Fun | 127 |
| Balance | 134 |
| Friendship | 137 |
| Mentoring | 140 |
| Journey to Community College | 142 |
| Journey to Administration | 146 |
| View of Self | 148 |
| Promotions toward the Presidency | 150 |
| Role Model | 152 |
| Moving | 155 |
| Finances | 157 |
| Promoting Family Friendly College Policies | 158 |
| Making the Right Decision | 161 |
| Care of Elderly Parents | 162 |
| Advice From the Presidents | 163 |
| Chapter Summary | 166 |
| | |
| CHAPTER FIVE-ANALYSIS, RECOMMENDATIONS AND | |
| CONCLUSION | 167 |
| Overview | 167 |
| Revisit the Literature | 167 |

| | |
|---|-----|
| Analysis | 169 |
| Research Questions | 169 |
| Profile of Women Community College Presidents | 170 |
| Demographic Description | 171 |
| Children | 171 |
| Marital Status | 172 |
| Professional Moves | 172 |
| Housework | 173 |
| Care of Self | 173 |
| Friendships | 173 |
| Profile Anomalies | 174 |
| Family Friendly Culture | 174 |
| Children | 174 |
| Co-Habiting | 175 |
| Terminal Degree | 175 |
| Care of Elderly Parents | 176 |
| Women Without or With Grown Children | 176 |
| The Perceptions of the Impact of Children on Careers | 176 |
| Core Dimension of Doing The Right Thing | 180 |
| Affinities of Doing The Right Thing | 181 |
| Leadership | 181 |
| Ethical Decision Making | 182 |
| Control | 183 |
| Impact on Spouse and Children | 183 |
| Impact on College, Students, Staff and the Community | 184 |
| Role Model | 185 |
| Glass Ceiling | 185 |
| Illustration of Doing the Right Thing | 186 |
| Advice From The Women Presidents | 187 |
| Composite Profile of Women Community College Presidents | 189 |
| Areas For Future Research | 192 |
| Recommendations | 192 |
| Conclusion | 194 |
| | |
| APPENDIX A- Survey Questions | 196 |
| APPENDIX B- Letter to the Women Presidents | 205 |
| APPENDIX C- Reminder Email One | 206 |
| APPENDIX D- Reminder Email Two | 207 |
| APPENDIX E- Interview Questions | 208 |
| | |
| BIBLIOGRAPHY | 209 |
| | |
| VITA | 212 |

LIST OF TABLES

| | |
|------------|--|
| Table 4.1 | What is your Race/ Ethnicity? |
| Table 4.2 | What is your highest degree? |
| Table 4.3 | What is your marital status? |
| Table 4.4 | Are you co-habiting? |
| Table 4.5 | If divorced, at what point in your career did you divorce? |
| Table 4.6 | What is your satisfaction level with your family life? |
| Table 4.7 | Do you have children? |
| Table 4.8 | The gender and ages of your children when you became a Dean. |
| Table 4.9 | The gender and ages of your children when you became a Vice President |
| Table 4.10 | The gender and ages of your children when you became President |
| Table 4.11 | How much time did you take off from your job to care for your children? |
| Table 4.12 | Have you ever been “passed over” for a promotion due to family issues? |
| Table 4.13 | How many times have you had to move to another community in order to accept a position at a community college? |
| Table 4.14 | How many times have you ever had to leave your children behind to accept a job at a community college? |
| Table 4.15 | In what activities do/did your children participate? |
| Table 4.16 | What strategies do/did you use to ensure that your children attended their activities? |
| Table 4.17 | How often do/did you miss activities with your children because of your job? |

- Table 4.18 What type of childcare do/did you use for your job?
- Table 4.19 If your childcare was less than adequate, what strategies did you use to fix it?
- Table 4.20 On average, how many hours per week are/were your children in daycare?
- Table 4.21 As a Dean, what was your level of satisfaction about your childcare options?
- Table 4.22 As Vice President, what was your level of satisfaction about your childcare options?
- Table 4.23 As President, what is your level of satisfaction about your childcare options?
- Table 4.24 How many times in the past 6 months have you missed functions/activities with your spouse/ cohabitating partner due to your job?
- Table 4.25 How many hours per week do you routinely do housework?
- Table 4.26 If you do the housework, what type of housework do you do?
- Table 4.27 What type of housework does your spouse/cohabitating partner do?
- Table 4.28 How satisfied are you with your personal life?
- Table 4.29 How many hours of sleep per night do you routinely get?
- Table 4.30 How many hours per week do you routinely exercise?
- Table 4.31 How many hours per week do you routinely spend with friends?
- Table 4.32 How many times in the past 6 months have you missed activities/functions with your friends due to your job?
- Table 4.33 What strategies do you use to reduce your stress?

- Table 4.34 What do you do for fun?
- Table 4.35 What strategies do you use to balance your personal and professional life?
- Table 4.36 What responsibilities do you have for caring for aging family members?
- Table 4.37 How satisfied are you with your professional life?
- Table 4.38 What activities do you participate in for your professional development?
- Table 4.39 How many hours per week do you routinely work?
- Table 4.40 How often and for how many hours do/did you bring home at night or on weekends?
- Table 4.41 What stresses do/did you routinely face at your college?
- Table 4.42 If you had the chance to live your career over again, would you choose a career in community colleges?

LIST OF FIGURES

- Figure 2.1 Career, Children and Self Diagram
- Figure 4.1 Interactions Among Career, Children and Self
- Figure 5.1 Interactions Among Career, Children and Self
- Figure 5.2 Doing The Right Thing Model

CHAPTER ONE

INTRODUCTION TO THE STUDY

BACKGROUND AND OVERVIEW OF THE STUDY

It is an unwritten rule in academe that women who can manage it, give birth between May and August (Hamilton, 2002; Wilson, 1999). Women with the luck of good timing say that a late spring or summer delivery is the least disruptive to the academic calendar and guarantees them the most time at home with their infants. Those whose biological clocks run on a different schedule often risk annoying colleagues who may be forced to fill in when a baby arrives mid-semester (Wilson, 1999). It is this unspoken pressure that often leads women in academe to delay childbearing (Hamilton, 2002). The timing of childbirth is one of the many barriers women face on the path to the successful promotion to community college president, but none are as complicated as balancing family and work issues.

Balancing motherhood, family, and academic obligations complicates the pursuit toward a position in higher education administration because society still expects women to effectively care for her children as well as balance a professional career. Both men and women administrators typically work long hours and the balancing of the career and the home is time consuming and demanding, however, male counterparts usually have a wife to care for the household, while the professional woman does not (Stephenson, 2001). Women presidents and their families often grapple to establish a work/family balance and for most, it is an elusive goal. In her dedication to the college as well as the need to be successful on the job, women make compromises that almost always involve

having less of a personal or family life than she desires (Dowdall, 2004, Bashaw, 1999; Addy, 1995).

Whether women community college presidents face unique issues in their jobs because of their gender is a controversial subject, but the pressure to balance work and family life can be greater for women presidents than their male counterparts (Dowdall, 2004; Basinger, 2001; Addy, 2001). Women presidents tend to have more family demands to juggle than do their male peers and fewer women presidents have a spouse to help out (Basinger, 2001).

Women in the Labor Force

Philosophers since ancient times have been in conflict over the role of women in society and in the world. The two most important philosophers of the ancient world, Plato and Aristotle, viewed women from totally different perspectives. Plato saw leadership as either male or female and offered both equal educational opportunities (Gillet-Karam, Roueche and Roueche, 1991). Plato believed that education was all that either men or women needed to attain the position of leader.

Aristotle was contemptuous of women and questioned whether they even had souls. Aristotle believed that women were biologically inferior beings whose main function was to bear children. He had a hierarchical view of human society and he thought it right for men to rule over women (Gillet-Karam, et.al, 1991).

Today such theories of intelligence based solely on biological comparisons are recognized to be false, but for much of the subsequent history from Aristotle's time, these views have persisted and were solidified (Gillet-Karam, et.al, 1991).

In pre-industrial societies, the most efficient method to maintain order was to assign specialized tasks to men and women. In hunting and gathering societies, men were the hunters and the women were the gathers, this made functional sense because women were more limited in mobility by pregnancy and nursing their children. “As a result, women took the responsibility for taking care of children and household maintenance and the men left the household to bring back sustenance for the family” (Lindsey and Beach, 2004, p. 264).

Over time, these specialized tasks were reinforced and accepted by society and in order to maintain harmony in the family, males and females stayed within these strict boundaries. The thought was that if there was too much overlap in the roles, competition between spouses would increase stress and the family system could be disrupted (Lindsey and Beach, 2004). Although this notion of specialized roles between men and women has been accepted by society for an extended period of time, many women have chosen to disregard their assigned role and for many reasons entered the labor force. However, society still supports that women have been nurtured to be mothers rather than to fulfill leadership roles (Erdwins, Buffardi, Casper, O’Brien, 2001; Weber, Feldman, and Poling, 1981).

At the beginning of the 1960’s, women’s issues moved to the center of the public debate when President John F. Kennedy created the President’s Commission on the Status of Women, chaired by Eleanor Roosevelt. The Commission was charged with the goal to develop a national plan and strategies to assist women fulfill their dual public and private roles (Harrison, 1997). The Commission published its report in 1962 and then in 1963 Betty Friedan published her seminal work, *The Feminine Mystique*. These two

significant events were the turning point that opened national debates about women's issues in the 1960's. As a result of this debate, the National Organization for Women was established in 1966. These three activities together helped focus national attention on existing gender inequalities and fostered the development of the more mainstream women's rights movement (Harrison, 1997).

The participation of women in the labor force has continued to increase over time as evidenced in the data on the current workforce. Fifty nine percent of working age women now works in the labor force. The proportion of women and men in the workforce is now nearly equal and men have become far more accepting of women's participation in the workforce over the past 25 years (Bond, Thompson, Galinsky, and Prottas, 2002; Spain and Bianchi, 1997). Even though the participation of mothers in the labor force is viewed more favorably now than in the past, a substantial proportion of American workers continue to believe that women should focus their efforts on the home (Lindsey and Beach, 2004; Bond, et.al., 2002). For example, surveys conducted by the Families at Work Institute revealed that 41 percent of employees nationwide agreed in 1997 that men should be the breadwinner and women should care for the home and children, down from 64 percent in 1977 (Bond, et.al., 2002). Greater acceptance of women's changing roles has replaced the resistance that they once faced (Spain and Bianchi, 1997). However, of the 22 million people who packed up and moved for their work last year, only 2 million were husbands trailing after their wives (Hendershott, 1995, p. 28).

Further, the proportion of married wage and salaried employees who live in dual earner households has increased over the past 25 years. As a result, women are

increasingly contributing more funds toward family income, thus enhancing the standard of living for their families. From 1992 to 2002, men in dual earner couples with children appear to have more responsibility for managing family work such as cooking and child care, though women are still much more likely to shoulder the greater responsibility (Bond, et.al., 2002).

In recent years, there has been more interest in assisting working families to be successful. In fact, on February 5, 1993 Congress enacted the Family and Medical leave Act (FMLA) as a legislative effort to balance the demands of the workplace with the needs of the family. It was also designed to promote the stability and economic security of families and to promote national interests in preserving family integrity (Scharlach, 1995). Essentially the FMLA reassures employees that they will not need to choose between job security and the demands of personal and family life.

The law mandates that employers grant employees up to a total of twelve weeks of unpaid job protected leave during any twelve month period for the birth or adoption of a child, to care for an immediate family member with a serious health condition or for when the employee is unable to work because of a serious medical condition. While the FMLA has some protection for women who have children, there is resistance by employers to hold a job open for twelve weeks. Women are concerned for the possible loss of job seniority, the potential risks for reassignment, and the negative impact a lengthy leave may have on career advancement (Scharlach, 1995).

Since 1977 women have become more educated than men and are now more likely to hold managerial and professional occupations than men (Bond, et.al, 2002).

With more women entering the work force, they have pursued additional education and have turned to community colleges to start or to continue their higher education goals.

Women in Community Colleges

Over the past 30 years, community colleges have grown in number, size, diversity, and organizational complexity. As a result of these changes community colleges have created new administrative offices and positions. Other issues facing community colleges include conflicts of institutional mission as well as the needs of an increasingly diverse student body. Cutbacks in state and federal funding, growing competition from proprietary schools, and the demands for increased work based training are also becoming increasingly pressing issues (Laanan, 2001; Townsend and Bassoppo-Moyo, 1997). “These challenges have encouraged the development of a new generation of senior leadership for America’s community colleges that include women and minorities”(McFarlin and Ebbers, 1998, p.34).

Additionally, community colleges have experienced a significant increase in the enrollment of diverse student populations. In the midst of such increased diversification, colleges are beginning to experience unprecedented faculty, staff, and administrative turnover. This situation is further complicated by the large increases in student enrollment at community colleges (Amey, VanDerLine and Brown, 2002; Townsend, 1995). Because of new demands in higher education, women are emerging not only as decision makers but also as major change agents who must respond to increased legislative demands, budget crises, societal and cultural changes, the electronic super highway, and changing technology (Giannini, 2001).

According to a study conducted in 2000 by the American Association of Community Colleges (AACC), community colleges enroll and employ higher proportions of women as compared to four-year colleges and universities. In fact, according to the Chronicle for Higher Education (2004), 56.3 percent of students in higher education are women.

The importance of promoting women into leadership positions is indisputable in terms of institutional ethics and in the interest of equal opportunity. Encouraging women leaders is also critical in providing role models, education and services (Curtis, 2002; Stephenson, 2001) to meet the needs of an increasingly diverse student body in community colleges. Progress toward encouraging more women into leadership roles in community colleges has been made, but some of the institutional barriers remain strong, allowing only certain women to break through. These are typically women who are relentlessly optimistic, ambitious, driven, and who are able to successfully balance their family and work responsibilities. Women's voices are slowly becoming more influential in community college, but they still face many barriers to achieving success (Springer, 2003; Stephenson, 2001; Ebbers, Gallisath and Coyan, 2000).

Any community college president faces a myriad of time consuming and complex duties. These include financial challenges, multiple constituencies that require attention, meetings with donors and public officials, and the endless work related to long range planning, construction of new facilities, marketing, diversity, assessment, among others. Together, these duties take long hours and great attention, detracting from the ability to "have a life", at least somewhat of a life, some of the time (Dowdall, 2004; Evans, 2001).

In addition to these presidential responsibilities, women have traditionally had the added job of caring for her children.

SCOPE OF THE PROBLEM

Women in community college leadership positions are burdened with balancing work and family issues while pursuing a college presidency. In order to be successful in this pursuit, women must successfully balance these segments of their lives. If they are not successful in this balancing act, then it is probable that women will not pursue leadership positions in community colleges. Although many authors (Amey, VanDerLinden, and Brown 2001; Hochschild, 1997; Faulconer, 1995; Sandler, 1993; Sagaria and Johnsrud, 1991; Moore, Martorana and Twombly, 1985) have noted the under representation of women in senior administrative roles, influences on career advancement have not been systematically studied in the community college sector (VanDerLinden, 2004).

The scope of the problem was to explore the relationship between mothers who are community college presidents and their children. Many women community college presidents have had to make career decisions based on the needs of their children thus making the pursuit of their presidency both more difficult and lengthier. However, there is limited data in the literature that chronicles the pursuit of the presidency by women and its impact on their children.

Much of the literature on women in community colleges focuses on female students and to lesser degree women faculty members. Less attention has been paid to

women administrators and their opportunities for career advancement, career paths, professional development and the impact of children on career decisions.

Deciding whether or not to have children is one of the most important and life changing decision that a woman makes. In contrast to previous historical eras, women today have the freedom to decide if and when they will have children and how many they will have. However, the addition of children to a couple can lead to a reorganization of social roles, usually along traditional lines within the family (Lindsey and Beach, 2004). Women sometimes will give up or down grade their professional roles for the sake of their children because they are expected to take on the primary caregiver role (Twenge, Campbell and Foster, 2003).

Barriers to Promotion

Women in community colleges encounter many barriers to promotion into leadership positions that are not faced by their male counterparts. In fact, many may argue that one of the biggest barriers can be attributed to balancing work with their responsibilities toward the family, especially children. With the continued increase in women who are administrators, faculty, staff and students in community colleges, it is critical to identify these barriers to work/family balance in order to retain talented and qualified women leaders.

SIGNIFICANCE OF THE STUDY

During the decade ending 2010, it is expected that community colleges will replace half of the current faculty who were hired during the 1960's and the numbers for

administrators will be even higher because of widespread restructuring and frequent turnovers and retirements (Stephenson, 2001).

“Nearly 45 percent of current community college presidents plan to retire by 2007, according to a report by the American Association of Community Colleges. Ten years down the road, that number is expected to jump to nearly 80 percent. ... What’s more, many faculty and high-level administrators in the pipeline to the presidency are also in the twilight of their careers – the California community college system alone is expecting a 50 percent turnover by 2010...” (Kelly, 2002, p. 6).

Although this large turnover in presidents and faculty could have a negative, temporarily destabilizing effect on the leadership of community colleges, there is a positive side. The injection of the younger and more diverse replacements has the potential to bring an improved view of change as well a willingness to do so (Gibson-Harman, Rodriguez and Haworth, 2002; Stephenson, 2001). The actions of hiring officials and committees should consider an applicant’s willingness to change to meet the challenges generated by the demographic changes. This large turnover also gives community colleges an excellent opportunity to better reflect the diversity of the community and the students in the presidents, senior administrators and faculty members (Kelly, 2002).

Additionally, this high turnover will open many opportunities for women to advance in leadership positions at community colleges. A study by the American Association of Community Colleges (AACC) determined that one-third of all community college presidents hired during the 1997-98 school year were women (Lane, 2002) and it is expected that this trend will continue. However, barriers to the successful promotion

of women into leadership positions must be identified and abolished in order to eliminate the glass ceiling at community colleges.

Since the 1970's there has been extraordinary change in the role of women on community college campuses. Women have enrolled in college in record numbers, graduated with terminal degrees and have sought leadership roles in higher education that have traditionally been dominated by white males (Hereford, 2000; Grossman and Grossman, 1994). Over 40 percent of all two-year college department chairs are women, yet relatively little has been done to advance the current understanding of these academic leaders (Miller and Creswell, 1998).

This study examined the literature on work-family linkages as it applies to women community college presidents and their children. Studying the linkages between work-family is significant because as more women aspire to assume the role of community college president, her ability to develop strategies to balance work and family becomes vitally important for successful career fulfillment.

STATEMENT OF THE PROBLEM

Women administrators are underrepresented in community colleges and face many barriers to successful promotion to president. There is currently very little information on women administrators and the conflict they face with balancing work and family responsibilities. These are significant issues given the increasing number of women in leadership positions at community colleges and the anticipated turnover in the administrators at community colleges. Retention of women leaders is critical to the success of community colleges.

Women administrators are faced with making career choices that are influenced by their children and there is a work/family balance that women must achieve to successfully negotiate their multiple roles of mothers, wives, and college presidents.

Purpose of the Study

The purpose of this study was to develop a profile of women community college presidents who have children and to investigate the perceptions of women community college presidents about the career decisions and their children. Additionally this study examined through document review, the support given to these women by the colleges. Underlying this study was the investigation of the utilization of work/family balance theories for the retention of women who are pursuing a community college presidency.

This study also contributed new knowledge about women community college presidents and serve as the foundation for future research. It also provided the basis for continued research in the area of women community college presidents. For future use, this study offers valuable information for educational administration programs in developing curriculum that will benefit women leaders and present additional information that will assist in the training of all educational administrators regardless of gender

RESEARCH QUESTIONS

This study was predicated on the following research questions:

1. What is the profile of women community college presidents in the United States as it relates to their children and their marital status?

2. What are the perceptions of women community college presidents of the impact of children on their career as expressed in four interactions:

- a. Children ↔ Career
- b. Children ↔ Self
- c. Career ↔ Self
- d. Children ↔ Career ↔ Self

DEFINITIONS OF TERMS

Theory- a set of concepts and propositions used to explain social phenomena, and it should include a context for verification (Lavee and Dollahite, 1991).

Role- the norms associated with a particular status that specifies the behavior required of an individual occupying that position (Lindsey and Beach, 2004).

Minority women or women of color- are women of specific ethnic demographics such as Hispanics, African American, Asian/Pacific Islander and American Indian.

Glass Ceiling- a transparent barrier that prevents women from rising above a certain level in the institutional hierarchy because of invisible and artificial barriers constructed by male management.

Family- “The human family may be defined as an institutionalized bio-social group made up of adults and children...” (A Dictionary of Social Sciences, p. 257)

Children- will be defined by the participants of this study, but are generally considered to be their biological, adopted, guardian of or foster children.

Top-Level Management-“key people” within the organization. Those who make the most important decisions are called top management” (Dictionary of Business Terms, p.340).

Work/Life Balance- a state of equilibrium in which the demands of both a person's job and personal life are equal (Lockwood, 2003)

President- the chief executive officer of a community college whether reporting directly to a governing board or to a district chancellor.

ASSUMPTIONS

A generation of women community college leaders now exists who have the experience, expertise, credentials, training, commitment and desire to be senior leaders in higher education (Lively, 2000). They are well positioned and properly trained to be president of a community college although women are still underrepresented as administrators when compared to their male counterparts. In fact, between 1980 and 1990 women received 36.6 percent of all doctorates awarded, a major leap from 1960-1970, when it was 11.7 percent. Further, that number continues to rise with approximately 44 percent of the doctorates awarded in 1999-2000 being earned by women (Straw, 2002).

The future has never been brighter or more promising for women in leadership roles and there are now deans and vice-presidents who are in the pool of qualified women leaders (Straw, 2002; Kyrillidou, 1999). Since 21 percent of current academic deans are women and over 40 percent of all two-year college department chairs are women it is likely that the number of women presidents will continue to come from these ranks (Miller and Creswell, 1998).

Studies support that women are adequately represented in middle-level management positions such as department head, but excluded from dominating positions

further up the hierarchy. Further, females who are members of ethnic minorities receive substantially less representation in both areas (Kyrillidou, 1999).

It is further assumed that their children impact the career decisions made by women community college presidents in their pursuit toward a presidency.

LIMITATIONS

The literature reviewed for this study covered a significant portion of the available literature, however, it was not exhaustive.

This study utilized data from surveys and from targeted interviews; therefore there were additional limitations. The accuracy of the responses on the surveys and interviews was limited to the willingness of the women presidents who participated in the study. Additionally, some respondents inadvertently skipped questions or entire sections of the survey. The completed surveys were based on the participants' self-perception, which has inherent bias. Time was also a limiting factor in this study and therefore a longitudinal study of this population was not feasible.

CHAPTER SUMMARY

In this chapter the author investigated work and family linkages in the balance that women community college presidents achieve when making career decisions in pursuit of a community college presidency. This information analyzed and considered the implications of work/family theories as posited by several theorists.

CHAPTER TWO

REVIEW OF THE LITERATURE

OVERVIEW

Chapter one summarized the growing importance retaining trained and qualified women leaders in community colleges and discussed the work and family linkages that women must navigate in order to successfully pursue a presidency in community colleges.

In chapter two, the review of the literature focuses on two major areas. First, there are descriptions of work/family theories, which are prominent in the literature. The foci of these models are then discussed as they relate to work and family balance. The second part of the chapter reviews the literature as it relates to issues achieving work and family balance that women community college presidents must face as they pursue the presidency.

The term “work/life balance” was coined in 1986 but work/life programs existed as early as the 1930’s (Lockwood, 2003). Rosabeth Moss Kanter’s (1977) *Work and Family in the United States: A Critical Review and Agenda for Research and Policy* brought the issue of work/life balance to the forefront of research and organizations. While the first wave of work/life programs were primarily to support women and children, current programs are less gender specific.

In their book, *Work and Family- Allies or Enemies*, Friedman and Greenhaus (2000) emphasize that working adults learn to build networks of support at home, at work, and in the community. Conflict between work and family has real consequences

and significantly affects quality of family life and career attainment of both men and women. The consequences for women may include serious constraints on career choices, limited opportunity for career advancement and success in their work role, and the need to choose between two apparent opposites; an active and satisfying career or marriage and children. As a result, many men have to trade off personal and career values while they search for ways to make dual career families work, often requiring them to embrace family roles that are far different and more egalitarian than those they learned as children (Lockwood, 2003; Zimmerman, Haddock, Current and Ziemba, 2003).

REVIEW OF RELATED THEORITICAL MODELS

In order to fully understand work-family linkages and how they impact women community college leaders when they balance their work and family responsibilities, a review of theoretical models is necessary.

Role Theory

Many of the perspectives on work-family linkages grow out of role theory. Role theory considers that most of everyday activity is living up to the roles or the expectations of others. It posits the following propositions about social behavior:

- People spend much of their lives in groups.
- Within these groups, people take distinct positions.
- Each of these positions can be called a role, with a set of functions that are molded by the expectations of others.

- Formalized expectations become norms when enough people feel comfortable in providing punishments and rewards for the expected behavior.
- Individuals are generally conformists and will conform to the roles
- The anticipation of rewards and punishments inspire this conformity (Lindsey and Beach, 2004).

Under role theory there are three distinct perspectives. They are: multiple roles, job demands, and spillover-crossover.

Multiple Roles- The Multiple Roles perspective focuses on the relationship between occupancy of multiple roles and individual psychological well being (Teng and Pittman, 1996). This perspective identifies that women are pushed to fulfill multiple roles, such as mother, daughter, and paid employee. Under this perspective according to Goode and Marks, two competing hypotheses emerge:

- Scarcity hypothesis assumes multiple roles have a primarily negative effect on well-being due to competing, potentially incompatible demands (Goode, 1960) and
- Enhancement hypothesis in contrast, assumes that multiple roles have positive consequences because the benefits derived from one role may generalize to other domains, increasing the likelihood that the rewards from occupying multiple roles will exceed the costs (Marks, 1977).

This complexity of the relationship between work and family indicates there are many factors when modeling work-family relationships, such as role

type and the quality of work and family experiences (Small and Riley, 1990; Barnett and Baruch, 1985).

Job Demands- The job demands model considers the effect of job characteristics on individual and family outcomes (Teng and Pittman, 1996). According to this model, work creates stress and strain on the family and employed spouses experience varying levels of conflict between work and family depending on their employment obligations. The employment obligations include salary, benefits, location, schedule, and other psychosocial characteristics such as job responsibilities. While the multiple roles model emphasizes work and family equally working parallel with each other, the job demands perspective focuses primarily on employment related measures (Pleck, 1995).

Frone, Russell and Cooper (1992) expanded the job demands model.

They distinguished between two types of work-family conflict:

- work interfering with family (WIF) conflict and
- family interfering with work (FIW) conflict.

WIF conflict occurs when work related activities interfere with home responsibilities (e.g., by a person's bringing work home and trying to complete it at the expense of family time), and FIW conflict arises when family role responsibilities impede work activities (e.g., by a person's having to cancel an important meeting because a child is suddenly ill) (Noor, 2004).

Spillover Crossover- Similar to the Multiple Roles perspective, the Spillover Crossover model considers the dynamics of work and family, and similar to the Job Demands model, it considers the effects of work on family and family on

work (Teng and Pittman, 1996; Barnett, 1994). In spillover, experiences in one role impact experiences in other roles within the same individual, while in crossover, one individual's experiences affect the experiences of his or her partner.

What distinguishes the Spillover-Crossover model from the previous models is that equal attention is given to the effects of family experience on work, work experience on family, and how this balance differs among individuals (Pleck, 1995). This model considers that individuals differ in their inclination to take their individual experiences with them from one arena to the other. In essence, it is not the experience that creates stress or demand; it is the individual's responses and ways of dealing with the experience that are created (Teng and Pittman, 1996).

Conflict Theory

Conflict theory holds that whichever group controls a culture's ideology, the value system defining social inequality as just and proper, also determines how power and resources are allocated. Karl Marx (1818-1883) is the foundational figure in the conflict analysis of social stratification. For Marx all of social life was shaped and in some cases determined by the relationships people establish between each other in the process of economic production (Lindsey and Beach, 2004).

According to Karl Marx, the dominant ideology eventually becomes part of the value system of an oppressed group. The group may view its own culture as inferior and

attempt to may view its own culture as inferior and attempt to improve its position by adopting the ways of the dominant culture (Lindsey and Beach, 2004).

Conflict theory reflects Marxian ideas about class conflict and the relationship between the exploiter and the exploited. Marx's collaborator, Frederick Engels (1884-1942), extended this idea to the family. According to Engels, a woman's domestic labor was less valued compared to the household necessities provided by men. Women, therefore, are subordinate to men in the autocracy of the household and can never be emancipated until they take part in paid production, with domestic work taking an insignificant amount of their time (Lindsey and Beach, 2004, p. 265). Contemporary conflict theory concurs that men's economic advantage provides the basis for gender inequality both inside and out side the home. However, conflict theory has been criticized for its overemphasis on the economic basis of inequality and the assumption that there is inevitable competition between family members (Lindsey and Beach, 2004).

Work and family conflict can occur when:

- the employee works long hours;
- has a burdensome work schedule involving overtime,
- weekend work, travel demands or shift work;
- has little control over the hours worked;
- is very absorbed in the job;
- has no job security, has changed jobs due to promotion;
- and has a physically or mentally demanding job (Wentling, 1998).

Further, the level and nature of work and family conflict vary for men and women and for workers within different income groups and job categories (Wentling, 1998).

Role Conflict Theory

Role conflict arises when the expectations for the roles connected to one status clash with those associated with one or several entirely separate statuses are concurrently occupied by the same person (Lindsey and Beach, 2004). Occupations of several roles often give rise to a risk of conflict and strain; for example, having a job combined with parenthood may be a source of either satisfaction or stress or both. Many women, but almost no men, combine demanding work with having the chief responsibility for the children and domestic life, thus there is a risk that multiple roles will impose too great a burden for women (Harenstam and Bejerot, 2001).

Role theorists point to three distinct dimensions of role strain among women:

- role conflict from simultaneous, incompatible demands,
- role overload (insufficient time to meet all the demands), and
- role contagion or preoccupation with one role while performing another (Home, 1998).

Equity Theory

Equity theory addresses the existing inequalities between men and women in regards to resources and ability to contribute to the family and also explains how male advantage in the family can be perpetuated while being perceived as “fair” (Wilkie, Ferree, and Ratcliff, 1998). People have a tendency to pursue reciprocity in interpersonal relationships and they feel distressed if they perceive these relationships to be inequitable.

Classic equity theory offers two main propositions:

- that distributive justice (fairness) is obtained when the reward to contribution ration is constant between individuals and
- that perceived equity in rewards is satisfying, but over reward leads to guilt and under reward (Wilkie, et.al., 1998).

Equity theory posits that it is a distributive system and thus legitimizes and perpetuates differences in rewards (Wilkie, et.al., 1998). It predicts that people who feel that their relationship is equitable will be more satisfied with it.

Boundary Theory

Boundary theory posits that individuals create and maintain artificial boundaries around the various roles they assume. These boundaries are meant to simplify and organize the individual's environment into manageable and demarcated sections in order to give more attention to their most important role. These artificial boundaries can become a challenge when individuals attempt to move or transition from one role to another (Perlow, 1998).

Two important concepts that affect role transitions:

- *flexibility*, or the degree to which a certain role can be enacted at various times and in various settings, and;
- *permeability*, or the degree to which a certain role allows one to be physically present in the role's sphere but be psychologically and/or behaviorally involved in another (Perlow, 1998).

As a result, boundary creation and maintenance as well as the transition from one role to another, have become difficult and a conflict for the modern worker. The individual may have physically left from home to work but could remain emotionally at home.

Gender Theory

Gender boundaries are assigned different behaviors to men and women (e.g., men as the primary breadwinners, women as the primary parents and house workers) and also by attaching different meanings to similar behaviors (e.g., labor force participation is breadwinning for men and considered supplemental employment for women) (Wilkie, et.al., 1998). One important dimension of meaning in the division of labor between spouses is the degree to which it is or is not defined as fair.

The gender perspective describes the accommodations that women make in their own work for their family. Men adapt their schedules to others' needs less often than women (Milkie and Peltola, 1999). When women face increasing demands, they often make tradeoffs like reducing or eliminating their paid labor, reducing their household tasks, or finding substitutes for their labor such as premade meals and cleaning services. In addition, women often work closer to the home to cut commuting time so they can be available for children, and they often use their sick leave or vacation time to handle everyday predicaments or children's illnesses (Milkie and Peltola, 1999; Spain and Bianchi, 1996).

Human Capital Theory

Human Capital Theory focuses on how a family members' time is allocated between the market or job and domestic home-work. This perspective implies that there should be a strong association between the number of hours a wife works outside the home and the number of hours she spends doing domestic housework (Greenstein, 2000). Human capital theorists claim that any differences in the advancement of men and women are due to differences in commitment, education, and experience (Reskin and Padavic, 1994). In essence, organizations reward individuals for investing in educational, personal, and professional experiences that enhance their worth or value to the organization.

According to this theory, if there is inequality in wages, it is due to individual choices in matters of education and occupation. If women choose to interrupt schooling or careers for marriage and family reasons, experience and productivity are compromised and wages are lower (Lindsey and Beach, 2004).

Further, an individual's status and rewards in the academic labor market are determined primarily by his or her productivity (Perna, 2001). Productivity is determined by the investments that individuals make in themselves, particularly the quantity and quality of their education and the amount of on the job training, as well as their mobility, motivation and intensity of work and emotional and physical health (Perna, 2001; Lindsey and Beach, 2004).

Work Family Fit Model

The Work Family Fit Model attends to the relevance of pairing work experiences and expectations/abilities of workers and their families, which characterizes the interaction process between the work and family domains (Teng and Pittman, 1996). Interactions between the individual and the environment determine behavior. In order to find a fit between work and family, jobs and families must meet the expectations and experiences of workers. People's needs vary along with the needs and resources of particular jobs (Caplan, 1987). Children greatly diminish the freedom of their parents. Children demand a great deal of time, resources and attention and these demands can greatly interfere with the pursuit of the parents' own pleasures (Twenge et. al., 2003).

Teng and Pittman's Model

This model identifies individual differences in work settings that must be matched with individual differences in families and it recommends more flexibility to the family so that they can manage their work and family responsibilities in a individual and effective manner.

In order to understand an individual's work, this model also recognizes that individuals differ with respect to coping styles, demands, and abilities to meet those demands. This uniqueness inevitably affects the work/family relationship. To find success both at work and at home, work based demands should be paired with the workers' strengths. This model further encompasses an overall exchange between the

needs and resources at work and the needs and resources at home and emphasizes the individuality of the worker and the worker's family.

According to Teng and Pittman, in addition to a finding a fit between demands and abilities, individuals must also find a fit between work rewards and family needs. Family abilities such as personality, skills, education, training and family support for the job encompass the competencies of the family in order to meet work demands. Family needs focus on the functions of the family and value preferences. The needs of different families are unique depending on how they value financial security, taking care of children, and expectation for the parent child relationship (Teng and Pittman, 1996).

To reduce the discrepancy between work and family, individuals need to find work and family roles that match their expectations as closely as possible. The provisions of work must meet the expectations of the worker and their family. These provisions include such characteristics as salary, scheduling and benefits. Likewise, the family needs to fulfill the expectations of the worker with childcare, transportation assistance, or financial assistance. If the family cannot provide what the job requires, they will not receive the rewards of the job. Likewise, if the job does not meet the needs and goals of the family, the family cannot meet the job requirements (Teng and Pittman, 1996).

Workers achieve a fit between work demands and family abilities and expectations. Work demands include structure, technical and psychosocial demands, such as workload, work hours, work shift, and challenges in the work environment. In contrast, work rewards refer to benefits delivered to the individual worker. These

benefits include personal development, work support, financial benefits; employer provided childcare assistance, and flexible work schedule (Teng and Pittman, 1996).

REVIEW OF RELATED WORK/FAMILY LITERATURE

Work and family are two central domains in most adults' lives. In recent years, research into the links between these two domains has grown because of the changes in the demographic composition of the workforce (Noor, 2004). In the past four decades, as the number of dual earner couples in the United States has steadily increased, researchers have become more interested in studying the interface between family and work. The American work ethic remains in tact, yet in recent years personal and family lives have become critical values that Americans are less willing to put on hold, put aside or ignore for the sake of their employment. Over time the American workforce has begun to change course from being willing to spend every hour working to learning to manage the complexities of modern living (Lockwood, 2003). In addition, the impact of the terrorist attacks of September 11th has led many people to reevaluate their lives and consider the meaning of their work.

Research on work-family linkages is currently being conducted by investigators from a variety of disciplines, including psychology, occupational health, and sociology and less centrally, organizational behavior. It is generally agreed that work/family issues are of paramount importance for the economic viability of organizations and for the welfare of families (Barnett, 1998). Community colleges, like most organizations in the United States, are distinguished by their traditional bureaucratic structures and

instrumental leadership conceptions (Tedrow and Rhoads, 1999; Amey and Twombly 1992).

According to Watkins, Herrin and McDonald (1998), research supports a history of limited success for professional and especially higher education, women with families. In fact, conflicts involving expectations and family obligations appear to run rampant in institutions of higher education. Among the findings are:

- fewer married women achieve high academic rank than married men;
- men are more successful in combining parenthood and academic careers, in fact the combination of family and career are the norm for men, not women in the academe;
- the majority of university women remain childless; and
- the more children a woman has, the more difficult it is to balance family and career. In fact, career advancement for the professional women often means limiting family size (Watkins, Herrin and McDonald, 1998).

Additionally, women's career and family choices tend to follow a pattern of fragmented phases rather than a smooth continuum descriptive of their male counterparts. This paradigm tends to characterize university women's career as disjointed (Watkins, et. al., 1998).

Adults typically occupy multiple roles (e.g. spouse, parent, and worker) and research literature such as Barnett and Baruch, in 1985 and in 1987, and Crosby, 1991, attests to the connections between adults' role-related experiences and the psychological and physical well-being. A consistent theme of research in this area is that the objective demands that accompany multiple roles are a potential source of stress that may

undermine well-being. Thus, the amount of time that women devote to work, parenting, marital and other role-related activities (e.g., church member, political party member) may lead to feelings of overload and depletion and the responsibilities that arise within each sphere of activity may lead to feelings of conflict between and among roles (O'Neil and Greenberger, 1994).

Marks (1977) argued against this position, speculating that role overload and role conflict are not the result of objective excess of role demands, but of individuals' psychological commitment to their social roles. He argued that role strain and role conflict arise when individuals are under or over committed to one role relative to another. Thus, an individual who perceives family roles as burdensome is likely to be less invested in family roles than in the work role (O'Neil and Greenberger, 1994).

Goode (1960) claimed that role strain (any felt difficulty in carrying out a role) arises only when a person's total role system is over demanding. Role strain is not, therefore, role specific in its origin; it is a product of the individual's myriad interests and his or her navigation through the entire system of typical activities (Marks and MacDermid, 1996). Despite this holistic version of the theory, recent literature supports that each role is seen as a thing in itself, separate from its embeddedness in an organized system of roles (Marks and MacDermid, 1996; O'Neil and Greenberger, 1994).

In most college settings, white males continue to hold the uppermost ranks in higher education and old boy networks may not only reinforce the male friendly norms but can also lead to gender bias in key decisions, especially hiring decisions. Such ideas as extended child-care leave, recognition for part time work of high quality and other

family friendly ideas are not taken seriously (Bain and Cummings, 2000) and are considered to be solely women's issues.

Women administrators from all racial/ethnic groups have experienced growth in their numbers in higher education with white women having the largest increase (Opp and Gosetti, 2002). And at all higher education institutions, including two-year colleges, the percentage of women presidents doubled between 1986 and 1998, from 9.5 percent to 19 percent of the total, according to the American Council of Education's Office of Women in Higher Education, with women more likely to rise to top posts in the nation's community and technical colleges than at four-year colleges (Manzo, 2001; Lively, 2000). In spite of the growth of women in community colleges there still remains a 19.4 percentage point gap between men and women administrators (Opp and Gosetti, 2002).

According to the Chronicle of Higher Education (2004) 78.9 percent of the College presidents in 2001 were male and 21.1 percent women with the median age of 58 years. Additionally 83.1 percent were married, 6.4 percent divorced and 7.9 percent never married. The study did not ask how many marriages the presidents had been involved in, but this study indicates the importance placed on marriage. A study on the American college president conducted in 2002 for the American Council on Education (ACE) found that the typical college president was a married, Caucasian male in his early fifties (Green, 1997). Unfortunately, this profile is not substantially different from the 1970's.

Family

Women leaders have strong commitments to their familial roles and even some women leaders elect to interrupt their careers during the early child-rearing period or to tend to other personal responsibilities, such as juggling the demands of marriage and family (Quinlan 1999). This employment interruption sometimes creates a conflict with organizational expectations for sustained performance and thus women leaders are unable to devote the same amount of time as men in the development of their careers (Manzo, 2001; Bain and Cummings, 2000). Ideas as extended child-care leave, recognition for part time work of high quality work and other family friendly ideas are not taken seriously (Bain and Cummings, 2000) and are sometimes considered to be solely a woman's issue and not the concern of the college.

There are striking differences between men and women college presidents as it relates to family issues. According to a study conducted by Office of Women in Higher Education (2001), *From Where We Sit: Women's Perspectives on the Presidency*, 90 percent of all male presidents were married while only 57 percent of women presidents were married. Women presidents are also more likely than their male peers to serve without a partner's full time support even if they were married. Seventy-four percent of women presidents spouses hold paid employment positions compared with only half of male's spouses.

Women who had children early in their careers (between one and five years after receiving a doctorate) were less likely to achieve tenure than men with children. The study *Do Babies Matter: The Effect of Family Formation on the Life Long Careers of*

Academic Men and Women (2002), conducted by the University of California-Berkeley, found that only 24 percent of women in the sciences and 20 percent in the social sciences and humanities achieved tenure. The study also found that women with early babies were far more likely than all others to join the ranks of low paid and low status lecturers, adjuncts and other part-timers. The majority of women who did achieve tenure appeared to have sacrificed child bearing (Hamilton, 2002).

Equally crucial for women presidents in community colleges is an understanding and supportive family. Community college leadership positions often require a woman to move several times from one state to another and her hours extend well beyond the 9-5 realm. Having a family that not only understands these demands, but that is willing to alter its lifestyle to accommodate the profession's demands has helped women succeed (Lane, 2002).

Minority Women

Minority women leaders at community colleges face additional issues that their white female counterparts do not face. In many institutions there is a lack of commitment to diversity and cultural sensitivity, an unfriendly college environment and even institutional racism. (Quinlan, 1999) Minority women leaders face formidable challenges in combining marriage, motherhood and career advancement in a climate dominated by white males, and as a result, they sometimes must resort to "super performance" to be recognized as equals in their professional roles (Hagedorn and Laden, 2002; Ropers-Huilman, 2000). Minority women leaders also experience greater isolation, higher levels of stress, a lower sense of self-efficacy and self confidence, more difficulty in

establishing relationships with colleagues, and a feeling of being an ‘outsider’ (Quinlan, 1999; Lindsay, 1999). And because there are so few minority women leaders at community colleges, they do not have as many role models or mentors as their white female counterparts. In fact, since 1998, the rate of increase in the number of women and minorities serving as college presidents slowed according to the American College President: 2002 Edition. At the same time, the number of presidents recruited from outside of higher education nearly doubled. Minority women continue to remain underrepresented in the community college leadership ranks despite gains in the number of Ph.D. degrees awarded to them.

Women, especially minority women, have fewer opportunities to gain top leadership roles at community colleges in spite of their increased numbers. According to a 1998 study by the American Council on Education, women preside over nearly 20 percent of the nation’s colleges, but they tend to head smaller institutions (Nicklin, 2001).

Additionally, in the name of diversity, minority women are often asked to serve on the many committees that govern community colleges in order to represent a different voice. They often serve on faculty and search committees, sponsor student clubs, serve as student mentors, and are also expected to be experts on all matters pertaining to minorities (Gutierrez, Castaneda and Katsinas, 2002). These additional activities can dilute the availability of minority women leaders to work on their own career advancement or mentoring other minority women.

College Maternity Leave Policies

While some colleges are generous with paid leave compared to other employers, many academic women find college leave policies inadequate, at least if colleges are as committed as they say when recruiting women (Wilson, 1999). Although all institutions must abide by the Family and Medical Leave Act and offer employees up to 12 weeks of unpaid leave, institutional policies regarding paid leave vary enormously. At some institutions, women must rely on the few weeks of sick leave they have accumulated if they want paid time off after childbirth. At other colleges, new mothers get six to eight weeks of medical or disability leave and then are expected to be back at work (Wilson, 1999).

Role of Male Spouses/Significant Others

Until recently, most research into the nature, relationships, and leadership styles of college presidents focused on males. Clearly, this was appropriate since only a small percentage of women held these positions (Smith, 2001). With the number of women community college presidents increasing, the role of her spouse becomes more important. In a study conducted by Smith (2001), 89 percent of the male spouses of women college presidents were employed full time. The respondents indicated that their primary role was to support their spouses and 93 percent escorted their wives to college functions and volunteered at the college. The male spouses also expressed pride in their wives and were happy that they found their presidency fulfilling. However, they also expressed frustration about the heavy workload, the long hours and living in the “limelight”.

Intersection of Work and Family

In reviewing the literature on the intersection of work and family Barnett (1998) concludes that there is no inclusive model for how work and family variables influence one another. With the wide array of individual, work, contextual and structural variable that affect workers' satisfaction with both work and family life, one model may not fit the diversity of families and working arrangements. The examination of job-family strain has expanded tremendously in the last three decades (Barnett, 1998).

The issues that faculties have with motherhood and other family related problems are not new to higher education. In fact, *Family Time*, suggests how universities address work- and family issues faced by their women staff (Fogg, 2003).

“Despite the widespread notion that academe is one of the most family friendly environment, anecdotal evidence suggests that many female scholars are not finding the time and flexibility they would like for other priorities. Those include raising children, caring for sick and aging parents, and accommodating spouse's job” (Fogg, 2003, p. 10).

Thus, the literature agrees that women who work in higher educational institutions are not receiving the support they desperately need in order to hold down their marriages and families. This also does not add the pressures of that come from the job that women face when working in higher educational institutions.

Those women who do decide to take a extended time off from work to raise children have difficulty coming back into the workforce due to limited skills and networking, years of experience, and loss of potential retirement money. The difficult part stems from the fact that women have not changed at all they are doing more with less

and they are succeeding but someone pays the price, (e.g., spouse, children, or self) (Lindsey and Beach, 2004).

Women tend to plan their careers and labor participation around the life cycles of their families and will at times, for the sake of the family, place their careers on hold when their family responsibilities call for it (Redelinguys, et. al., 1999). Children can bring joy to a couple but also increased marital tension. The easygoing “before children” couple in the first years of marriage can decide on an hour’s notice to the mountains or to the beach for the weekend. Children change everything. Work, commitment, time, and energy are needed to keep the marital relationship healthy and strong (Lindsey and Beach, 2004).

Watkins, et.al, (1998) noted that women are as productive and scholarly as men, although women suffer from higher attrition rates and slower mobility in higher education. Further, gender discrimination is prevalent and appears to be exacerbated by the responsibilities of university women attempting to balance family life and professional career.

Regardless of similar educational experiences, women are not a homogenous group sharing career goals or even definitions of career success. Women make diverse career choices for a host of reasons: personal aptitude and interests; opportunities presented or barriers faced as a result of ethnicity, social class, culture, or age; family circumstance even the desire to live and work in a specific region (Anderson, et.al., 2004).

Elements have been identified as having critical importance to a successful family-work experience include: programmatic structure, allowance of flextime, training

for supervisors on being family sensitive, appropriate matching of participants to daycare facilities, and regularly scheduled meetings for personnel of their work progress. Structure and training will enforce guidelines for behavior and create an understanding of the relationship, which is to be pursued. It lends to the establishment of valid expectations by both parties involved (Getskow, 2000).

Over the last decade, women have started to fracture the glass ceiling that once separated them from community college leadership roles, but many women leaders say more effort will be needed to truly break the gender barrier (Lane, 2002). However, minority women leaders face additional barriers than their white women counterparts that will make shattering the glass ceiling more difficult.

With the anticipated turnover in faculty and administrators occurring in the next decades at community colleges, opportunities for women to assume leadership roles are increasing. However, the traditional hierarchical leadership model continues to thrive. “Top down decision-making is the most traditional organization style utilized by the vast majority of organizations” (Myram, Zeiss, and Howdyshell, 1995, p.3). Most community colleges also follow this traditional model of organization. In fact, the most predominant organizational structure in community colleges is the conventional model (vice presidents or deans reporting to the president). The second most preferred model was the vice president or executive dean model (vice presidents or deans’ report to the executive vice president who reports to the president). The third most preferred model was the provost model (vice presidents for academic and student affairs report to a provost who reports to the president) (Underwood and Hammons, 1999). Women leaders will need to become

change agents in order to transform this type of organizational structure in order to make the culture of community colleges more “family friendly”.

Women in leadership roles can influence the culture of a community college by:

- encouraging elimination of institutional gender stereotypes,
- redefining power and the power structure,
- enacting policies that promote diversity and enforce those related to sexual harassment,
- raising collegial consciousness and dialogue and
- encouraging open discussion and debate (Getskow, ERIC-RIEO).

Women leaders in community colleges are concerned about balancing their family, especially children, with their work as administrators. They understand that the family plays a pivotal role in primary socialization of children. In the child’s first years of life, the family is largely responsible for the emerging identity, self-esteem, and personality of the child. The first values and attitudes embraced by the child are from family. The first socialization into attitudes related to gender also occurs in the family (Lindsey and Beach, 2004).

A woman ceases to be a wife when she divorces or is widowed, but she remains a parent as long as she lives, there can be ex-spouses and ex-jobs, but not ex-children (Spain and Bianchi, 1997, p. 1). The majority of American women have always been mothers, and now a majority of mothers are also employees. The dual responsibilities of childcare and paid employment are particularly problematic. The economic reality of women’s lives is that they, in general, earn less than men, which means that the balancing

act between motherhood and employment is less often a choice than a necessity (Spain and Bianchi, 1997).

There is a balance that women must strike in negotiating their roles as mothers, wives, and breadwinners. Women have always held multiple roles, but the timing of those responsibilities has changed so that they are now occurring simultaneously rather than sequentially (Spain and Bianchi, 1997). Barnett and Baruch (1985) concluded that the maternal role, more than other life roles, was likely to constitute a major source of stress and overload for women. Thus feeling competent and effective in performing her parenting role appears more closely related to a woman's sense of overload than are other types of role strain. Conversely, perceived efficacy at work, although not significantly correlated with overload, acted as a unique contributor to work family conflict, suggesting that effectiveness in her work role is specifically related to a woman's perception of fewer conflicts between her home and work obligations (Erdwins, et.al., 2001).

Childcare is also a primary concern for women community college leaders. In fact, the quantity and quality of affordable childcare sometimes causes women to miss work or feel stressed about their children's welfare. Scharlach (1995) indicates that despite the backup childcare arrangements, nearly one third of parents reported childcare breakdown over a three-month period. The study also reported that employed mothers missed an average of four days a year to manage child related concerns, such as illness (Wentling, 1998).

The research literature has focused primarily on determining the consequences of maternal employment of women, children and families (Zimmerman, et. al, 2003). Based

on this research, many scholars (Friedman and Greenhaus, 2000; Barnett and Rivers, 1996) agree that combining work and family can be both beneficial and a possible, but not inevitable source of strain. Additionally, scholars (Galinsky, 1999) have concluded that maternal employment in and of itself has little influence on the quality of family relationships and that when there is an influence, it is generally positive (Zimmerman, et. al, 2003). As the findings of empirical research have suggested, the problem is not *that* mother's work, but *how* they and their partners work (Galinsky, 1999).

Spirituality and Values

Spirituality has been given little attention in mainstream academic adult education. This may be because spirituality is difficult to define and can sometimes be confused with religion. Religion is an organized community of faith that has written codes of regulatory behavior, whereas spirituality is more about ones' personal belief and experiences of a higher power or higher purpose (Tisdell, 2001).

Posner and Schmidt (1996) describe values as lying "...at the core of personality, influencing the choices individuals make." Personal value systems include job satisfaction, motivation, managerial success, leadership style, perceived competence, and both individual and organizational performance (Connor and Becker, 2003). Human values are defined as desirable, trans-situational goals that vary in importance and serve as guiding principles in the lives of individuals or groups (Prince-Gibson and Schwartz, 1998).

Hamilton and Jackson (1998) conducted a qualitative study of the conceptions of spirituality and values among women in helping professions. Participants centered on

three main themes: the further development of self-awareness, a sense of interconnectedness, and a relationship to a higher power. These themes are common aspects of what spirituality is for most who consider it as an important meaning-making aspect of their life (Tisdell, 2001). Traditional practices such as liturgy, personal prayer and spiritual reading are considered spiritual, but gardening, music or walks on the beach are also spiritual. Women bring their religious beliefs and values to the workplace and seek to live them out and sometimes it is difficult to balance the two (Cullen, 2003).

Role Model

Recent Census Bureau statistics (2000) indicated that the two-paycheck family is the norm, even among families with young children. Having a childhood with an employed mother might affect one's perceptions about the appropriateness of maternal employment and affect one's own lifestyle choices and adjustment. This could be positive or negative. In a study by Chambliss, Owens and Carr (1991) regarding college students' perceptions of their employed parents provided no support for "working mother" guilt and anxiety. In fact, when compared with students from families with non-employed mothers, students from two-paycheck families did not report greater family discord. They also showed no greater tendency to blame their mothers for childhood or current problems (e.g., social, esteem, intellectual, or academic). Students reported admiring mothers who worked fulltime.

CHALLENGES FACING COMMUNITY COLLEGE

To remain competitive, Community Colleges must fully use the talents and skills of both their male and female employees (Wentling, 1998). There are increasing numbers of women who are discouraged from pursuing leadership positions because they believe that they will have to sacrifice their personal lives for the job and are not interested in playing the game (Lane, 2002). Community Colleges must create an atmosphere where women can pursue both their careers and maintain a health family life. Chandler (1996) suggests that for women sometimes it is more than just leaning to play the game, it is about changing the way the game is played.

Community Colleges must not view balancing work and family as a woman's issues, but rather as a human issue. As long a work and family conflict is viewed as only women's issues, and then balancing the organizations' work and family issues cannot become part of the workplace culture (Wentling, 1998; Greenhaus and Parasuraman, 1997; Powell, 1997). Altering the culture of the workplace with respect to gender roles will require addressing more general societal attitudes, such as the pervasive belief that women should be primarily responsible for the home (Wentling, 1998).

Having women in top posts at colleges and universities does not automatically guarantee that employment parity will follow, particularly when high stakes promotion decisions are involved (Lively, 2000). As barriers continue to fall, an environment and culture at community colleges must be created that welcomes as well as nurtures women to be leaders. If this type of environment is developed there will be more opportunities

for women deans, vice presidents and presidents to offer a wider range of perceptions, styles and values at community colleges than in the past (Curtis, 2002).

It is important to note that perceptions about dual career families in academe are slowly changing. More men are leaving meetings early to pick up children and expectations about spousal responsibilities are loosening. However, even with strong support at home, women community college presidents require flexibility and work long hours that often stretch into the evening (Lively, 2000). This constant balancing act between work and family is a skill that women community college presidents have perfected over the course of their careers.

The community of higher education and society as a whole can benefit from utilizing the untapped women academic talent of individuals who experience the conflict of family and career responsibilities. Strategies must be developed and incorporated into the policies and activities of community colleges to provide support for the needs of families.

The romanticized myth of children playing at the feet of their mother while she works does no favors for the exhausted working mother. She is balancing multiple situated identities as she moves in and out of public and private discourses (Weedon, 1997). Her home computer, cell phone, pager, and laptop extend her body in the realm of work even when her physical body is at home (Edley, 2001). As Rakow and Navarro (1993) state, mothering and employment are simultaneous activities.

CONCLUSIONS DRAWN FROM THE LITERATURE FOR THIS STUDY

Dimensions

Based on an analysis of the literature, there appear to be three primary dimensions that are involved in the role of the woman community college president as she moves through her career to become a college president. They are:

- Career
- Children (family)
- Self

Career- This dimension encompasses all of the attributes deriving directly from the woman's profession. For this study, this is the position of women community college presidents. Further, it involves to some degree the career path that she took to gain the presidency of a community college.

Children- This dimension could be considered a subset of another dimension: family. However, this study will investigate only the children of the woman community college president as they influence her life choices. For the purpose of this study, children will include biological, adopted, foster, guardian of, or any other perceived parent/child relationship; between the woman community college president who is or was the primary care giver for the child.

Self- This dimension includes all personal activities that are exclusive of career and children involvement such as private time activities that women carve out for their own personal pursuits. Examples include but are not limited to exercise, reading, shopping,

and hobbies. This dimension also includes interactions with spouses or significant others and other family responsibilities such as caring for elderly parents.

Interactions Among the Dimensions

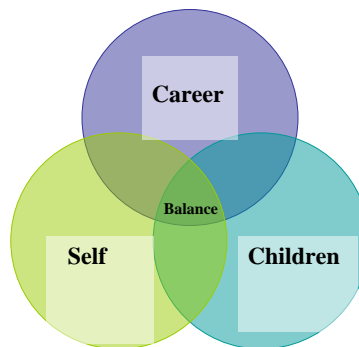
Further, the analysis of the literature indicates that there is significant interaction, both conflict and agreement, between these three dimensions. This is especially true as the woman tries to bring a balance to her career, children and personal responsibilities

There are four primary, two-way interactions among the three dimensions. They are:

- Children \Leftrightarrow Career
- Children \Leftrightarrow Self
- Career \Leftrightarrow Self

Also, there is one three-way interaction among these three dimensions:

- Children \Leftrightarrow Career \Leftrightarrow Self



Utilizing the above illustration (figure 2.1), each circle represents one of the dimensions listed above. Each dimension represented by a circle, has a specific

responsibility but also interacts with the other dimensions. For example, some of the responsibilities of the job do not impact children, but if one brings work home, then children can be affected by this activity. Similarly, when a child is sick, the dimensions dealing with the job and personal can overlap.

In each case, the possibility of interaction is both multi-directional (two-way or three-way), of varying degree (from highly interrelated to little or no interaction), and varying degree of desirability (highly desirable or highly conflicting).

This study will explore these interactions. Emphasis will be on the central section of the model, at the specific interaction points among career, children, and self. The center of the model will be of particular interest in this study because that is where the balance, or the most conflict, among the dimensions may or may not be achieved.

CHAPTER THREE

RESEARCH METHODOLOGY

OVERVIEW

This chapter presents the rationale for this mixed methods study as well as the methodologies employed. This is followed by a description of the methods that were employed during this study including the data collection and analysis methods.

This study was predicated on the assumption that women community college presidents are faced with making career choices that are influenced by their children. Further that there is a work/family balance that women must achieve in successfully negotiating their roles as mothers, wives, and community college presidents. Women have always held multiple roles, but the timing of those responsibilities has changed so that they are now occurring simultaneously rather than sequentially (Spain and Bianchi, 1997).

Research Questions

The design of this study was predicated on the following research questions:

1. What is the profile of women community college presidents in the United States as it relates to their children and their marital status?
2. What are the perceptions of women community college presidents of the impact of children on their career as expressed in four interactions:
 - a. Children ⇔ Career
 - b. Children ⇔ Self

c. Career ⇔ Self

d. Children ⇔ Career ⇔ Self

METHODOLOGY

This mixed methods study developed a family profile of women community college presidents and to determine their perceptions of the impact their children had on the career decisions they made in the pursuit toward a presidency.

Mixed Methods

Utilizing different research methods in one study originated in 1959 with Campbell and Fiske. They mixed multiple research methods to study the validity of psychological traits. Due to its success, they encouraged others to employ their “multi-method matrix” to examine multiple approaches of data collection in a study (Creswell, 2003). As a result, research design associated with field methods such as observations and interviews (qualitative data) were combined with traditional surveys (quantitative data). Recognizing that all methods have limitations, researchers felt that biases inherent in any single method could neutralize or cancel the biases of other methods (Creswell, 2003). For example, the results from one method can help develop or inform, the other method (Creswell, 2003; Greene, Caracelli and Graham, 1989).

A mixed methods research approach is one in which the researcher tends to base knowledge claims on pragmatic grounds (e.g., consequence-oriented, problem-centered and pluralistic). It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand the research questions. The data

collection involves collecting both numeric information (e.g., using instruments) as well as text information (e.g., interviews) so that the final database represents both quantitative and qualitative information (Creswell, 2003).

A mixed methods study was selected as the most effective method for initial investigation based on the work of Guba and Lincoln (1996) and Denzin and Lincoln (1994). Qualitative research was appropriate for this study because it is a means of providing insight into data gathered through interactive interviews and inferences derived from documentation that could not be gathered through quantitative analysis. This method was also appropriate because it facilitated the detection of emerging themes from those interviewed. Patten (1990) states, "...qualitative inquiry strategy emphasizes and builds on several interconnected themes" (p.39). The characteristic strengths of qualitative research include deep, detailed meaning based on overt data combined with more subtle nuances (Patten, 1990). As stated by Patten (1990), "These data are descriptive. Pure description and quotations are the raw data of qualitative inquiry (p.31).

Further, Yin (1994) specifies three conditions that should be considered in the selection of a research strategy:

- “(a) the type of research questions posed,
- (b) the extent of control an investigator has over actual behavioral events, and
- (c) the degree of focus on contemporary as opposed to historical events” (p. 4).

These clearly indicate the appropriateness of the qualitative methodology for this study.

The study utilized two data collection phases; the first was an online survey of the broader population, all women community college presidents, for two purposes. First to develop a profile of the family aspects of women community college presidents and

secondly to develop base data which informed the second phase. The second phase of the study was to conduct targeted interviews of individual women community college presidents, which were identified through the survey phase. Interviews used questions developed based on survey responses.

The study design was developed using the underlying principles for qualitative research posited by Northcutt and McCoy (2004). Specifically the principles and processes for conducting interviews and the analysis of interview data dealing with qualitative data gathering and analysis process designed to capture a socially constructed view of the respondents' reality. This qualitative study determined perceptions of women community college presidents pertaining to the impact of their children on career decisions.

Grounded Theory

This study utilized grounded theory in the development of the methodology. The grounded theory method which Glaser and Strauss (1967) originally developed, was designed to build new theory that is faithful to the area under study and that illuminates a particular phenomenon. The constructs are “grounded” in the particular set of data the research collects and the usefulness of the constructs (Brown, Steven, Troiano and Schneider, 2002). Strauss and Corbin (1994) describe grounded theory as “a general methodology for developing theory that is grounded in data systematically gathered and analyzed” (p. 273). The defining characteristic of grounded theory is that the theoretical propositions are not stated at the outset of the study, rather generalizations (theory) emerge out of the data themselves and not prior to data collection. Thus the emergent

theory is grounded in the current data collection and analysis efforts (Mertens, 1998). Because the initial or emerging theory is always tested against data that is systematically collected, this approach to research has also been called the constant comparative method (Mertens, 1998).

The grounded theory approach uses a “systematic set of procedures to develop and inductively derived grounded theory about a phenomenon” (Strauss and Corbin, 1990, p. 24). The procedures are based on the “systematic generating of theory from data, that is systematically obtained from social research and offers a rigorous, orderly guide to theory development that at each stage is closely integrated with a methodology of social research” (Glaser, 1978, p. 2). Grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed. Theory evolves during actual research and it does this through continuous interplay between analysis and data collection (Strauss and Corbin, 1990).

The basic rationale behind grounded theory approach emphasizes the generation of theory through the inductive examination of qualitative information (Henwood and Pigeon, 1992). The object of grounded theory is to create new theory that is directly tied to the reality of individual and as such, research direction is rooted in their feelings. A new perspective offers the possibility of creating alternative theories in the area where existing theoretical assumption and methodological difficulties can be viewed from a different angle (Henwood and Pigeon, 1992).

Henwood and Pigeon (1992) suggest that the grounded theory method provides an opportunity to create theory in subject areas where traditional research methods have been shown to be problematic.

Glaser and Strauss (1967, p. 3) indicate that grounded theory is one that will:

“..fit the situation being researched, and work when put into use. By “fit” we mean that the categories must be readily (not forcibly) applicable to and indicated by the data under study: by “work” we mean that they must be meaningfully relevant to and be able to explain the behavior under study.”

It is clear that the concepts of “fit” and “work” are, for these authors, essential criteria for judging whether a theory can be considered grounded (Lincoln and Guba, 1985). “Grounded Theory is capable of and requires continuous expansion and refinement and when the possibility for such expansion ceases, the possibility for further study also ceases” (Lincoln and Guba, 1985, p. 208).

Survey

This study surveyed women community college presidents to develop a profile of the family aspects of women community college presidents and to develop base line profile. According to Patten (2002), the purpose of surveys is to describe the attitudes, beliefs, and behavior of a population. Surveys rely on individuals’ self-reports of their knowledge, attitudes or behaviors. The researcher draws a sample of the population, a study is conducted from the results of the survey and then inferences are made about the population. Thus the validity of the information is contingent on the honesty of the respondent (Mertens, 1998). What is learned from the sample can be generalized to the population provided it is a good sample (Patten, 2002). Surveys are good because they allow collection of data from a larger number of people than is generally possible when using a quasi-experimental or experimental design (Mertens, 1998).

Interview

The interview protocol was developed based on data collected from the survey. Merriam (2001) asserts that in all forms of qualitative research some of the data are collected using interviews, either individual or group. Further, an interview can be defined as a conversation that has a purpose. The primary purpose is to determine ‘what is in someone’s mind’, that is, the intent of the interview is to determine what the interviewee’s view of reality is.

As stated by Patten:

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

Also relevant to the use of interviews is Merriam’s (2001) statement that “interviewing can be used to collect data from a large number of people representing a broad range of ideas” (p 72).

The interviews were designed to be informal and with minimal structure as categorized by Merriam (2001). The intent was to explore views of the interviewees relevant to the literature on work/family balance and therefore, some structure was needed to ensure that these areas were explored. For this reason, questions were developed prior to the interview but the conduct of the interview was informal and open-ended. For each interview, the underlying principles derived from the literature and

results of the survey were utilized to inform the writing of the questions and to guide the interview.

METHOD

This mixed methods study was conducted in two phases. Phase I included a survey of women community college presidents to develop a profile and to inform Phase Two of the study, the individual interviews. Survey questions included, but were not limited to, demographic information, perception on work/family balance, issues with children, and career paths. Phase two included in depth interviews with women community college presidents who agreed to participate in the study. Interview questions were developed from the literature and informed by responses to the survey. Data collection did not begin until after IRB approval. Researcher journaling was conducted throughout the data collection phase of the study.

PHASE ONE- SURVEY

The initial phase of data collection was a survey of the subject population to gather base data and to gain insight into the participants' perspective on the relationship and interaction between their academic career paths and their children. The knowledge gained from the survey was used to inform the individual interviews. Data from the survey were used to develop a profile of women community college presidents.

Selection of Participants

The survey was conducted using a purposive sample of all women presidents of community colleges in the United States. President, for this study, was defined as the chief executive officer of a community college whether reporting directly to a governing board of trustees or to a district chancellor. Identification of participants was accomplished by reviewing membership records of the National Institute of Staff and Organization Development (NISOD) and the college membership list from the American Association of Community Colleges (AACC) to identify women community college presidents and their contact information. Also, “snowball, chain or networking sampling” (Merriam, 2001, p. 63) was utilized to augment the list of participants.

Survey Instrument Development

The survey instrument was developed based on the literature review and an informal survey of 30 women higher education administrators (not presidents) previously conducted by the researcher. The intent of the survey was to develop a profile of the subject population, i.e. demographic data and population characteristics, and to determine basic information on the perceptions of the population. Once developed, the survey instrument was tested on a sample population of five women. A copy of the survey instrument is located in Appendix A.

Data Collection

A survey of the population was conducted using e-mail addresses with mail as an alternative collection method. The population was also be contacted by telephone and email to describe the study and to request participation.

The survey instrument was developed, tested and then launched onto the SurveyShare website, www.surveymshare.com SurveyShare.com is a web site that allows the researcher to design and conduct online surveys. The surveys and response data are hosted on a secure servers and each survey is given a unique web address (URL) where respondents take the survey. The survey was confidential and identities were not tracked.

A letter (Appendix B) was mailed to 275 women community college presidents asking them to participate in the survey. The letter also requested personal interviews with the women presidents. After two weeks a reminder email (Appendix C) was sent to the participants with another follow-up email (Appendix D) sent two weeks later. As a result, 15 women agreed to be interviewed. The women presidents who were interviewed were from Texas, California, New Mexico, Alabama, Minnesota, Pennsylvania, Ohio, Washington State and North Dakota.

Survey Data Analysis

Survey data was analyzed by utilizing a basic statistical analysis to determine a population profile that includes, but is not limited to age, family composition, children characteristics, career paths, stress, and marital status.

PHASE TWO- INTERVIEWS

The interview phase of this study was informed by the responses from the survey phase. The intent of the individual interviews was to gain more detailed information about the population and to explore the interviewees' reality as it relates to the relationship between their academic career path and their children.

Selection of Participants

A purposive sample was developed from those responding to the survey responses to conduct the individual interviews. The participants were selected based on the women community college presidents' willingness to participate in the study and the convenience (time available and costs) to the researcher.

Interview Question Development

Questions for the individual interviews were developed based on the literature and participants' survey responses with the intent of exploring in more detail issues that are evident from the survey. Once developed, the interview questions (Appendix E) were tested on a sample population of five women.

Data Collection

Individual interviews were conducted with selected women community college presidents who have children as identified through the responses to surveys. Interviews were conducted either face to face or by telephone and were captured by an audio

recording. The interviews, which utilized open-ended questions, were conducted in an informal but professional setting at a time convenient to the president.

The researcher ensured the confidentiality of the responses made by the participants of this study. Informed consent was obtained from all interviewees and pseudonyms were used. Interviewees were informed of their right to withdraw from the study at any time, that they have ownership of the data, and their right to withdraw any or all data at any time. The researcher made every reasonable effort to communicate with the participants and represent them accurately and fairly.

Interview Data Analysis

When all interviews were transcribed verbatim from the audiotapes, the researcher conducted a narrative analysis to identify themes or affinities. The initial step in this process, axial coding, was accomplished through multiple reviews of each transcript within each data source. The researcher conducted analysis of each transcript to identify the axial codes, “which are specific examples of discourse that illustrate or allude to an affinity” (Northcutt and McCoy, 2004, p 242). The researcher reviewed each line of the transcripts to identify phrases or statements that define, or are examples of, specific themes or affinities. As keywords and phrases were identified they were documented with transcript line numbers for retrieval.

Thematic analysis was used as a means to identify patterns within the data sources. Using inductive coding, the researcher grouped the keywords and phrases as they were identified. These groupings were reviewed multiple times to refine the groupings. “The intent of this process is to categorize data into thematically organized

groupings referred to as affinities” (Northcutt and McCoy, 2004, p 98). After inductive coding was completed, the researcher assigned a name to each affinity, or thematic grouping that was representative of the affinity’s content. Interview data was conducted by compiling responses by the participants into similar themes or affinities.

Data credibility was determined by the triangulation among multiple interviews with women community college presidents, observation, and researcher journaling.

CHAPTER SUMMARY

This chapter described the methodology that was used in this mixed methods study. The research questions dealt with the examination of the perceptions of women community college presidents and the impact of children as well as the work/family balance used to make career decisions during the pursuit toward the presidency.

To determine the perspective of the literature, a meta-analysis of the literature dealing with work/family balance theories was used to determine aspects of the literature that are relevant. The perception of the woman community college president were investigated through surveys and individual interviews.

CHAPTER FOUR

FINDINGS

OVERVIEW

This chapter is a report of the findings on the perspectives of women community college presidents of the impact of children on their career decisions. The findings also include their perspectives on strategies to balance their family, career and self. This chapter includes responses to the survey and individual narratives with a synthesis of responses. The quotations used in this chapter are as close to the verbatim transcriptions as possible. Although minimal editing was necessary to facilitate clarity, the interviewee's voice was used.

ORGANIZATION OF THE FINDINGS

In order to facilitate the reading of the findings contained in this chapter, an organization of the chapter is presented here.

Data was collected on two research questions. The order of their presentation is research question one (develop the profile of family aspects of women community college presidents) and question two (perceptions of women community college presidents in three areas, children, career and self). Analysis of the literature and the survey data determined the affinities or themes. The affinities are presented in bolded capital letters and sub affinities are bolded underlined italics headings. An explanation of each affinity is presented with supporting quotes.

Survey Responses

A survey was developed, tested and launched on Surveyshare.com. Two hundred seventy five letters were mailed to women community college presidents in the continental United States requesting their participation in the survey. Two follow-up emails were sent to the presidents requesting their participation in the survey. As a result, there were 68 women community college presidents who completed the survey, 26 who responded that they did not have children and four who stated that their children were grown when they decided to pursue a presidency. This is a response rate of 35.6 percent.

PHASE ONE FINDINGS

The following are the results of the online survey. The data are presented utilizing bar or pie charts along with a brief explanation of the data.

SURVEY FINDINGS

The response percentages are only for those who answered the particular question, not the total number of people taking the survey. The percent that did not answer each question is noted below each graph. For example, of the people who answered this question, x or x% chose response A and y or y % chose response B.

Survey Results

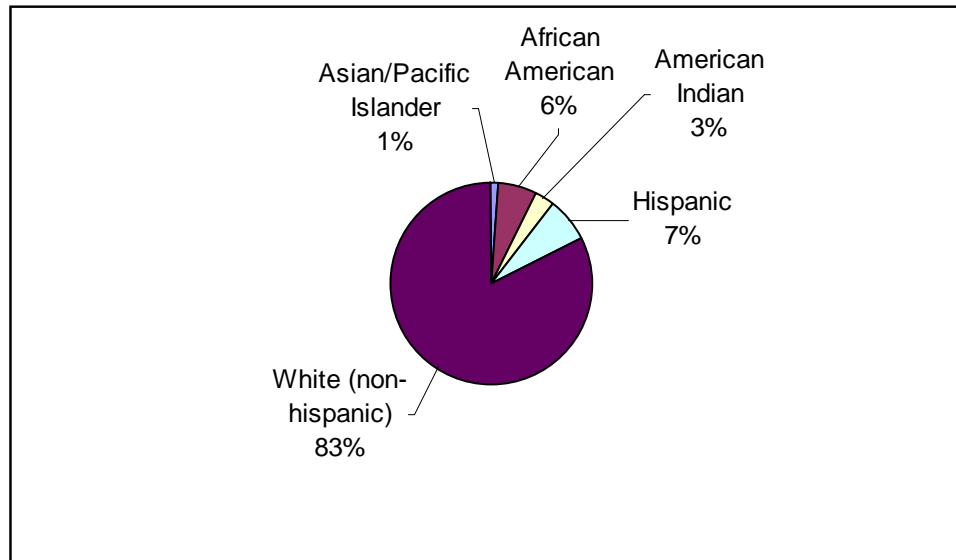
1. How many years have you been president of a community college?

According to the survey respondents the average length of the presidency was 7.2 years.

The longest was 25 years and the shortest was 6 months.

Table 4.1

2. What is your Race/Ethnicity?



0% skipped this question

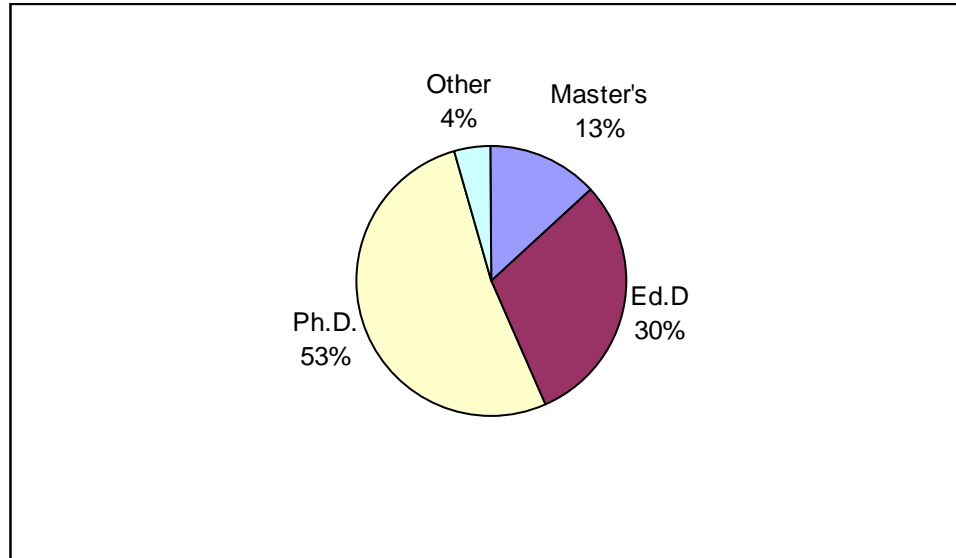
The majority of the respondents were White, followed by Hispanic and African American.

3. What is your age?

According to the survey respondents the average age of the presidents was 56.9 years. The youngest president was 44years old and the oldest president was 75 years old.

Table 4.2

4. What is your highest degree?



0% skipped this question

The Other category included D.Ed., Juris Doctorate and a double Masters Degree

5. How old were you when you completed your highest degree?

According to the survey respondents the average age of the presidents at completion of their highest degree was 38.7 years. The youngest was 29 years old and the oldest was 55 years old.

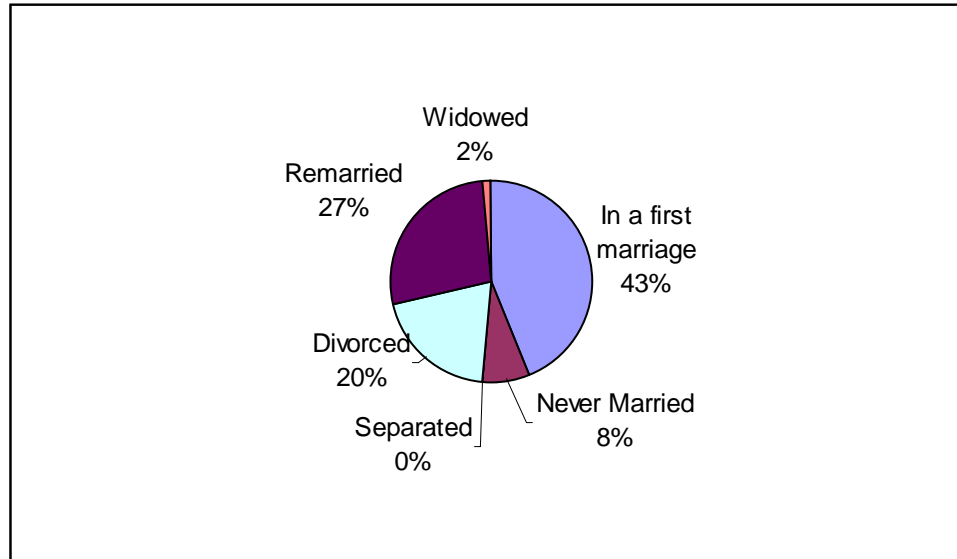
6. How many years did it take to complete your highest degree?

According to the survey respondents the average number of years that it took the presidents to complete their highest degree was 5.2 years. The quickest was 2 years and the longest was 30 years.

7. How many years have you been employed at a community college? According to the survey respondents the average number of years working in a community college was 25.9 years. The shortest was 4 years and the longest was 40 years.

Table 4.3

8. What is your marital status?



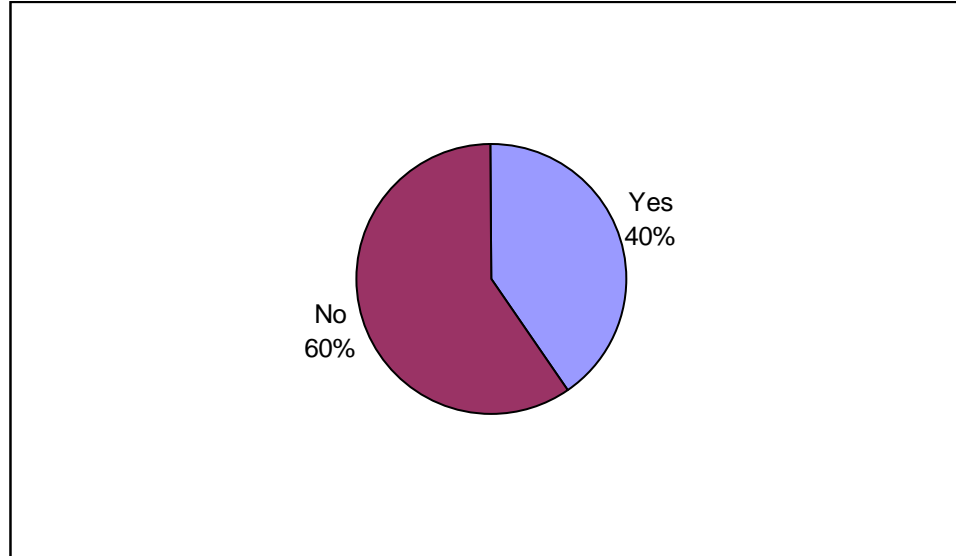
1.49% skipped this question

43 percent of the women are in a first marriage, with 47 percent either divorced or remarried.

9. If married, how many times have you been married? The average number of times that women presidents have been married is 1.49 times. Forty three percent in a first marriage, 32 percent in a second marriage and 25 percent with three and fourth marriages.

Table 4.4

10. Are you co-habiting?



14.93% skipped this question

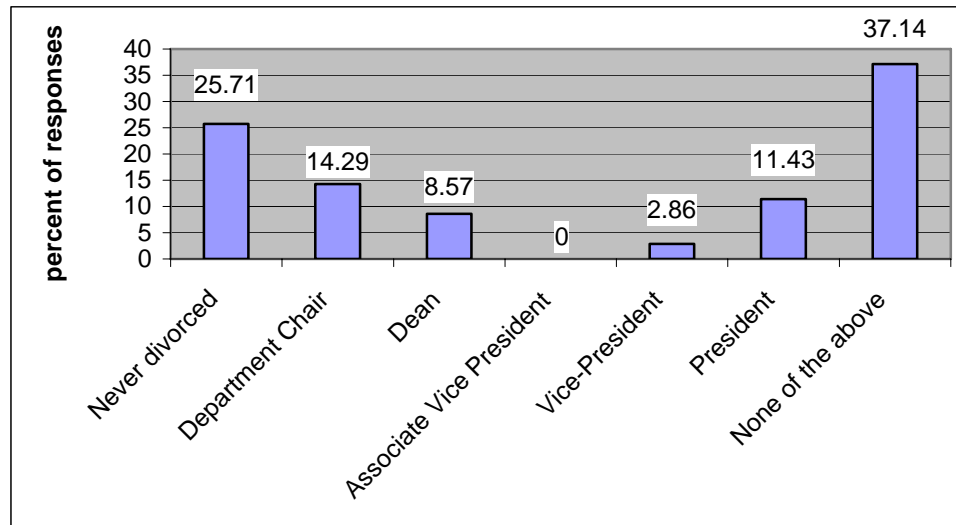
The majority of the women stated that they are not co-habiting.

11. If divorced, how many years have you been divorced?

According to the survey respondents the average years the presidents were divorced is 10.8 years.

Table 4.5

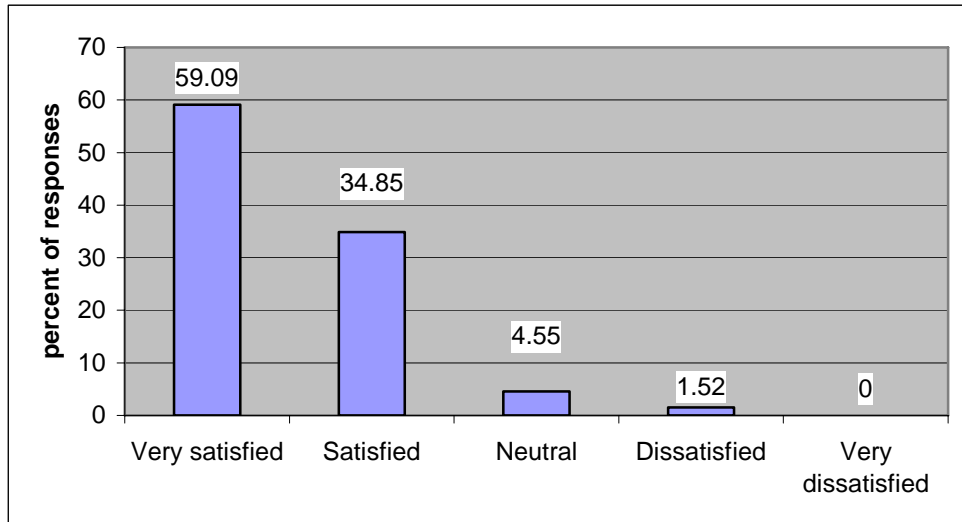
12. If divorced, at what point in your career did you divorce?



47.76% skipped this question. Other includes: faculty and other jobs.

Table 4.6

13. What is your satisfaction level with your family life?

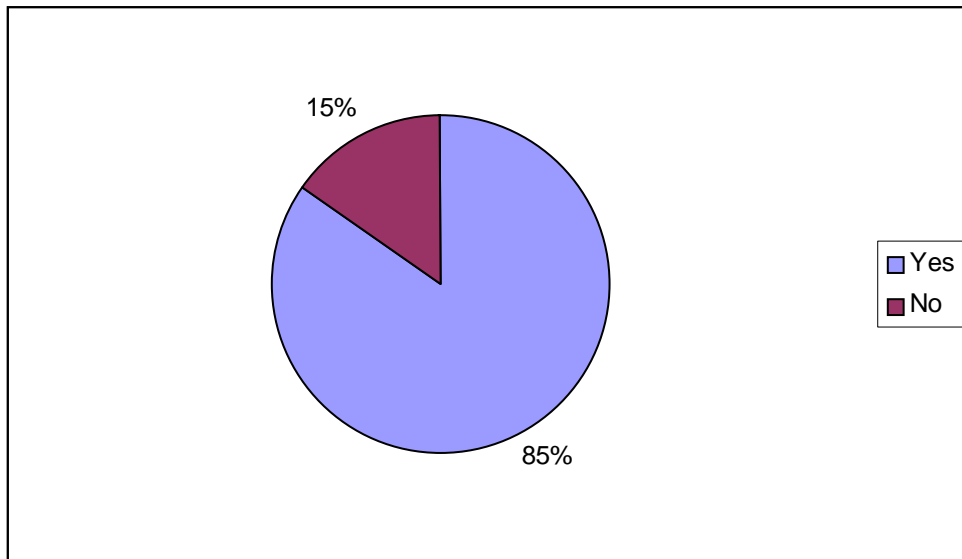


1.49% skipped this question

The majority of the respondents stated that they were very satisfied or satisfied with the personal life.

Table 4.7

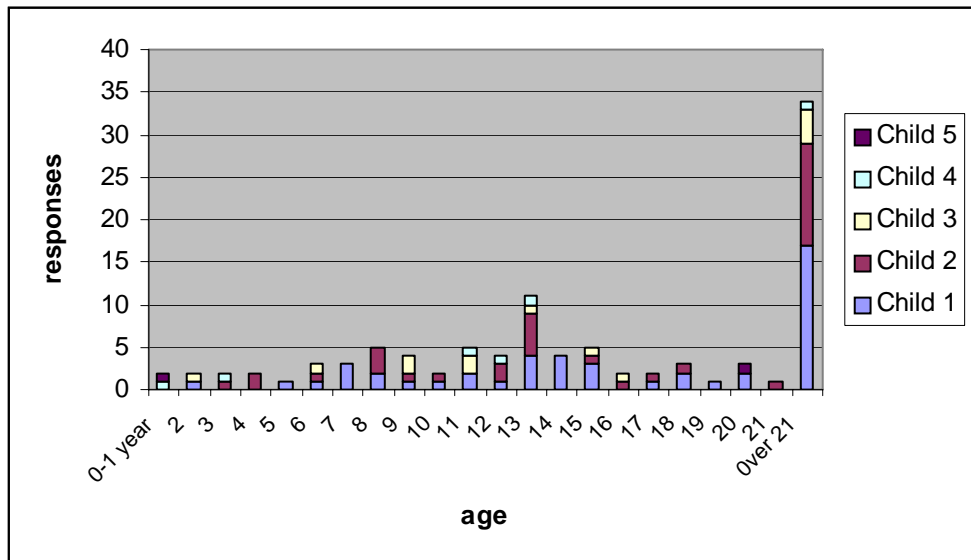
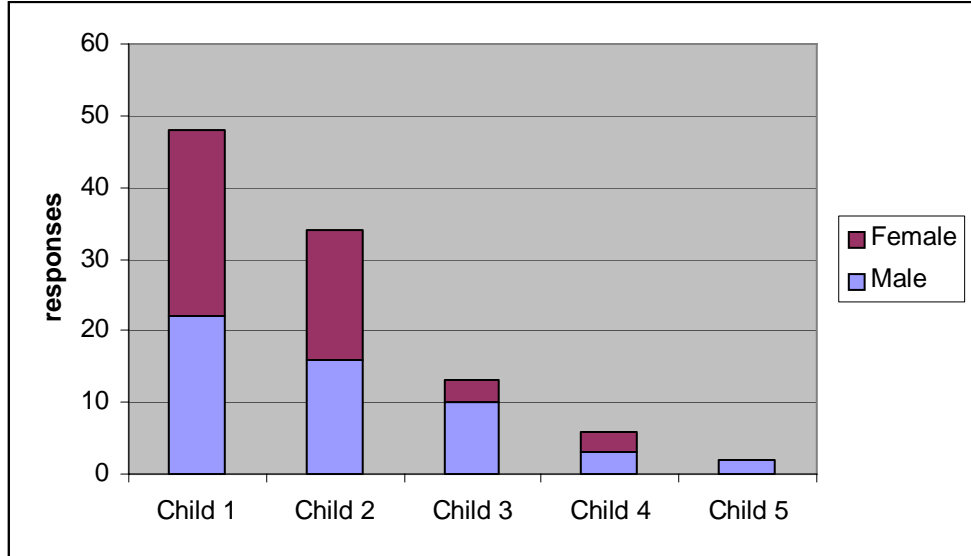
14. Do you have children?



1.49% skipped this question

Table 4.8

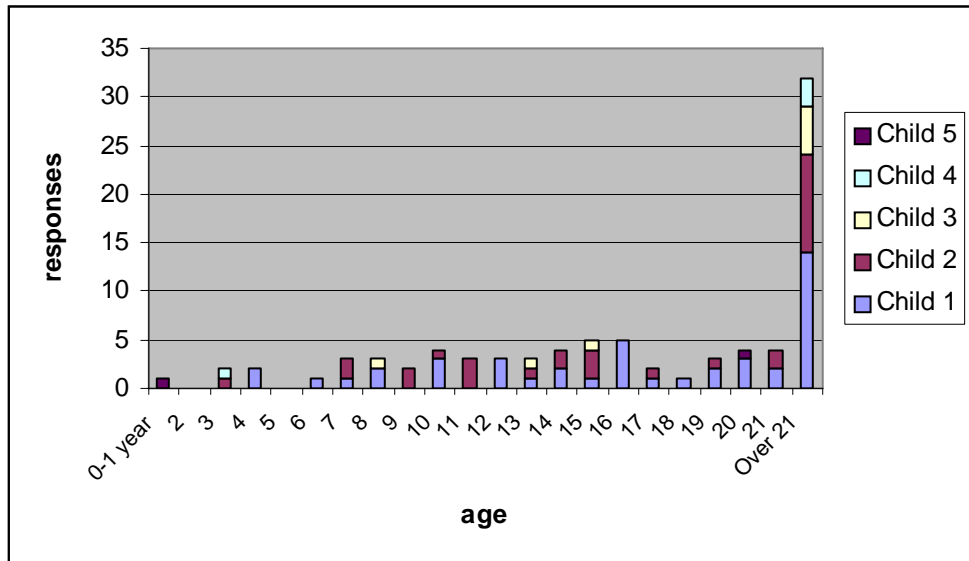
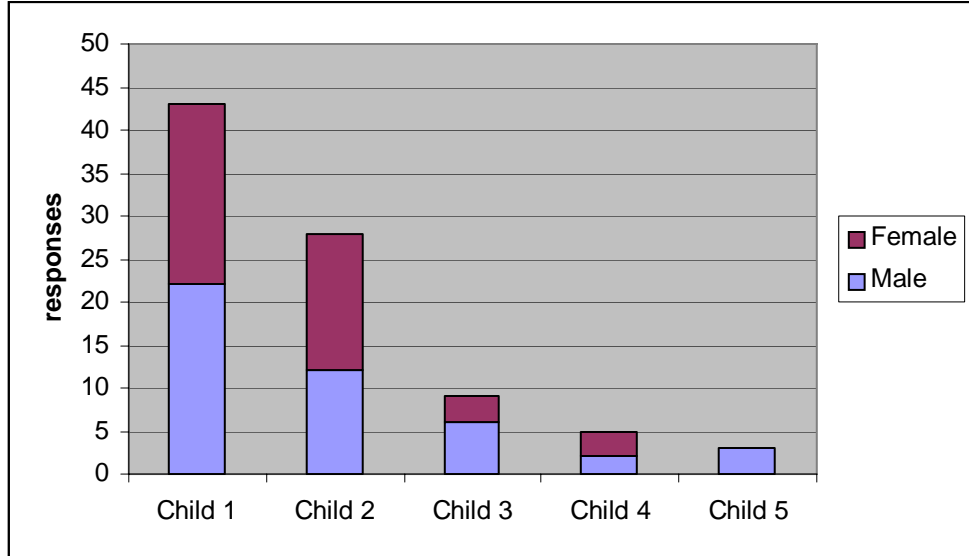
15. Please tell me the gender and ages of your children when you became a Dean.



29.36% skipped this question

Table 4.9

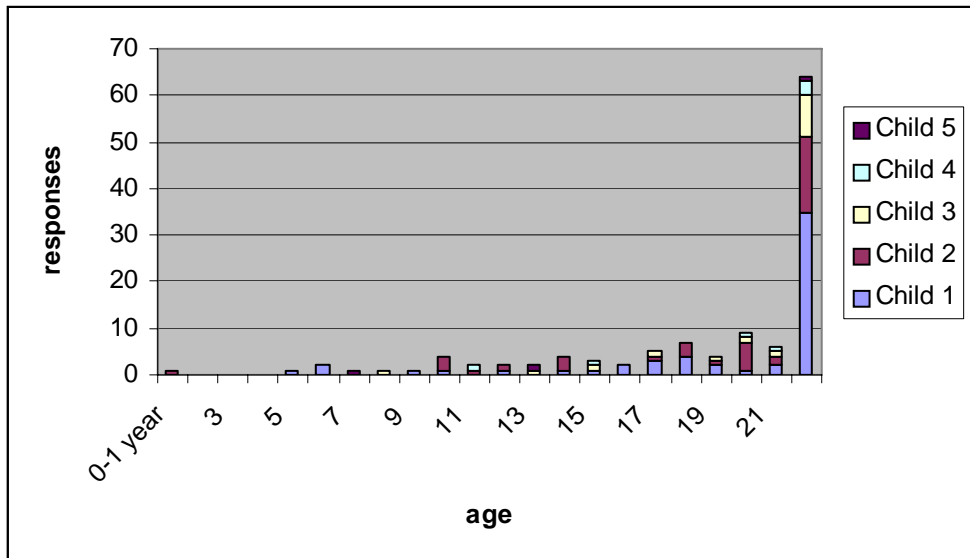
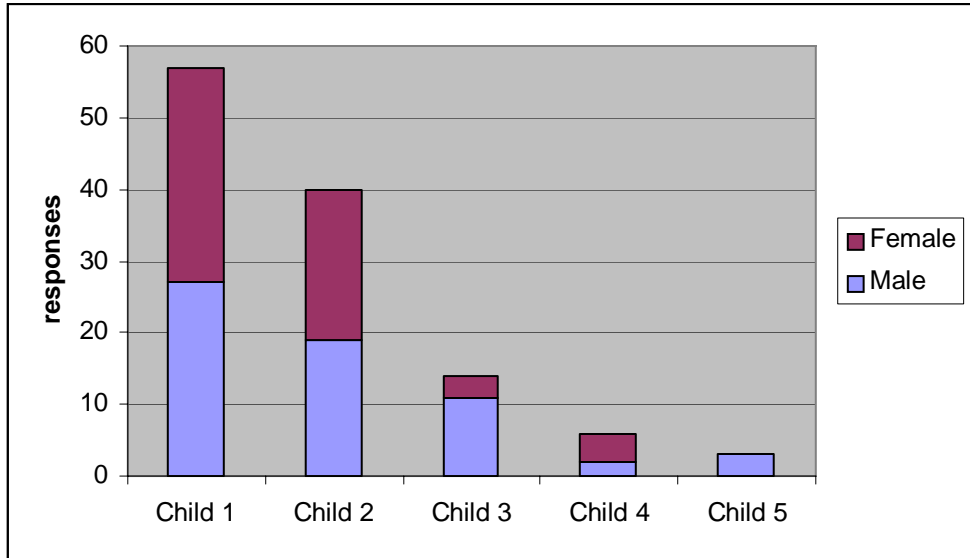
16. Please tell me the gender and age of your children when you became a Vice President.



32.84% skipped this question

Table 4.10

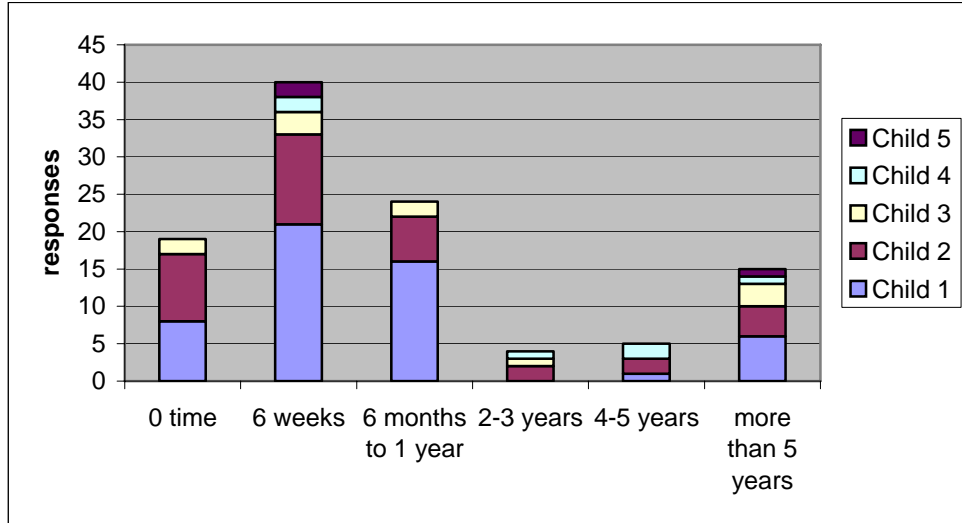
17. Please tell me the gender and age of your children when you became President.



14.93% skipped this question

Table 4.11

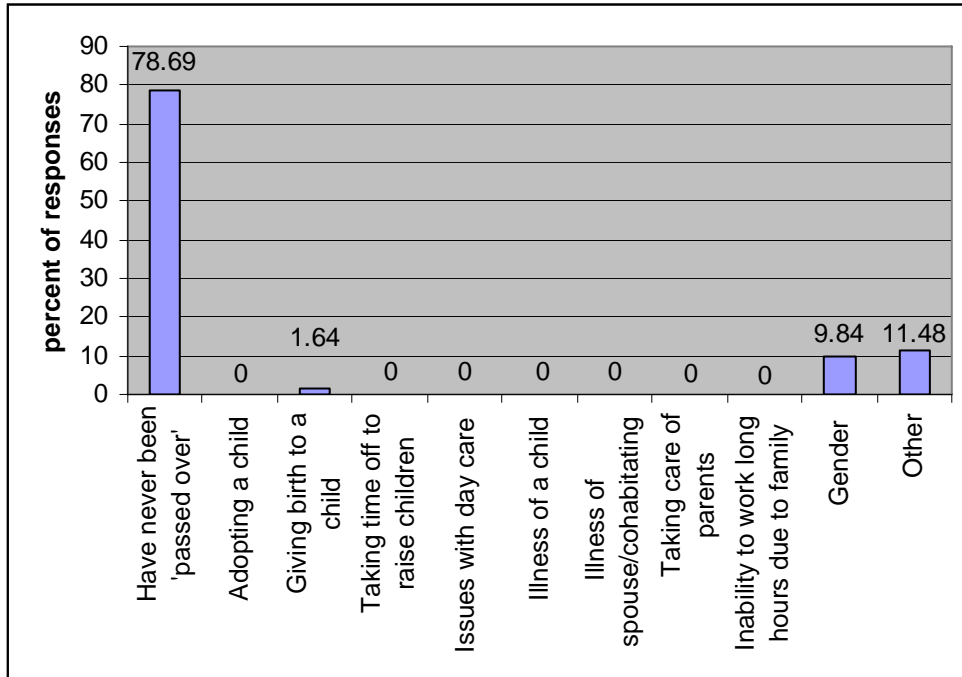
18. At the time of the birth or adoption of your children, how much time did you take off from your job to care for your children?



22.39% skipped this question

Table 4.12

19. Have you ever been “passed over” for a promotion due to family issues? Please check all that apply.

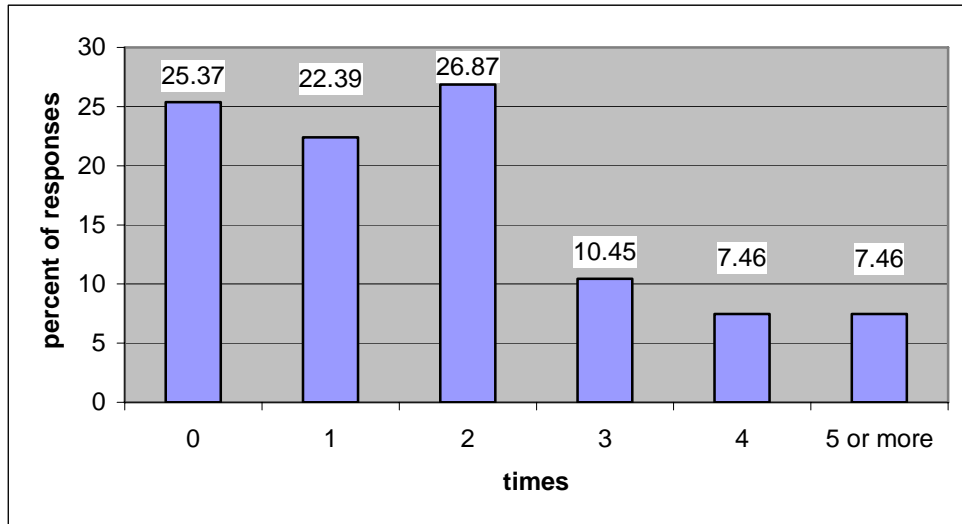


8.96% skipped this question

Other includes: did not want to move my child, competing with men who had more seniority, interviewer said should stay home with children, did not support families, men needed the promotion more to support their family, and political reasons.

Table 4.13

20. How many times have you had to move to another community in order to accept a position at a community college?

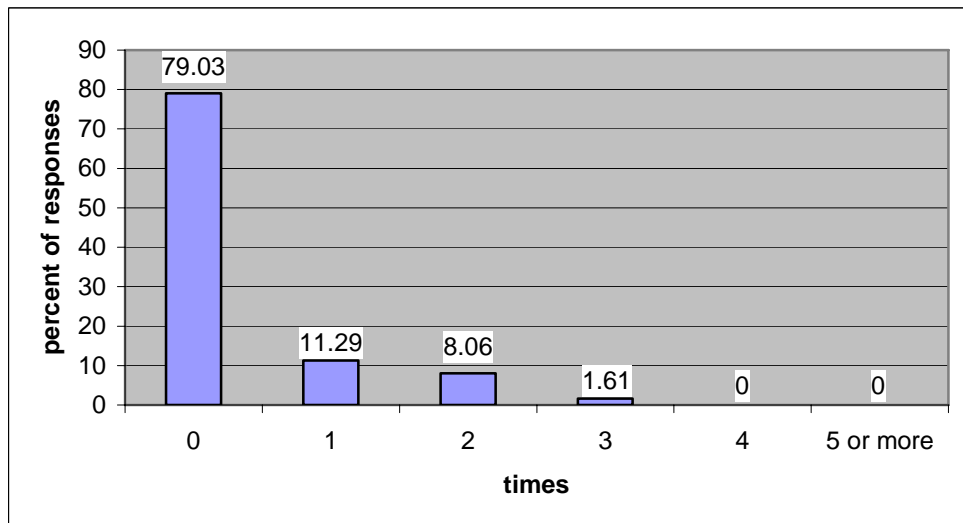


0% skipped this question

The majority of the respondents have moved at least once to accept another position.

Table 4.14

21. How many times have you ever had to leave your children behind to accept a job at a community college?

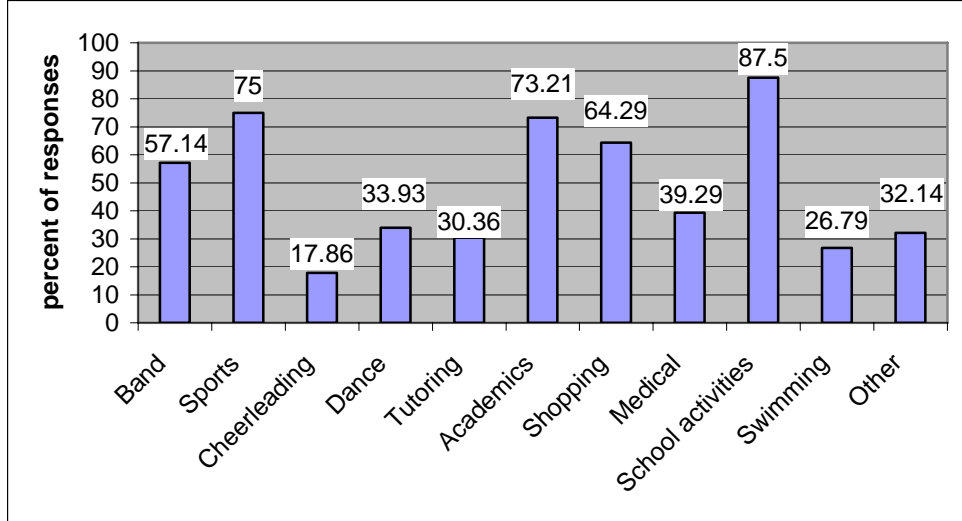


7.46% skipped this question

The majority of the respondents did not leave their children to accept another position.

Table 4.15

22. In what activities do/did your children participate? Please check all that apply.

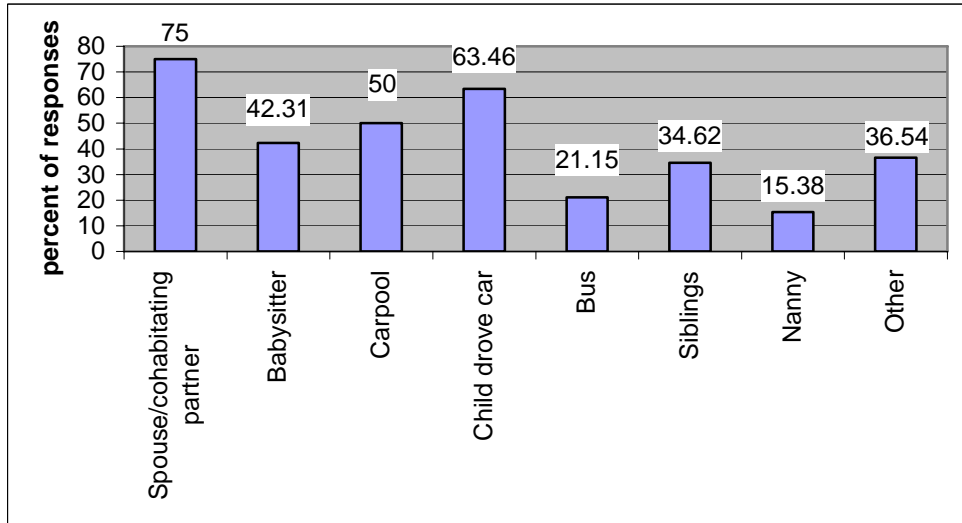


16.42% skipped this question

Other includes: drama/theater, speech, debate, girl/boy scouts, church, special needs child, and youth groups

Table 4.16

23. What strategies do/did you use to ensure that your children attended their activities? Please check all that apply.

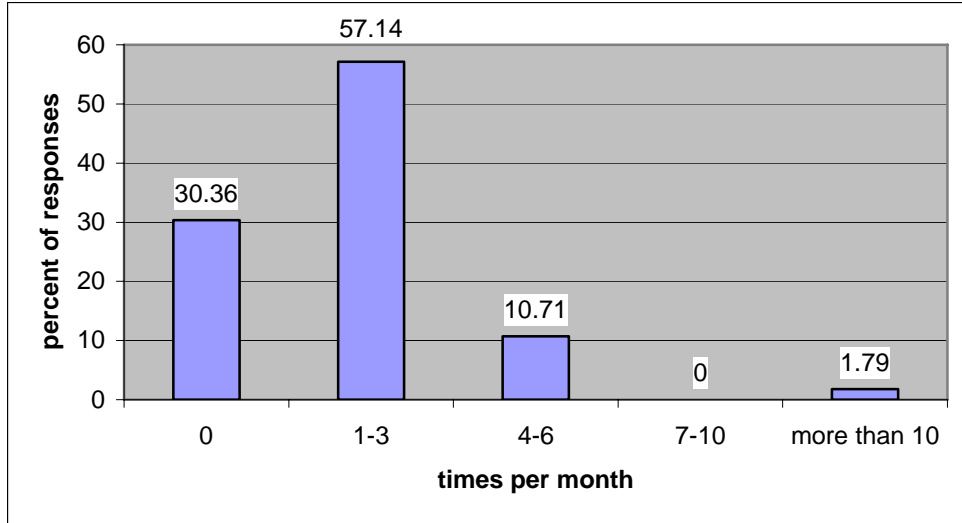


22.39% skipped this question

Other includes: using a taxi, grandparents/family members, worked extra hours to compensate, child care center, and friends

Table 4.17

24. How often do/did you miss activities with your children because of your job?

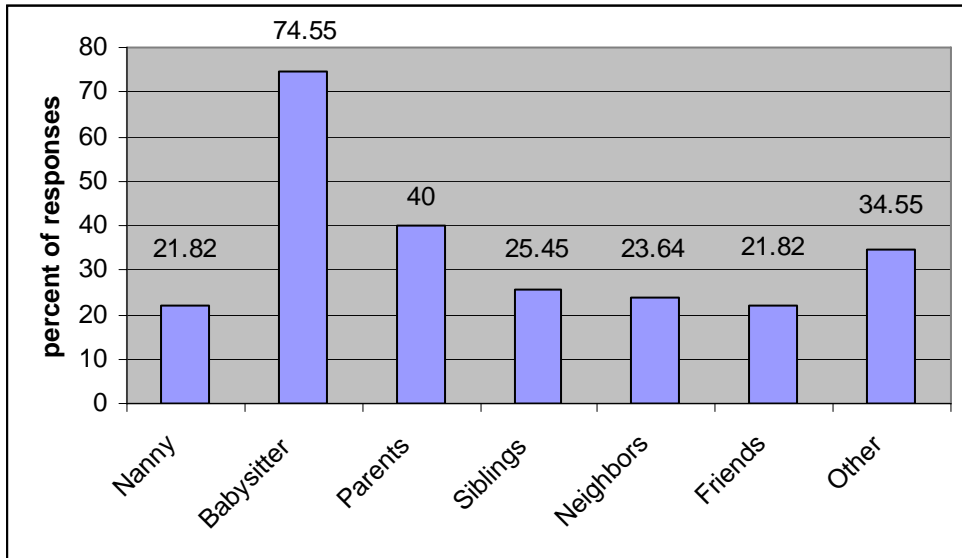


16.42% skipped this question

The majority of the respondents have missed at least one activity with their children because of the job.

Table 4.18

25. What type of childcare do/did you use for your job? Please check all that apply.

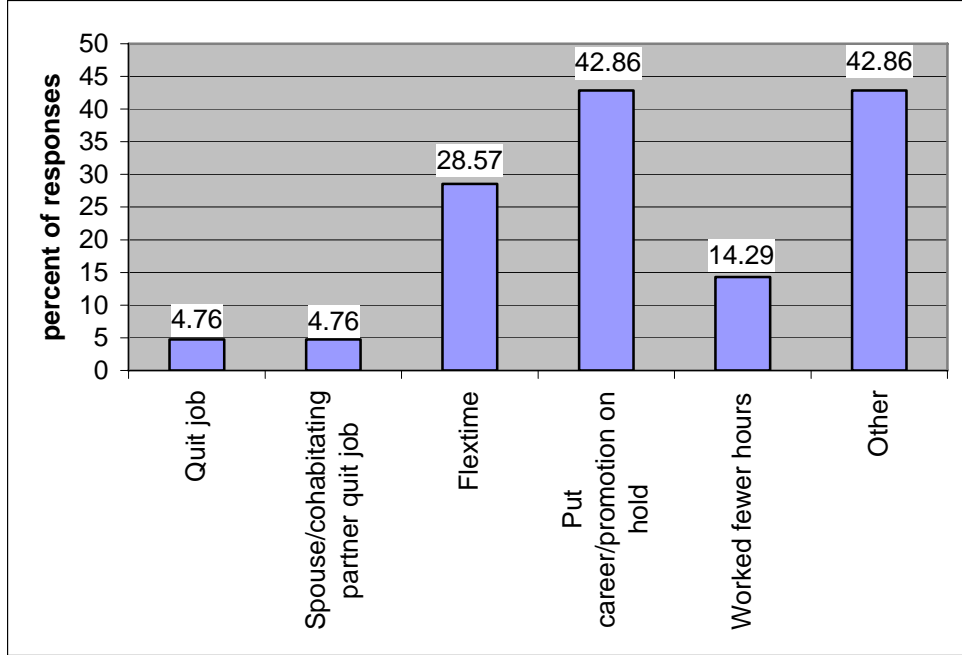


17.91% skipped this question

Other includes: spouse, day care, preschool, other family members, and after school program.

Table 4.19

26. If your childcare was less than adequate, what strategies did you use to fix it? Please check all that apply.

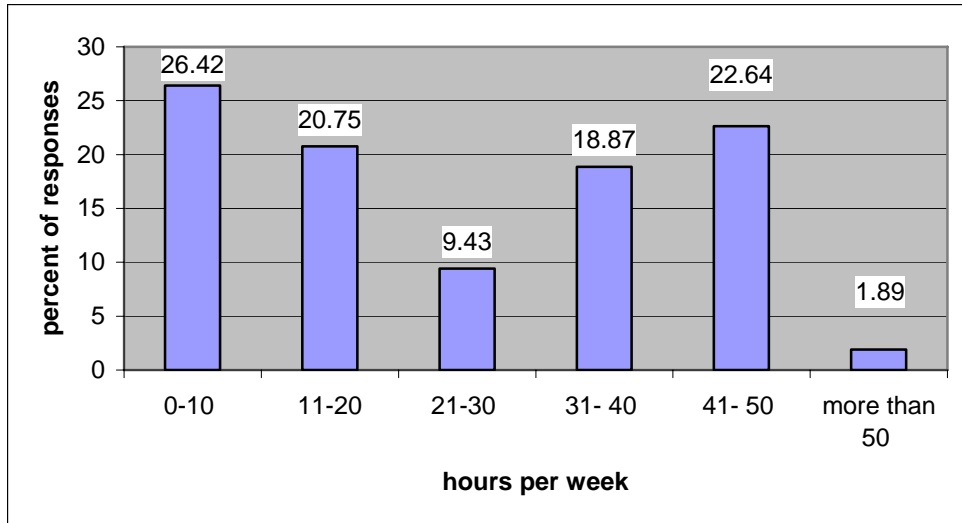


68.66% skipped this question

Other includes: made other arrangements, and family members.

Table 4.20

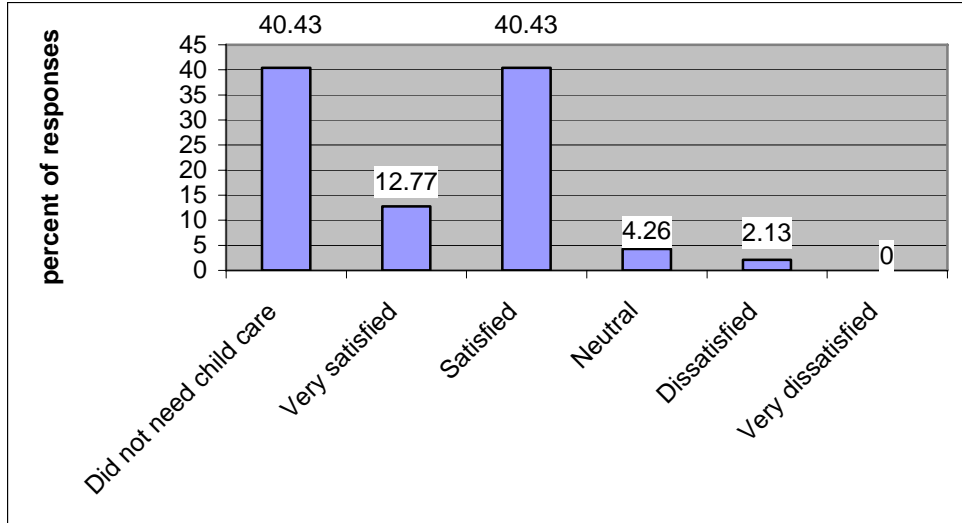
27. On average, how many hours per week are/were your children in daycare?



20.90% skipped this question

Table 4.21

28. As a Dean, what was your level of satisfaction about your childcare options?

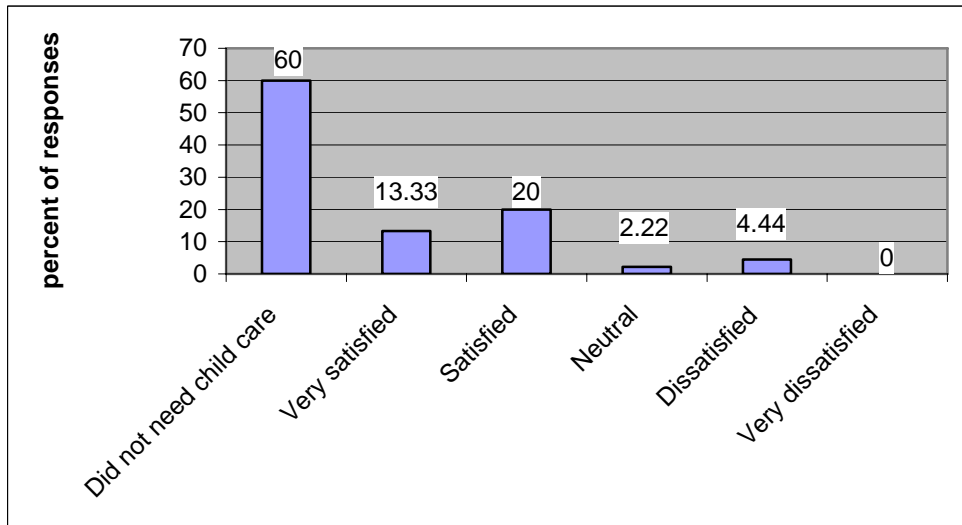


29.85% skipped this question

As a Dean the majority of the respondents were either very satisfied or satisfied with their childcare choices.

Table 4.22

29. As a Vice President, what was your level of satisfaction about your childcare options?

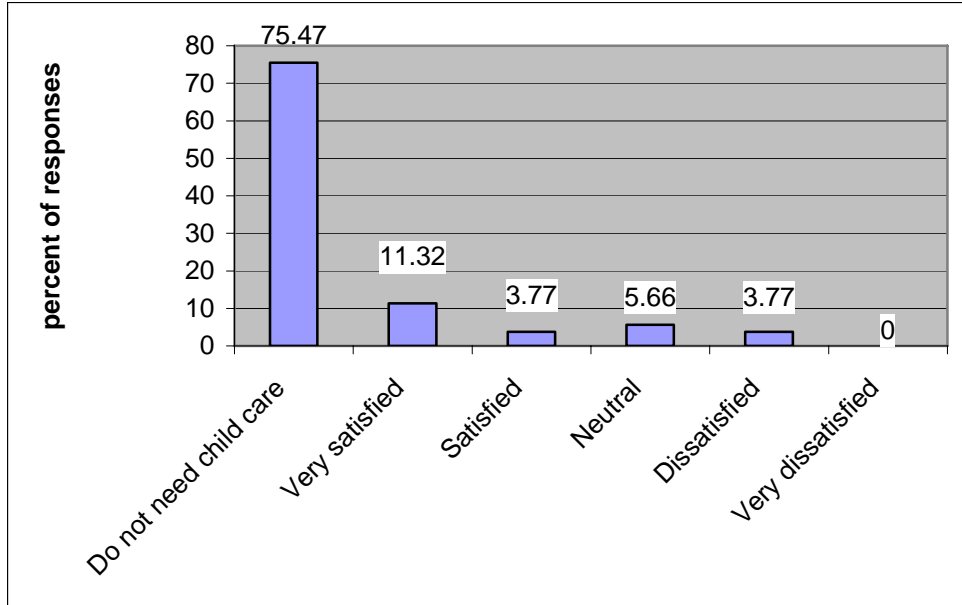


32.84% skipped this question

As a Vice President the majority of the respondents no longer needed childcare for their children.

Table 4.23

30. As President, what is your level of satisfaction about your childcare options?

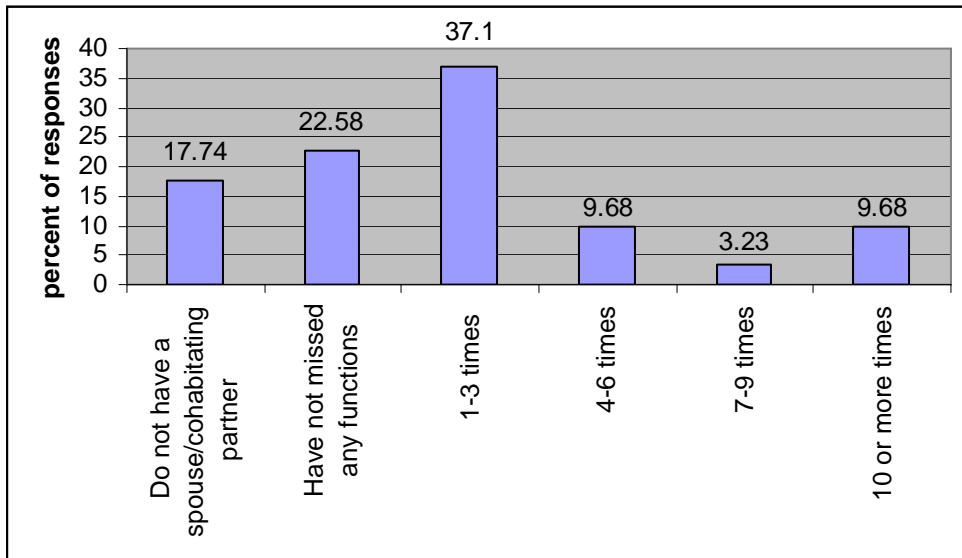


20.90% skipped this question

As President the majority of the respondents no longer needed childcare for their children.

Table 4.24

31. How many times in the past 6 months have you missed functions/ activities with your spouse/ cohabitating partner due to your job?

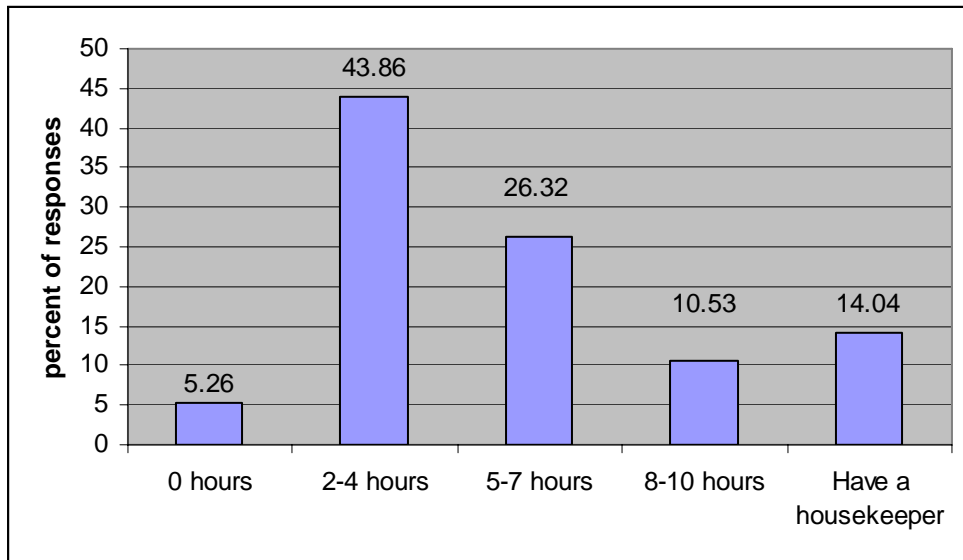


7.46% skipped this question

The majority of the respondents indicated that they have missed at least one activity with their spouse/cohabitating partner in the past six months.

Table 4.25

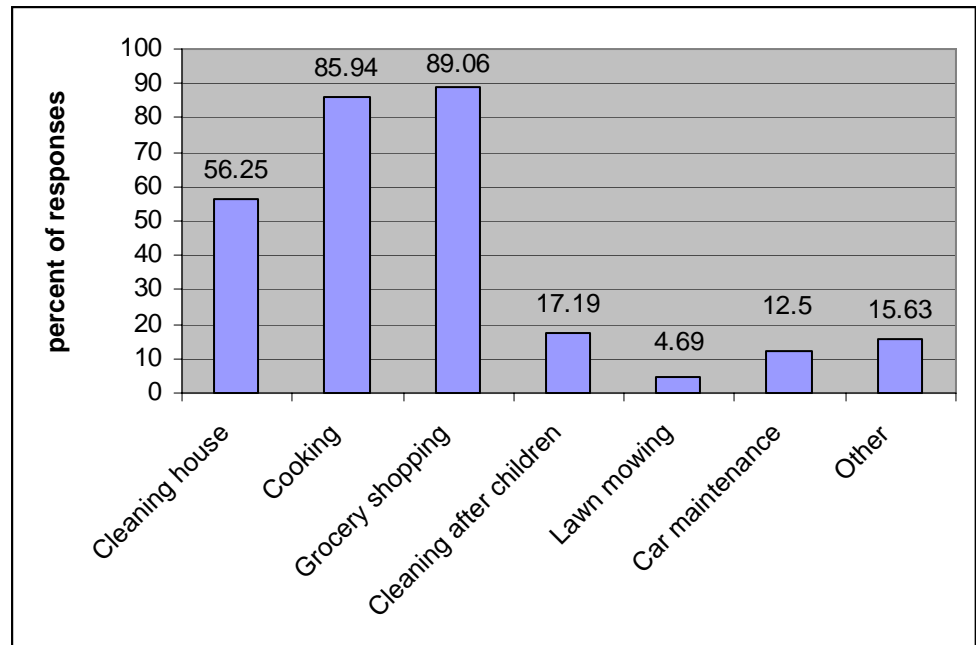
32. How many hours per week do you routinely do housework?



14.93% skipped this question

Table 4.26

33. If you do the housework, what type of housework do you do? Please check all that apply.

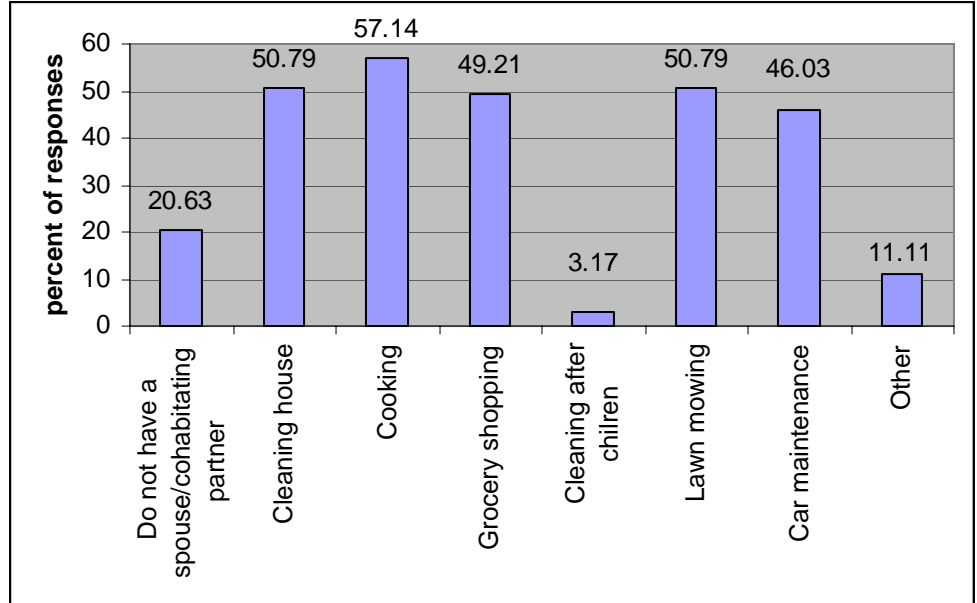


4.48% skipped this question

Other includes: changing linens, gardening, yard work, laundry, and taking care of a disabled child.

Table 4.27

34. What type of housework does your spouse/cohabitating partner do?

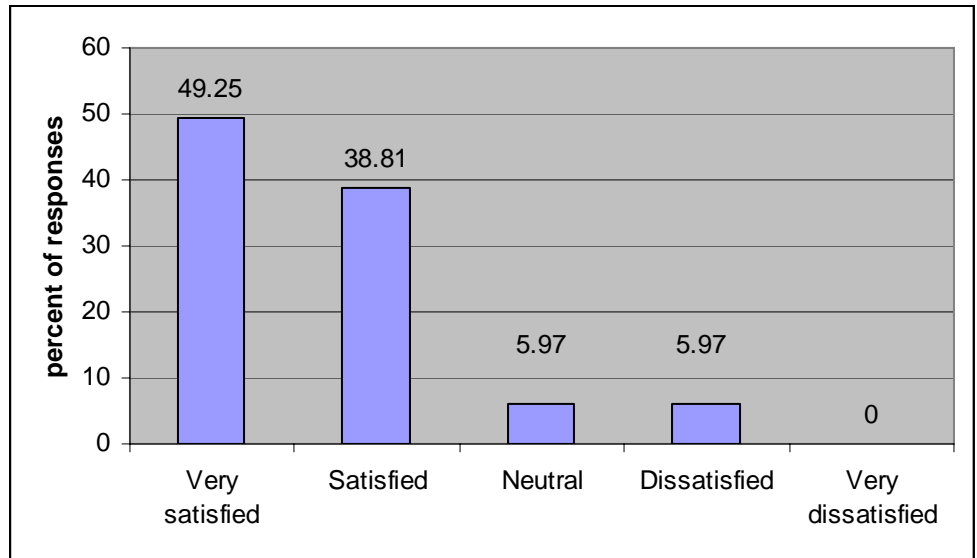


5.97% skipped this question

Other includes: yard work, routine maintenance, he does it all, and errands.

Table 4.28

35. How satisfied are you with your personal life?

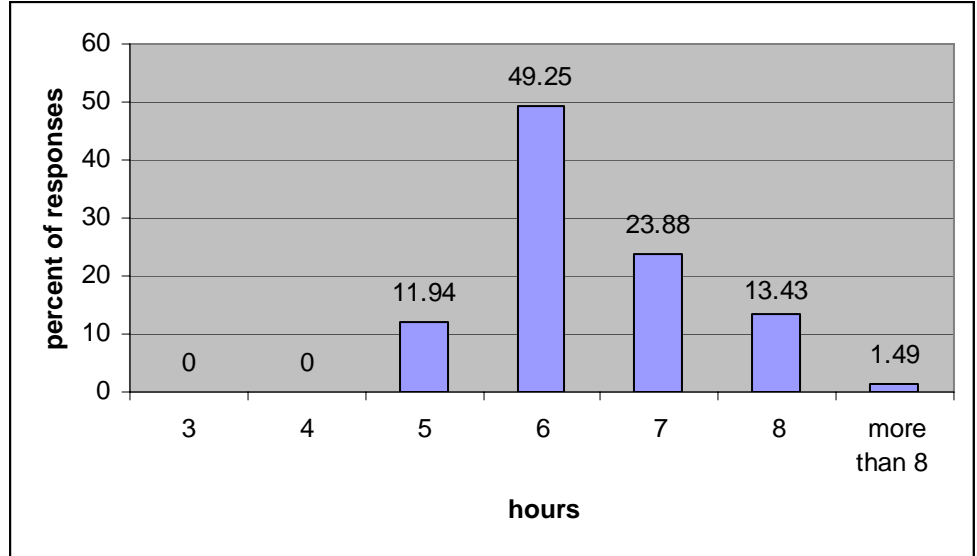


0% skipped this question

The majority of the respondents are either very satisfied or satisfied with their personal life.

Table 4.29

36. How many hours of sleep per night do you routinely get?

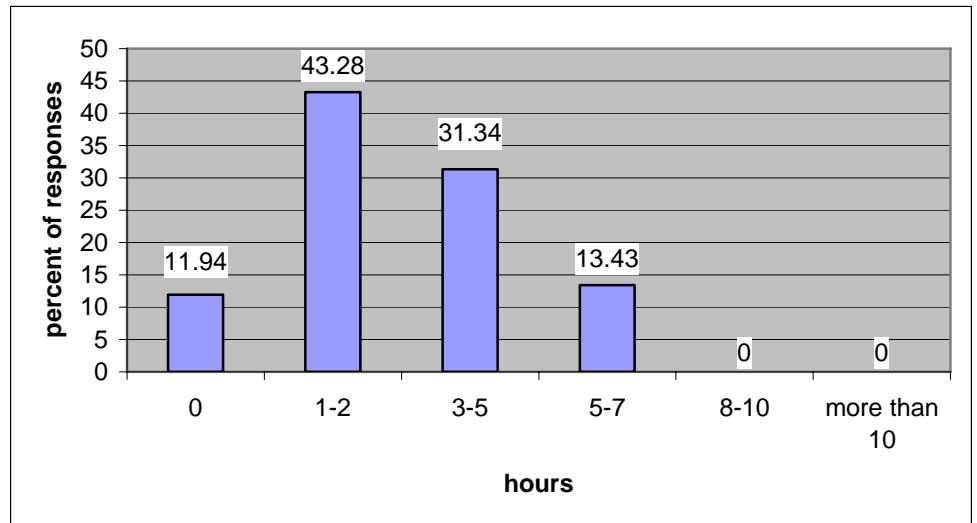


0% skipped this question

The majority of the respondents obtain six or more hours of sleep per night

Table 4.30

37. How many hours per week do you routinely exercise?

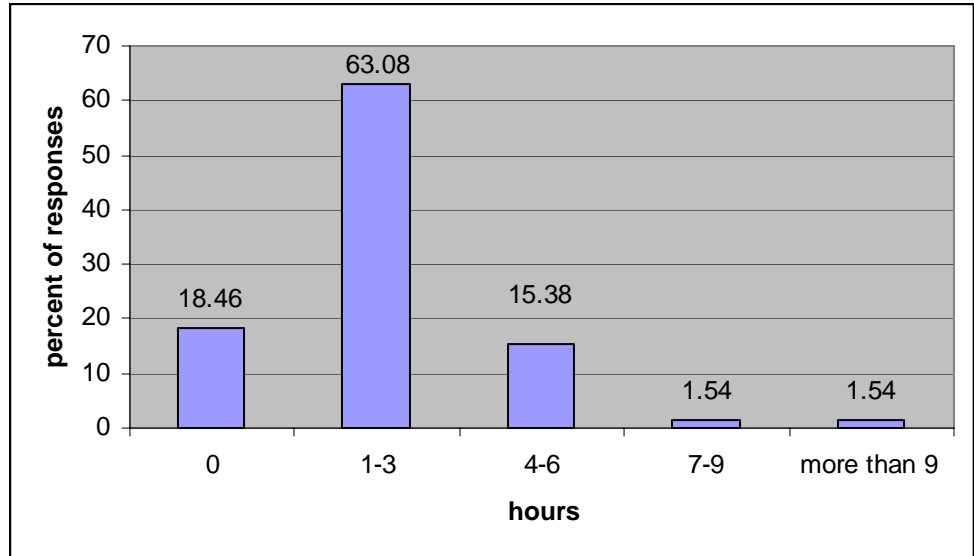


0% skipped this question

The majority of the respondents receive at least one to two hours of exercise per week

Table 4.31

38. How many hours per week do you routinely spend with friends?

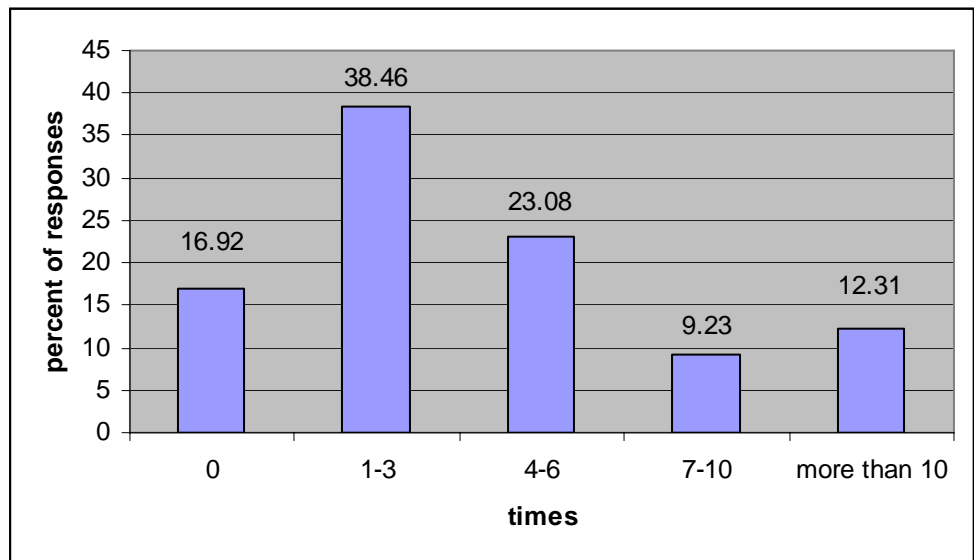


2.99% skipped this question

The majority of the respondents spend at least one to three hours per week with friends.

Table 4.32

39. How many times in the past 6 months have you missed activities/ functions with your friends due to your job?

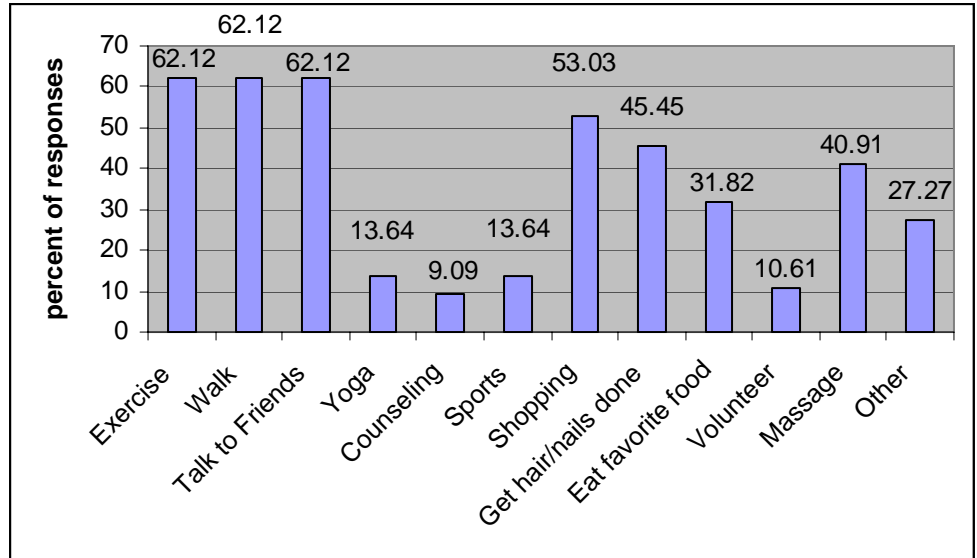


2.99% skipped this question

The majority of the respondents missed at least one to three activities with friends in the past six months.

Table 4.33

40. What strategies do you use to reduce your stress? Please check all that apply.

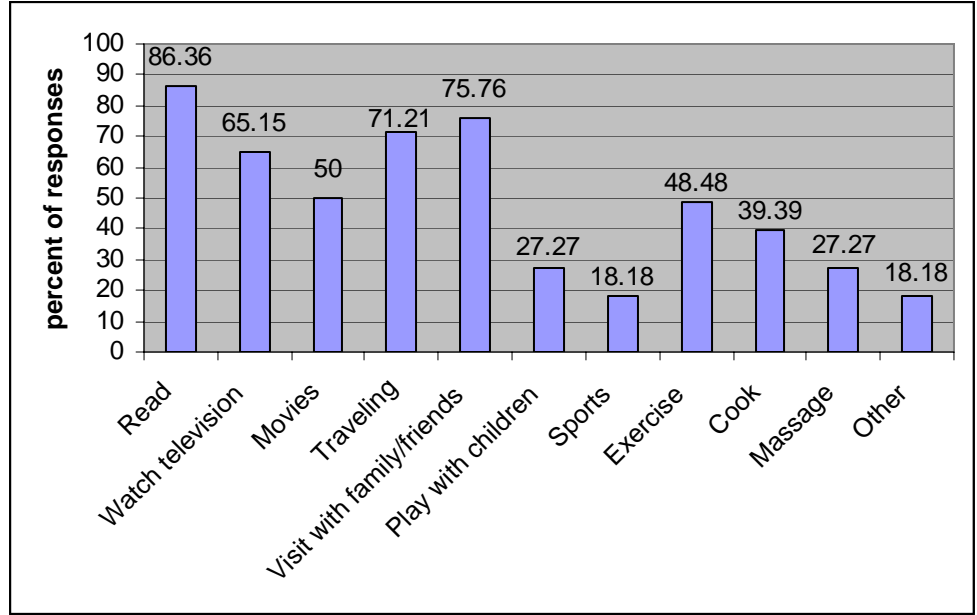


1.49% skipped this question

Other includes: knit, crochet, read, scuba diving, gardening, traveling, meditation, pray, reflection, bike riding and listen to music.

Table 4.34

41. What do you do for fun? Please check all that apply.

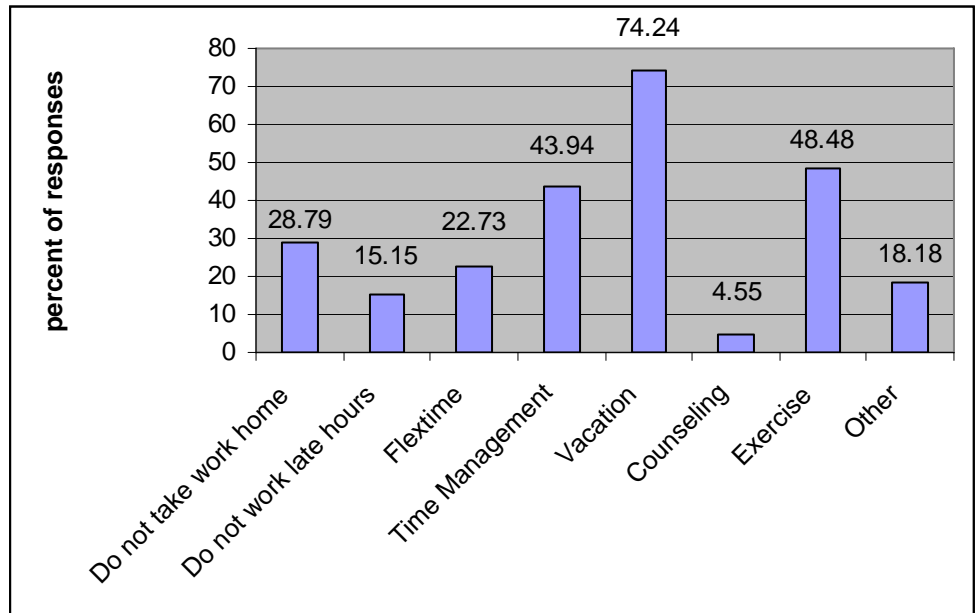


1.49% skipped this question

Other includes: scuba diving, sewing, pets, hobbies, antiques, golf, grandchildren, pets, and traveling.

Table 4.35

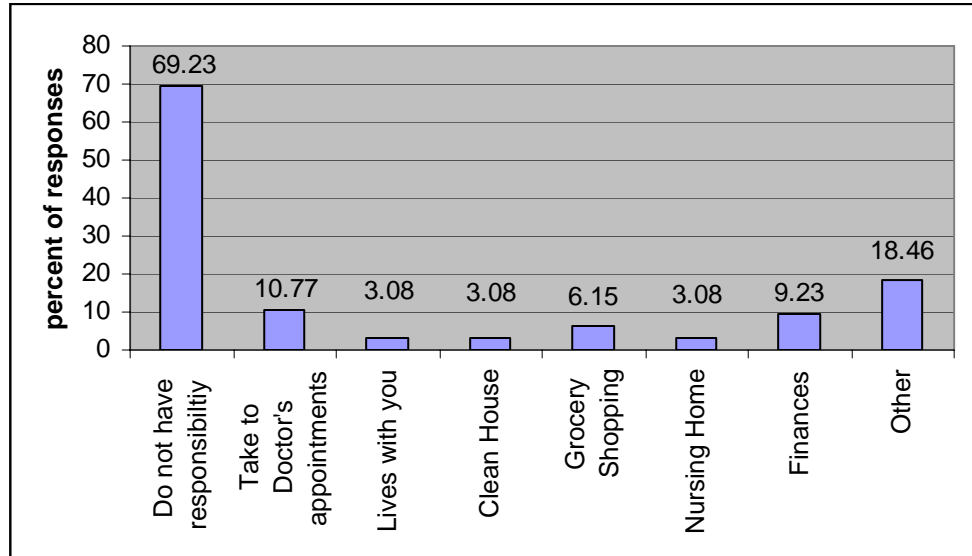
42. What strategies do you use to balance your personal and professional life? Please check all that apply.



1.49% skipped this question. Other includes: yoga, vegetable, don't do it well, do not take work home, visit friends and spiritual community.

Table 4.36

43. What responsibilities do you have for caring for aging family members? Please check all that apply.

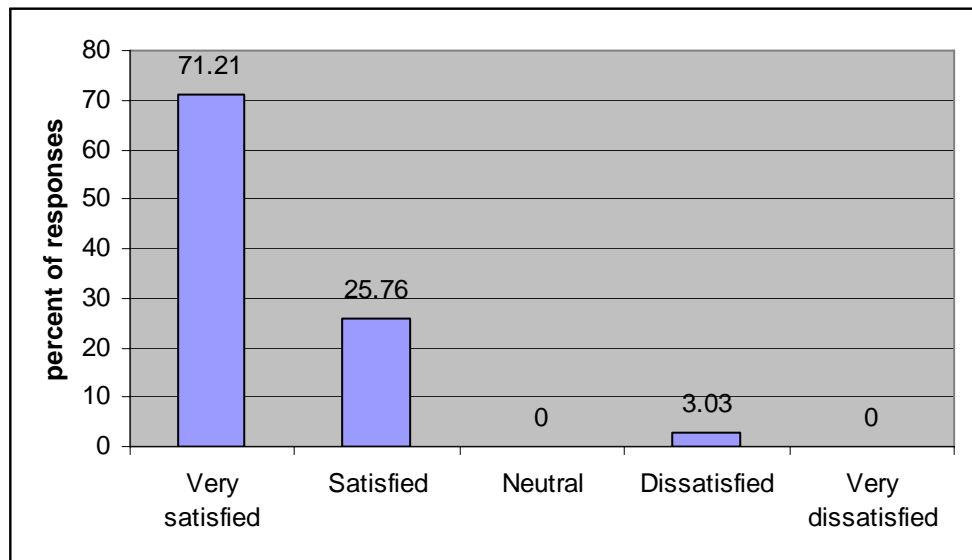


2.99% skipped this question

Other includes: cared for husband and mother in law in home, help with errands, pay bills, visit, phone calls, and home repairs.

Table 4.37

44. How satisfied are you with your professional life?

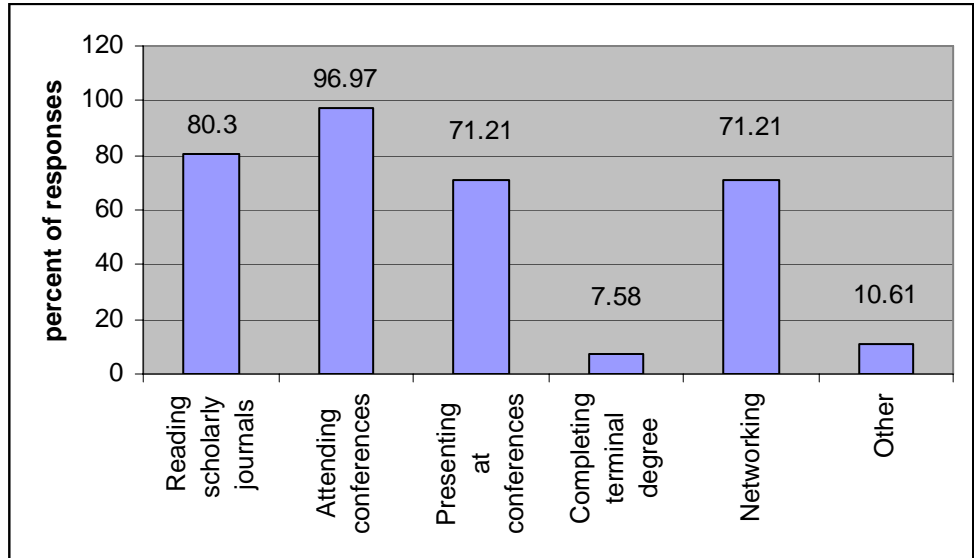


1.49% skipped this question

The majority of the respondents were very satisfied or satisfied with their professional lives.

Table 4.38

45. What activities do you participate in for your professional development?

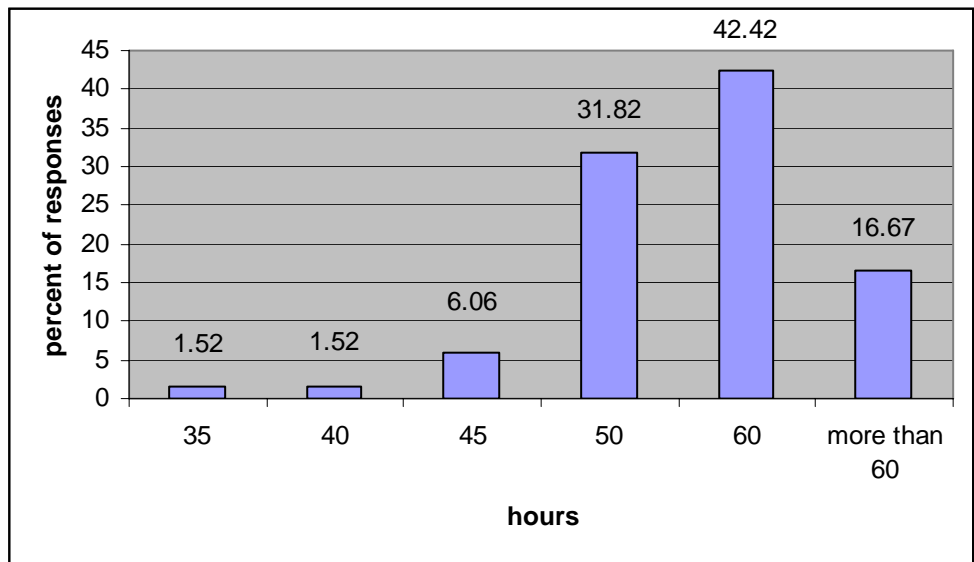


1.49% skipped this question

Other includes: Chronicle for Higher Education, serve on boards, evaluator for SACS, teach, completing degree and meeting with faculty and staff.

Table 4.39

46. How many hours per week do you routinely work?

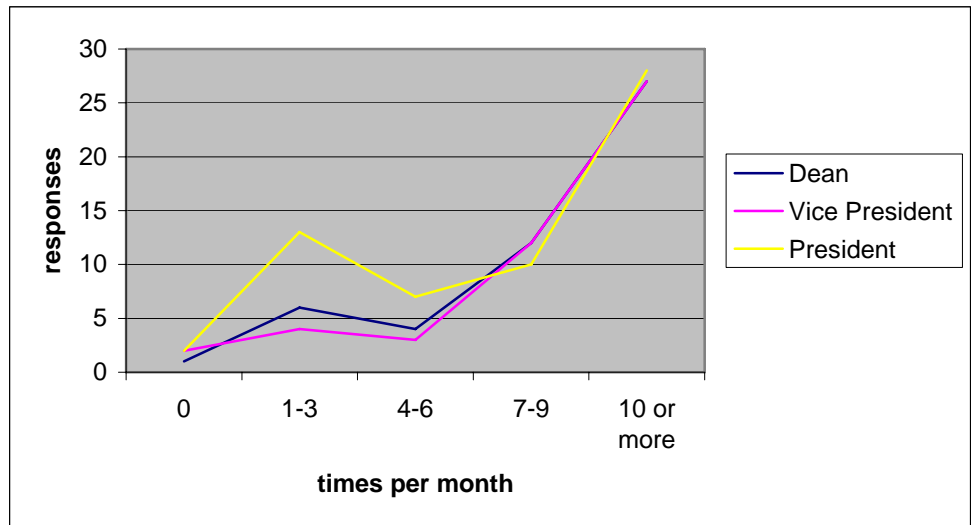
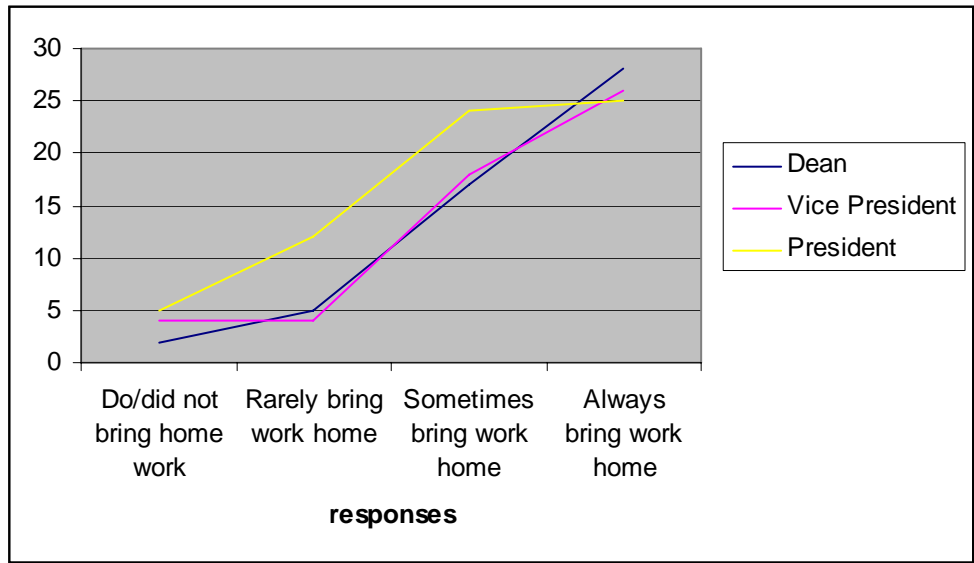


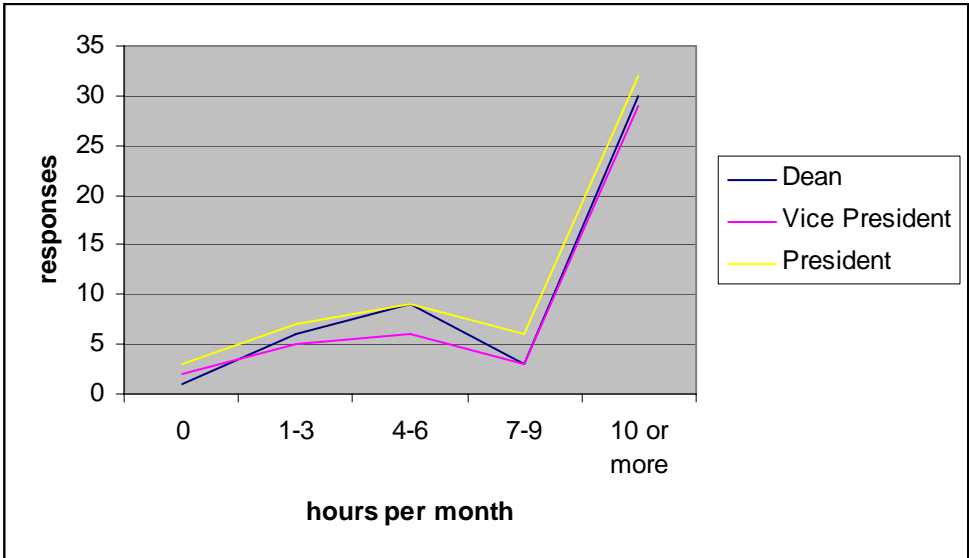
1.49% skipped this question

The majority of the respondents work 60 or more hours per week.

Table 4.40

47. How often and for how many hours do/did you bring home at night or on weekends?



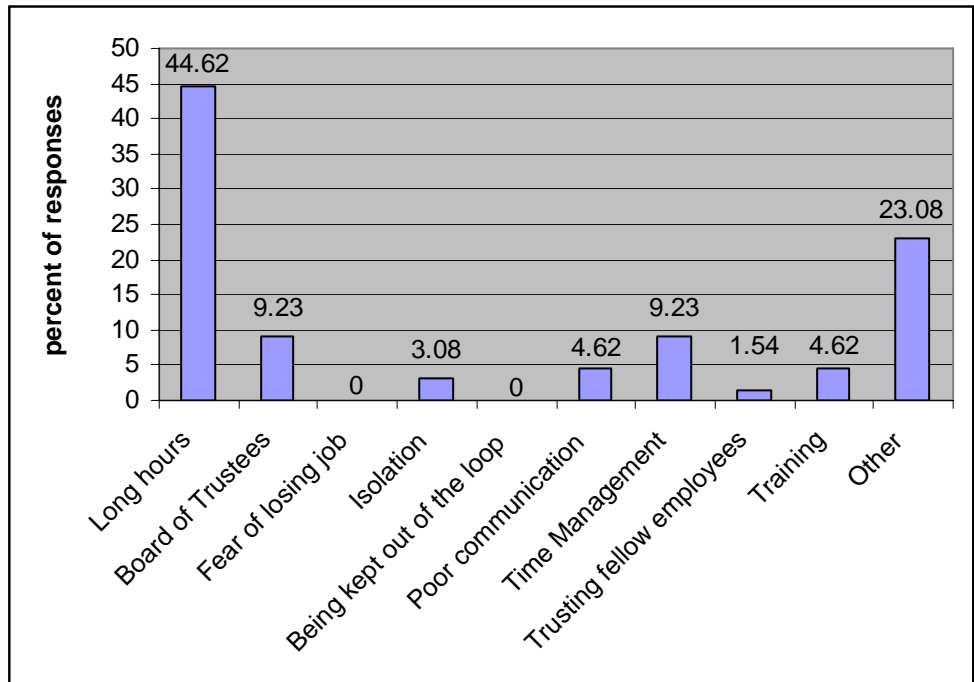


1.49% skipped this question

The majority of the respondents took work home as a Dean, but fewer took work home as a Vice President or President. If they did take work home it was more than 10 times per month with 10 or more hours.

Table 4.41

48. What stresses do/did you routinely face at your college?
Please check all that apply.

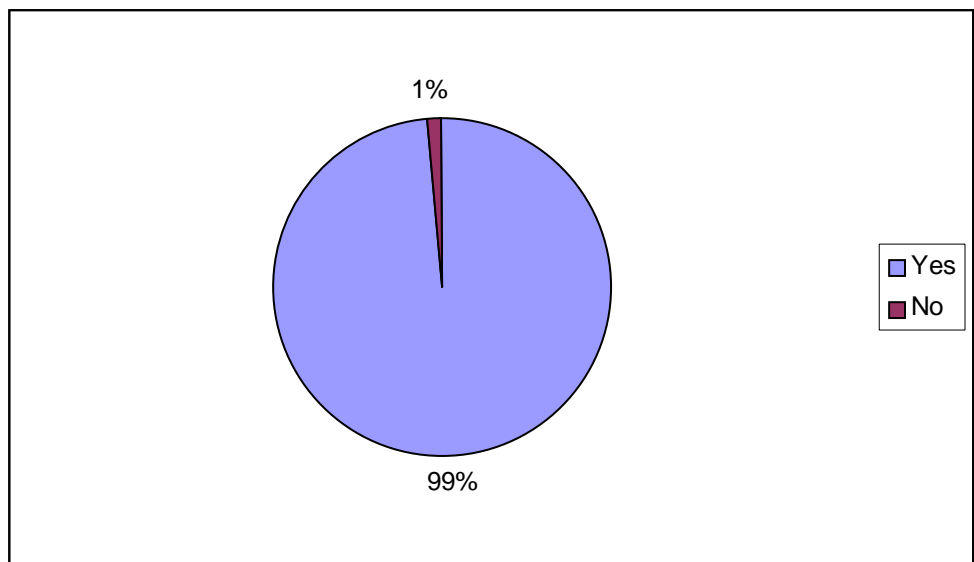


2.99% skipped this question

Other includes: personnel, legislative relations, lack of accuracy and efficiency, technology, lack of funding, long hours, and trust.

Table 4.42

49. If you had the chance to live your career over again, would you choose a career in community colleges?



0% skipped this question

The following are the Responses to survey Question 49.

Yes, I would do it again

“I started in the early 70’s and I feel that I have made a contribution to the colleges that employed me. I’ve had the joy of seeing students succeed. I participated in the fun of building new programs, new buildings, community relationships and doing these things in spite of limited resources. I wouldn’t choose any other career. It has been a great ride and I am still excited to come to work every day”.

“You can truly make a difference in the lives of students and in the community”.

“I believe in the mission of the community college, it matches my personal values and it ‘speaks to my soul’. It is my passion”.

“The community college is the best and often the last hope for students who need and want a college education and want jobs to support themselves and their families. It is a moral cause for me”.

“In no other place can the impact of your actions be so evident as in the community college”.

“The opportunity to be part of a college based on principles of social justice with the ability to transform lives is the most meaningful think I could think of doing”.

“It is challenging, worthy work that allows personal time and job fulfillment”.

No, I wouldn't do it again

“I would have liked to have stayed in four-year women's colleges, my first love”.

“I would have stayed as a faculty member and not gone into administration”.

50- What advice would you give to women who are considering a career in community college administration?

The following are the responses to survey Question 50.

Hard Work

“Be prepared for hard work and constant personnel challenges. Get a doctorate to get you foot in the door, but choose a field you're really interested in. Be sure your family is in on this lifestyle with you, it will affect them all”.

Children

“I have always tried to not impact my son’s life with my being a president. I’ve tried to be his mother first and foremost, and then there’s this other part, a big part of our life which is this thing called president”.

“Until the children are launched, give attention to your family as well as your career”.

“Consider the needs of your children at different points in their lives”.

“It helped having older children by the time I became President. It helps to have a supportive spouse if you have younger children to share in the sick days and activities”.

“Don’t beat yourself up if you have to wait a while home responsibilities settle or lessen”.

Balance

“You can have it all, but it is not easy. You constantly juggle”.

“Give serious thought to balancing the demands of family and work and the toll it will take. Only with the most supportive of spouses are the demands eased appreciably. Oftentimes, spouses of women feel “left out” and it can ruin marriages. These jobs are consuming”.

“Your career path is similar to most other women who have children. It’s walking the fence balanced between family, career and community”.

“Be careful about ‘good ole boys network’. It is not the balancing of family that has been an issue for me. It has been the balancing of professional life between the many groups that want and need your constant attention.

Commitment

“It is very rewarding, but a president’s job is a lifestyle commitment. The work is hard, long hours are required, and there is little time left for friends. I made a commitment to work and my family, but had little time for friends outside of work”.

“Learn as much about all aspects of a community college as possible. Make sure you have a support system. Believe in what you do. Like what you do. Have a vision and mission for your professional life and personal life. Look for balance. Be committed to being the best you can be”.

“Never give up you career goals. Continue to work to keep your foot on the career ladder. As children grow older, you will be able to assume greater career responsibilities”.

Sacrifice

“Be careful what you ask for, you might get it... so consider the sacrifices you are willing to make. If you are married with children, you must have a supportive husband and understanding children. You also need a supportive, understanding extended family. You also need a strong faith”.

Supportive Spouse

“Find a husband who will make accommodations to let you move up the ladder. There were only 5 years we lived together for the whole week. We commuted on weekends.

“Be sure that your spouse/significant other is supportive. Lower your housekeeping standards. Maintain a sense of humor and a sense of balance”.

Education

“Get your doctorate early, remember you are not indispensable; balance always. Develop a good support network of friends and family; don’t take things personally”

Values

“Be true to your values. Lead like a woman, not like a man”

“Always operate with integrity”

“Make sure the fit is right between the institution and personal philosophy. Don’t take yourself or your job too seriously”

“You have an opportunity to leave a legacy you will be proud of”

“Know yourself, what you believe in and what you stand for. You can’t lead others if you don’t have strong values and a passion for what you do”

Ambition

“I could not have had the professional advancement I had if I have remained married. I went straight from being a dean to being a chancellor in less than 3 years”

“It’s important to have a personal vision and a means of preventing too much isolation. Be focused on performance and accountability and don’t be distracted by the “you don’t like me” attitude of people”

WOMEN PRESIDENTS WITHOUT OR WITH GROWN CHILDREN

Although this was not part of the study, some of the women responded by email that they did not have children or that their children were already grown when they decided to pursue the presidency. The following are their comments.

“I do not have any children by choice”.

“I am biased in that no one asks this question of men”.

“I have no children, only dogs”.

Further, several women indicated that while they had children, their children were grown and out of the home when the women decided to pursue a presidency.

“I was lucky in that my children were already grown when I decided to pursue a presidency. I think that it would have been much harder to dedicate the necessary time and personal investment if I had to do that with children”.

AFFINITIES

Based on the literature and the results of the survey, the following Affinities and Sub-affinities were developed and explored in the interview phase of the study.

The Affinities and Sub-affinities utilized for this study were:

Children

- Decision Making
- Mother and Child Interdependence
- Children’s Choices

Child Care

- Commercial Day Care
- In-Home Daycare
- College Students
- Commuter Marriage and Day Care
- Older Siblings
- Travel for Work
- Other Family Members
- Regret About Children
- Children’s Self Reliance
- Delayed Promotions
- Empty Nest

Planning and Scheduling

- Planning Strategies
- Scheduling Strategies
- Communication Strategies

Hard Choices
Flextime
Time Off With Children

Spouse/Significant Other
Involvement of Spouse in Career Choices
Supportive Spouse
Career Oriented spouse
Commuter Marriage
Non-supportive Spouse
Spouse Career Choices
Spouse Retirement
Regrets
Retirement

Mom's Time Away From Children

Divorce

Women Delayed Having Children

Spirituality and Values
Part of Decision Making
Integrity
Servant Leadership and Children
Regrets About Lack of Spirituality

Finishing Education
Focus and Determination
Education With Children
Education Without Children

Stress Management and Fun
Stress Strategies
Time Management
Control
Afraid of Change
Being with Children/Family
Feelings of Guilt
Time at Home
Perceptions of Others
Trained Staff
Exercise

Problem Solving
Constant Battle
Who has the Time?

Balance

Work at Balance
Life Will Not Wait
Looking Back
Sacrifice and Reward

Friendship

With Friends
Community College Friends
Without or With Few Friends
Male Friends

Mentoring

Journey to Community College
Commitment to the Mission
Giving Back to the Community
Limited Choices
Commitment to the Vision
Patronizing Administrators
Glass Ceiling

Journey to Administration

Transition From Faculty
Leadership
Family Support
Life Long Learning

View of Self

Practicality
Life Plan
Pride
Work Ethic

Promotions Toward the Presidency

Timing
Fit
Family Support

Role Model

Positive Role Model

Grandparents as Role Models

Moving

- Maintain Stability
- Sense of Loss
- Strategic Moves
- Hard to Move

Finances

- Single Parent
- Guilt

Promoting Family Friendly College Policies

- Other Priorities
- Resistance to Change

Making the Right Decisions

Care of Elderly Parents

Advice From the Presidents

- Family first

PHASE TWO

Based upon results from the survey, interview questions were developed for further exploration. Sixteen women community college presidents from Texas, California, Minnesota, Ohio, Pennsylvania, Alabama, New Mexico, Kansas, North Dakota, and Washington State were interviewed. The interviews were conducted both face-to-face and the telephone. The interview questions were developed utilizing open-ended questions and the interviews were audio taped. The majority of the interviews lasted approximately one hour.

INTERVIEW FINDINGS

Although the majority of the women presidents were satisfied with their career choices, they identified that it was critical to take the time and develop action plans to balance their family, career responsibilities and themselves. They stated that this was true not only as college presidents but also throughout their careers. This included having a family (children and spouses), working on advanced degrees, and climbing the administrative ladder toward the presidency.

The following are representative quotes that describe the overall findings derived from the interviews.

Women Need Time to Themselves

“Women must remember that they need time, attention, and care, but more importantly they need to take care of themselves. Our families will demand more than we can ever give, our colleges will demand more than we can ever give. We must take care of ourselves, and women in this profession must plan and schedule time to take care of themselves. Something must trigger, I’m tired, and I need some time away, to reflect. I need a different kind of companionship; I need a different kind of support. No one can judge that except women for themselves”.

Don’t Need to do the Impossible

“We must train our children (and our husbands) to understand how important it is that we have some of their time and support. Make sure that they’re not selfish in needing all of our time. We need something from them as well. We have to admit that we don’t need

to do the impossible. We need to do our job, do it well, and have time for our family, friends, and balance the whole thing. The more we can do that the more successful we are”.

Work at Finding Balance

“You have to be deliberate about finding balance, because any one (career, family, community) will take advantage of you. Family will take advantage because they’ll demand so much. Institutions will, because there’s so much to do. It’s a real skill to develop the ability to manage all of the pieces and still have time for us. We just have to put it into the balance formula”.

Great Life

“Life’s been so wonderful I can’t even imagine. I’ve been so lucky to have the opportunities I’ve had – it’s been a thrill. The kinds of things I’ve been able to do have all built on each other and brought me to the presidency. I have been able to take everything I’ve ever learned and use it. I’ve always enjoyed my work and haven’t ever felt like it was a burden or I was taking time away from something else. I couldn’t imagine what I would change. There have been sacrifices along the way but my husband and I have remarked what a wonderful life we’ve had”.

Role Reversal

“When my son was five, I was already a president. He knew that mother was this thing called president. I brought him to the college with me one day. I was talking to him

about a fellow colleague at another school who was also a president. I used his name and it was a male name. I said something about the person and he said, “Oh no mother, he can’t be a president, only girls are presidents”. I found myself saying, no, boys can be presidents too. Here I was explaining to my boy this is a job opportunity for you too, how ironic”.

Can You Have It All?

“I take great exception to the statement ‘You can have it all’. Maybe you can in the long view, but you can’t have it all every moment of every day. When I wake every morning I’ve had to make some choices – do I choose work over family today or vice versa. What my hope for me is, in the long run when I look back on it I will have chosen family more than work. But there are times when you just have to make a choice between the two”.

AFFINITIES

This section is divided into the primary affinity title followed by a brief description of the affinity. A representative quote or quotes are presented with the sub-affinities and representative quotes following. The primary affinities are capitalized, bolded and underlined with the sub-affinities italicized and bolded.

The following are the results of the interviews.

CHILDREN

All of the interviewees indicated that their children were their first priority and that being a president was secondary. Career decision-making was difficult but while the children had a voice, they did not have a vote.

“In everything that I did, my focus was my children rather than my career, and it just happens that the career fit nicely with that”.

“I wanted to be my son’s mother and was not going to give that up. I always said, if I ever felt like my son was not getting what he needed from me as a mother, then I’d quit. The job’s important, I love it, but he was my first priority”.

“I have never lost sight that my children are number one, and I make that very clear. I was talking recently to some female presidents, and it makes me uncomfortable to say this, but I know of some that made the point that their career was/is number one and the children are secondary. I say that with all due respect, but that is not my position”.

“Being a mom was my number one job priority and my job was number two. I just made it happen. Our family was together recently and we were reminiscing and my daughter said, ‘mom I can only think of one time when you didn’t make it to one of our events. It was a dance recital, but you had gone to the dress rehearsal’. I look back now and I just don’t know how I did it”.

Decision Making

“You have a voice but not a vote. This is not a democracy but I want to hear what you have to say, I want to involve you in the process, and I want you to be a part of it, but ultimately Dad and I will make the decision”.

“I got my promotion my children were going from seventh to eighth grade My daughter had tried out for cheerleader, a big thing. We had a family meeting, and I told them I was going for an interview. My husband said, you know if she wins we’ll have to make a tough decision, luckily, she didn’t win. It would have been a tough decision”.

Mother and Child Interdependence

“My daughter and I grew up together taking care of each other. We were a team, and we often refer to ourselves as ‘we’ and ‘our’, and whatever we had was ‘ours’, whatever we did ‘we’ decided to do it”.

Children’s Choices

“When my youngest was a teenager, she quit high school and I was absolutely devastated. She assured me that she was not going back to high school. So, she went to the community college and finished what would have been her last year at high school, and went on as a freshman to the university as a sophomore when all her friends were going in as freshmen. She never lets me forget that”.

“My daughter decided to quit high school and went to work at the local hamburger joint. It was there that she realized that if she wanted more from life, then she needed to go back to school, and she did. She went back to school and is now a nurse. It was hard for me to watch her struggle, but I had to let her make those choices”.

CHILDCARE

The women stated that finding adequate childcare was a complicated activity that required a great deal of juggling. All indicated that they wanted the best for their children, but used each used different strategies to accomplish what they considered best. Finding quality childcare allowed the women to pursue their education and careers without worry about the care of their children.

“There was a lady who kept a small number of children at her home very close to the college. She was the one that helped me, and she was just great. She loved babies, and it was just like having my son in a home away from home”.

Commercial Day Care

“My children were my priority. My kids went to the children’s center on campus, and even though I put in long hours, they were happy. They were in the best, most nurturing environment that any child could be in”.

“Some of the childcare centers...they were mixed. We had to make sure we were there on time and we had to make sure that they were providing an appropriate curriculum. We moved the kids around to different childcare centers, because I was always involved and always wanted to know what was going on. It was very difficult”.

“Daycare was hard as a single mom. My first husband and I had joint custody so as long as we lived in the same community it wasn't too bad, because we used commercial daycare and we split the work”.

In-home Daycare

“I was fortunate to find a lady who had raised her children and I would take the kids to her house. Ultimately, they started school and they would go there after school”.

“My parents wanted me to go to college so they saved savings bonds since I was born. They gave me the bonds and I was able to cash them for \$100 a month. I was able to pay somebody to come to my house and take care of my children”.

“When my baby was born, I found a neighbor who was wonderful and who said don't bring pampers bring cloth diapers and I'll wash them. She also bathed my child everyday. When I picked up my child she was bathed and fed. It was wonderful. It was so hard to leave that situation when I got a job in another city”.

“I was really fortunate. There was a woman who babysat my child along with her own children and just became a member of her family. I would pick her up in the afternoon and drop her off the next morning. We joke because my daughter spent so much time with that family that she was calling the woman Mom. We had to deal with that, but she was there with the other children and that was important”.

“We hired an immigrant who lived in, “nanny-gate”, it was illegal but this was the norm in our community. She didn’t drive my child because we lived a block from the school, but she was there to see her off and be there when she got home”.

“I was unwilling to put the children in ‘traditional’ childcare, so I hired someone to come into our home. I interviewed them and ran it like a business. I made it clear that childcare was number one and any house keeping, or anything else, was number two. They were there to take care of the children”.

College Students

“I needed a reliable student with a reliable car, someone who could pick up my kids and take them to school activities. I hired a student who became like a nanny. Four days a week she would pick one up at the elementary school and take her to swim team, and pick one up at the junior high and take her to where ever. Some days they would ride the bus, but every week we had a schedule for her, and it required a lot of scheduling and a lot of planning. My husband was always amazed that I could keep all that in my head”.

“When my children got older and I was asked to take on more responsibilities at my job and that was tough. However, they were older and I had students that I would pay to pick them up and stay home with them until I got home”.

Day Care and Commuter Marriage

“My husband went out on the road full time for his work and was only home on weekends, so it was as if I was a single parent. We did commercial daycare, private daycare and when they were in school, I had a lady come into the house who could be a nanny. She came at 6:30 am, prepared dinner, did all the house keeping, all the laundry, took care of the kids, and made sure they got off and on the bus”.

Older Siblings

“My daughter was enough older than the other kids and helped with after school care. After she got her drivers license she helped me with running to band, running to soccer, etc. She loved driving”.

“When my children were teenagers, they were absorbed in their own activities. Before long my daughter was driving, this made it a little easier to handle all of their activities.

Travel for Work

“I found other parents who had similar kinds of challenges, so when I traveled we’d trade off kids. I’d take theirs when they had to travel and they’d take mine when I had to travel. My husband’s job was somewhat flexible and if I could plan my travel he could

be home. When I was out of town that was the hardest part but the day-to-day stuff we managed pretty well, but the traveling was hard”.

“I made sure that I never traveled on Sunday. I wanted to make sure that I was home with the children during the weekends. I turned down quite a few events to do that.”

Other Family Members

“My mother was a pre-school teacher and took children for after-school care. My kids were young but both were in my mom’s program, so I was very fortunate”.

“I was lucky, when I decided to go back to school while working full time, my mom was able to be there in the afternoon when they came home. She stayed in the evening until I came home from class. She was wonderful. She made dinner, did laundry, helped with the homework, all of it”.

Regret about Children

“I feel bad about my daughter because she really needed me and she had a difficult time adjusting to the childcare situation until she got in the college’s childcare center. After she was in the children’s center it was a very positive thing and she loved it”.

“I don’t think that I was able to get as good of childcare that I wanted. When they were young it was really expensive and limited too. It worked out alright, but I often wonder if I could have done better”.

Children's Self Reliance

“I wanted my children to be independent so that when they were hit with a crisis they could handle it. You give them the skills, the opportunities to acquire the skills so they can become self-sufficient, not because you don't want them near you, you love them more than anything in the world, but because you love them so much you absolutely must do that. They must learn to be independent”.

Delayed Promotions

“I didn't seek a promotion because it was so important to me to be available to her when she was home in the evening and out of school in the summer, and be on break when she was on break. It was really important for me to do that so I didn't seek anything else”.

“I think everybody has to choose the path that's right for them. My path was to wait and until later in my career – I was in my 50's when I got my presidency, I was in my late 40's when I got my doctorate. I don't regret that because I did things I needed to do early on with my children. I never felt like there was any rush to being a president.

“When I made up my mind that was the direction I wanted was to be a president, I was in my mid 50's, but with each step I made the decision to do what was right at the time”.

“I had to decide on whether to accept my dream promotion at another college or stay at my current college. While my family was supportive, they would have had to give up so

much to follow me and their staying behind was not an option. I passed up that opportunity and it was the hardest decision that I have ever had to make. Sometimes I regret the decision, but I still made it to the presidency, but much slower”.

Empty Nest

“Our son just graduated from high school and he’ll be going away to college. I think I’ve been grieving for the last two years knowing it was coming. Also, my mother just passed away so I’m moving into a time where I’m losing my mom and experiencing that I have no parents now, and on top of that, my son’s going away to college”.

PLANNING AND SCHEDULING

The women indicated that scheduling time with children, their activities, family responsibilities and career took planning, coordination, and effort. Some felt that juggling was part of having children and “...you do what you have to do...”

“I juggled it all. I don’t know if I would recommend it, I just did it, like I did everything else. If it had to be done I just did it. I didn’t necessarily analyze the fairness or the equity but it did take its toll”.

“When you have kids at home you have to find time to wash their clothes, fix dinner, get them to their ball games and dance lessons, and all that”.

Planning Strategies

“I told my kids that I needed to know what you want to be for Halloween because I always made Halloween costumes. They prided themselves that their mother made their Halloween costumes and never had to wear a purchased one. I told them I have the month of August to make your Halloween costume so decide what you want to be and you can’t change your mind. I had to do a lot of planning”.

“I was already a president when my child was going into kindergarten. In a small town, it took me only five minutes to get to work. I really had an ideal situation in that if there was anything at his school I have the flexibility to be there, but I had to plan ahead for it”.

Scheduling Strategies

“My assistant knew after school activities were very important so she would schedule them like a meeting. They were as important as a meeting to me, so my kids’ activities got put on my schedule. If people said they needed to meet with me my assistant would say, ‘she’s already got a meeting’. I didn’t miss a lot of their activities. I’d be out there in suit and heels but it didn’t matter”.

“As much as I could, I would run to a swim meet, the only parent there in high heels. I knew when my daughter was going to compete and I would be there when she came out of the water to cheer her on. I would go to concerts and stuff and take work. When my

children weren't performing I would be working but when my children performed I'd be attentive. You learn to juggle all these things".

"I am a highly scheduled person. I treated the children's activities as if it was a job, and I mean that in a positive sense. We didn't have a lot of money but I was very focused on the educational development of the children".

"I only took three days off from graduate school and work with the first one (child) and five days off with the second one (child)".

"I lived eight minutes from the school. I used to run home put a load of laundry in and run back to the school. I would leave to be a homeroom mother. I was a homeroom mom for all of our kids, but they were in the same building and I could just drop off refreshments at three different classrooms at one time".

Communication Strategies

"We had an 800 number, so that it didn't matter where you were, if you didn't have money you could dial 800 and get our home (with a code). That made a difference. It was never, 'oh I didn't have any money for a pay phone'. There was no excuse; you could always call. I told my college child, if I don't hear from you by Sunday I'm calling security. That was the rule. We always had rules, we had passwords, we did all those things and it took planning".

“We’ve always tried to eat dinner together, it didn’t matter what time, and my kids laugh because we would eat dinner at 9:30/10:00 because that was when everybody was in. We would eat dinner whenever we got together and we always talk about what was going on”.

Hard Choices

“Participating in the actual classroom experiences with my children was very difficult; I just had to give that up. There was no way I could be at their school and work at the same time except for the after-school kinds of things”.

Flextime

“I taught one night a week as a part of my load. I arranged to do that early in the week when she didn’t have as much activity, and arranged to have her study with a friend or visit with someone. She would also come with me and do her homework in the office while I taught my class. As she got older, she was in activities and at school by 7:00am. I didn’t get to all her activities but tried making most of them”.

“When my husband was teaching, we would pretty much manage it with him teaching at night and being home part of the time”.

“When they started school, I would teach straight thru from eight in the morning till three in the afternoon when I would pick them up”.

Time Off with Children

“I worked right up until the kids were born. I took off the day I went into labor and then I was right back again, and I was fine. Not everybody is able to do that but I’m kind of peasant stock. I’ve never had any problem with my health”.

“With my daughter I took about 7 months off to be with her. I also substitute taught while she was young, so I was back and forth with her”.

“I taught kindergarten until I had my son and I saved half my paycheck for four years so I could stay home with him...that was important to me. I’d had three miscarriages, so I see children as miracles. It was important to me to stay home”.

“I chose to take 10 years out of the middle of my career, and stay home and have my family. It was my responsibility and I don’t regret it”.

SPOUSE/SIGNIFICANT OTHER

The women stated that having a supportive spouse was extremely important to their career success. Some women had commuter marriages; some had spouses who had flexible careers and others whose spouses were retired. Some stated that they had ended marriages with unsupportive husbands. A couple of women were still married to an unsupportive spouse and stated that it had made their success slower and more difficult.

“If your life partner is not someone who supports your goals and isn’t willing to sacrifice along with you, I don’t see how it works. I’ve seen women who either don’t discuss things honestly with their husband, or are afraid to, or they’re both competing for the same jobs. I can’t imagine how difficult it would be to be in that situation”.

“I was fortunate because my husband couldn’t understand why anybody would want to be an administrator. He decided early on that he wanted to teach. We had such respect for each other in what we had chosen to do and be good at, and it worked. You see situations where that respect is not there, and support is not there”.

Involvement of Spouse in Career Choices

“If you’re married, you’ve got to involve your husband and you have to be willing to make trade offs”.

“I know the happiest person when I earned that degree was my husband, because he really sacrificed a lot”.

Supportive Spouse

“I’ve been married 31 years. I have an incredibly supportive husband, and I think that’s the key because we moved for him and he moved for me”.

“The word is commitment and we don’t consider there to be another alternative”.

“My husband has always been in a flexible working environment, being in business for himself. With the job that I had, you tend to have your life directed more than in a self-employed situation. We just tried to work it out, our son was our primary responsibility and focus but at the same time we were trying to revolve other responsibilities like work, food, a place to live, etc., so we worked around that”.

“My husband and I have an interdependent type relationship. He’s always encouraged me and been very much a part of my career, and I’ve always tried to do the same for him”.

“Friday night we would rent a video and I would fall asleep, but we’d be together. He’s a wonderful cook, and did all the cooking. He’d deliver the children to the school at 5:30am or on Saturday to their activities and pick them up about 7:00pm. They were exhausted so they went right to bed. It gave us free time on Saturdays”.

Career Oriented Spouse

“My husband and I have been married 35 years, but he had his own career. The children were my responsibility. He is a good man, a good provider, but doesn’t go to ball games or anything like that, he had his own career”.

Commuter Marriage

“My husband and I commuted for 10 years. It was tough and not tough. The first years we commuted across the country and later within the state, but still was six or seven

hundred miles. He was teaching and had summers off so he could come home in May and stay until August and at Christmas. At some point ten years became quite enough”.

“My husband commuted so he couldn’t really do anything with the kids. He would leave at 6:00 and get home at 7:00 or 7:30, so it was really me with the kids and that’s why the nanny helped”.

“I have a commuter marriage. His requirement was that there was a decent airport. As I made my job changes we always looked at a community to evaluate transportation options for him, and I wouldn’t apply to a place that was too isolated”.

Non-supportive Spouse

“My first husband viewed himself as being much brighter than I. I would be the secretary and he would be the person with a master’s and ultimately a doctor. That first year I did work as a secretary to put him in school, but he was hoping I’d stay there. There wasn’t really a lot of support”.

Spouse Career Choices

“Our children were our first responsibility and my husband’s job was flexible. There have been times when it’s ebbed and flowed with how involved he could be with the children. He’s had to be very flexible and not as aggressive with his career as he would have liked. It has sometimes been hard for him because he’s driven too, but we knew that we had to have that flexibility”.

Spouse Retirement

“I met my husband when I was pursuing my doctoral degree. When I took over the presidency at the college my husband was at the point when he was ready to retire. When he retired it was probably the single most important factor in managing it all, the fact I had someone at home who had been with me through the dissertation and understood where I was going. He knew what it was all about and he was a tremendous support. He basically held together all those things that just fall by the wayside”.

“My husband was approaching retirement age, and our plan was that that he would retire and I would have found either a position that would lead to a presidency or to a presidency and we would move. The only thing that didn’t work in the plan was that the opportunity came one year sooner than we expected”.

Regrets

“I regret that I let my career and my children come before my marriage. My choices were hard on our marriage”.

MOM’S TIME AWAY FROM FAMILY

One of the issues facing the women was time away from their families and their children’s activities. Their job responsibilities required them to spend long hours working

at the job as well as required traveling. They had to make tough choices, which they dealt with in different ways.

“I remember my daughter asking, ‘Mom when are you going to lead my Girl Scout troop’? I said I can’t, but my husband made sure that he was there for every meeting, every campout. He said that if he wanted to be involved in their lives he had to participate. I miss many of my children’s activities”.

“Before we had dinner we would trade places and role play. One night my husband sat in my chair and said, ‘no one did anything at the college today, I did everybody else’s job’. I learned that I was bringing too much home, and I was complaining. So I began to change. I listened to what they would say”.

“It’s critical that we take care of the family. It’s the most important thing and even though we see women commute and take care of their family. I’d recommend negotiating with a spouse to have a different arrangement. You need to be there for your family”.

“There’s a point when you have a comfort level that you’ve achieved and your family is in a place where they can manage with your absence. The community college is going to demand that. You need to be comfortable being away from them (family)”.

DIVORCE

The women indicated that divorce was a sad part of their career progression. While there was regret, the women felt that it was better to be alone than with a non-supportive spouse. Their highest concern was the way that it had affected their children.

“The decisions that I made, the work, and giving all the time and not taking, took its toll on my marriage. I knew it was over when my kids were in high school, but I made the decision to stay because my children were my priority”.

“We had been married only a few years when I knew that marriage was not going to last. I realized that I had to get a position where I could support myself. While my marriage wasn’t unbearable it wasn’t going to last forever”.

“I was awfully lucky. It’s really whom you’re with and what their values are. You see men who are threatened by their wives success. I was very lucky that was not what I had to go through. There are a lot of graduate students who finish a doctoral program and end up divorcing because the growth of one and not the other. It (divorce) changes the direction of your life”.

“I had decided that my marriage wasn’t going anywhere so I got a divorce and I moved for a job to another city. There I had to find childcare and it was more difficult because I didn’t know anybody – I didn’t have family or friends”.

WOMEN DELAYED HAVING CHILDREN

Some of the women indicated that they delayed having children while they worked on their career or finished their education. They stated that they were not in any hurry to become a president and they were glad that they waited.

“In the first few years of our marriage we weren’t interested in having children and I got my master’s during that time period, but when we did have children we were ready”.

“My husband and I did not start our family until we had been married for many years. I was able to start my career and get involved in projects to expand my experience and create the foundation of what people could expect from me. We had a long span there where I was building my career, getting different experiences, and I got my doctorate during that time. All before having children”.

“We had difficulty conceiving. Just having my children is a miracle and I certainly saw the children as a gift. And when I had twins well, there was a reason why that happened. I felt chosen”.

SPIRITUALITY AND VALUES

The women indicated that spirituality (not defined just as organized religion) was an important part of their lives in decision-making and their children. It drove their feeling of giving back to the community and servant leadership.

“It’s hard for me to say which came first (spirituality or values), and I am the person I am because of the values imparted to me by my parents. How do you separate my belief that everyone deserves to be treated with dignity and respect, and that they have something of value to offer from my spiritual base? The two are intertwined”.

“Life is messy. Spirituality helps because it is intertwined in everything”.

“Among the things I tried to teach my children is there’s something bigger than them, there’s a God somewhere. I made sure they went to church and there was a spiritual side to them”.

Part of Decision Making

“For me spirituality is for values-driven decisions. It’s what I believe in. I believe in service. I believe in helping others. It’s a way to pay back, all those corny things, but that’s why it’s important to me. I’m sure other people find other kinds of rewards in it, but for me it’s a place where I can serve and still be innovative and energized every day”.

“I want always to do the right thing and make the right decision for the right reason. The world is becoming so complex, it isn’t always possible to know what the right course of action is so you pick the one that the data and your intuition tell you is the right one”.

“Spirituality is an important component for me. It impacts what we deal with and what we do everyday. It helps me to make sense of things”.

“I’m a very spiritual person and I use prayer when I get in a bind”.

“I have not been affiliated with organized religion since I was a teenager, but I’m a very spiritual person and definitely feel a real connection to the earth and to all beings on the earth. That’s why getting out and hiking and being in nature is important to me. It brings mental or spiritual order to my life”.

“I am a regular churchgoer, am active in my church, and have been throughout my life. It’s important to me and helps me put things in perspective and I know what’s important and feel grounded. That’s a big part of my life”.

Integrity

“I’ve seen young women with a long career ahead of them and I tell them you’ve got to be true to yourself and have high integrity. I’ve sat beside women who have tried to sleep their way to the top and I’m saying it won’t sustain you long term”.

“It keeps me grounded. There is the potential to forget that there is a broader world out there and being grounded in some kind of spirituality is a reminder that the world is larger than your institution and your position”.

Servant Leadership and Children

“I’m a person first and I happen to be in a job that is college president. Through the years we’ve taught our children that being in a leadership-type position you are really the servant. A lot of people think that you’re the boss, but we’ve talked to our children about servant-leadership. I think they have that concept down”.

“We have taught our children the importance of “giving back” to the community”.

“I believe and practice servant leadership and I encourage everyone at my college to follow that principle. I have also tried to instill that value in my children because at the end of the day, you get double what you give”.

Regrets About Lack of Spirituality

“I always told my children that there were two things that I didn’t do well as a parent: I didn’t teach you how to iron and I didn’t teach you how to pray, and I feel bad about that”.

FINISHING EDUCATION

The women indicated that going back for a doctorate degree was important for their career progression and success. They realized that it is a required credential to be a president. They indicated that going back before having children would have been easier, but they included their children in the experience as much as possible.

“There’s an easier way of doing things. Finish graduate or professional school before having kids”.

“I worked full time but the college was very supportive. They didn’t pay any tuition and technically they didn’t give me any time off but in the summer I could make up the time”.

“By the time I finished my doctorate I was already a college vice-president. I’d had a lot of experience. It took me from 15 years to finish taking one or two courses at a time”.

Focus and Determination

“I have been poor in my life and am the only child that went on for any higher education. But as a woman I was obsessed with getting my education, and I wasn’t terribly focused on my social life and boys”.

“I typed my own dissertation. I was learning to do the charts and graphs and I’d be screaming at the computer, and the day my hard drive crashed with all the data... So, I started carrying disks everywhere and I would forward copies to my office”.

“I only slept for about four hours a night. I wrote my dissertation between two and five in the morning because that was the only quiet I had”.

This section is divided between the women who went back to school with children and those who completed before having children.

Education and Children

“When my children were babies I started taking up a course or two in graduate school. It took me 10 years to complete my education”.

“I decided to get a doctorate in my 40’s. Those years were incredibly challenging. I forgot how to cook. I either went to class or studied every night except for Friday, and six hours on Saturday and Sunday. We made one of our bedrooms into a study. That’s when I spent time with my kids – we would study together”.

“My child got me through the doctoral program. She’s the one who said, ‘okay your goal tonight is two pages, even if it’s just the first draft, its okay’. If she found me playing video games, was I in trouble”!

“When I went back for my doctorate degree I had to move to another city. My daughter’s teacher asked my daughter who would take care of you, and she said ‘my dad’. The teacher was just horrified. She said, ‘your dad, how could he possibly take care of you.’ At that time it wasn’t done, but because of his job and flexibility to be home early in the afternoon, it all worked out. I also tried to do things with her like having her come and spend some time with me to make her feel involved and a part of it. I tried to make it seem like mommy wasn’t gone because she was little at the time”.

Education Without Children

“I didn’t have children at the time I worked on my doctorate, and I didn’t realize at that point just how fortunate I was to be able to do that. I finished my doctorate in August and my first child was born in June. I was already a vice president so I was in a good position as far as the opportunity for what I wanted to aspire to”.

“I wished I had gone to graduate school and earned the doctorate before we had children. It would have been easier with only a husband, but with kids it was tough, because I had to work and couldn’t quit my job”.

STRESS MANAGEMENT AND FUN

The women stated that it is important to manage stress and to have time for fun. The presidency is hard work requiring long hours, and they felt that it was important to take care of themselves both physically and mentally and to have a sense of humor. Each woman had a different strategy for stress relief and for fun.

“I recognize that this work is consuming and it’ll take all you have and more and I’m deliberate about not allowing it to do that. There are too many factors – there’s family, community and college, and there’s just so much energy and you have to manage all that”.

“I think that the key to any satisfying career is to be in something that is your passion and then to learn and grow from it. If it’s your passion, then it is not so stressful”.

Stress Strategies

“Stress management starts on the inside. You have to know yourself and what is really important to you at the core”.

“I can relax pretty quickly and easily, but the work is pretty intense. I’m deliberate in making sure I have some time just to relax and get away from it”.

“I’ve learned to accept that this is more than anyone can ever get done. I spend my energy and time really working when I’m at work (I work late because I tend to be more energized in the evening). I know when it’s time to go and I’ve given all I have. I deliberately schedule for myself, or time with friends who are not directly involved with the work of the college”.

“I worked to be a competent administrator. It’s through competence that you avoid disasters and a lot of stresses. I had sound educational preparation for my role. Have good experiences that prepare you for the kinds of jobs that you’re going to have in a presidency. It’s through that competence that grounds you and reduces stress”.

Time Management

“As a college president there isn’t much time, but you have to find the time. If you want to do something you can do it, whether that’s going out, I love the arts, and I love the theatre. I love going to shows, going to events, going to the museums, but also going out to eat or just lazing around and do nothing”.

Control

“I’m very patient, very methodical and highly planned”.

“I’m starting to do a better job of controlling the evening and even the day commitments”.

Afraid of Change

“My big stress is that people are afraid of change. They want everyone else to change but they don’t want to change. Even if something is dysfunctional they know where they fit in that dysfunction, but with change they don’t know where they’re going to fit. Change is threatening to them, and they will fight for the status quo to the bitter end. They’ll even attack their own nest to maintain the status quo. You have to know that and not take things personally”.

Being with Children/Family

“A big stress releaser was my activities with my children and it was important to me to be with my children as much as possible. So, when I was at the basketball game, dance, or

whatever I didn't think about work, I thought what they were doing because I knew that once that was over I would have to do more work".

"We did lot's of fun things together, the amusement parks, we also decided to go to on a vacation and we would plan it".

"I'm a former home-economics teacher and one of my fun things is to cook, and I like eating my own cooking. Fortunately, my family enjoys my cooking too. I cook for fun and for dinner parties on weekends. I play bridge with my husband and I read junk novels – murder mysteries, escape stuff".

"My fun is my family. I don't have a lot of free time, but what time I have I love to spend it with the family, the children".

Feelings of Guilt

"I work with other women and we talk about needing to go to the spa, or needing some time to read a book or take a nap. I think we have to do that without feeling that we have taken advantage of an institution or of family. It's our job to make sure that we do it. If we don't find time, we become irritable, don't do a good job, or become ill. Managing stress and managing all the components of life are most challenging for women".

Time at Home

“I do not take work home or do email every evening or lug things back and forth. I see people do that and it’s not healthy and doesn’t make you creative and energetic. It doesn’t help you get your job done. My weekends are pretty full and I try to limit my official duties to only weeknights”.

“I try to keep balance. I may not get the right exercise like I should, but when I go home (and have always done this) I try to leave the job behind. A lot of people don’t do that, certainly a lot of women. I know another college president who can’t be away from email, at home or where ever, and I’ve always made a point of not doing that. I do it purposefully because I need some time that’s not related to work”.

Perception of Others

“People look at me on the outside and don’t think I’m balanced. They think I’m a workaholic, but isn’t true because I might work late but I never take work home. That’s my sanctuary and a place where I enjoy my husband and the things we do together. I take vacations and travel and do all the things I derive satisfaction from, in addition to satisfaction from my work”.

Trained Staff

“I don’t take work with me when I go on vacation. People at work know if there’s something really critical they can reach me on my cell phone. That’s the way you train your staff about what your expectations are. My staff will take care of stuff. It’s got to

be pretty serious for them to call me, even at night. I live with whatever decision they make. After 35 years, I don't need to micro-manage what's happening. I'd rather hire really good people because that's the biggest strength an administrator can bring".

"At first there were a lot of things I felt I had to do ceremoniously, but now our team is stepping up and saying I'll take that one or I'll do that one. We're working harder on spreading ourselves out so not everybody feels they have to be at everything, and that our whole team really represents the college".

Exercise

"I exercise every day, it is the absolute best stress releaser and it's a very uplifting experience. You increase your energy significantly by exercising. When I didn't have money I ran 3 to 6 miles every day. Today I go to a gym for a minimum of an hour, sometimes an hour and a half a day, and I start the day feeling like a million dollars".

"I walk for an hour every morning, about three to three and a half miles. I try to watch my diet but I'm not as good at it as I need to be because I'm a stress eater and my work puts me in front of food – dinners, lunches, etc".

"I like to walk in the morning. I get up early and walk the mountain near our house, and I try to be real consistent about that because to me it's a big stress reliever. That and being on top of that mountain in the open air helps me to focus. Most of the time there's no one but me on that mountain, and I can just relax".

Problem Solving

“I do some of my best problem-solving when I’m exercising, working in my garden, planting things, cleaning house. When I’m cleaning house I think about nothing. The physical exercise taps my creative energy. I had all these personnel problems and I just cleaned, I mean you could eat off that floor”.

Constant Battle

“I exercise as much as I can fit in, that is a constant battle, and exercise goes by the wayside because something interfered. The days are very long and my meetings start at 7:30am because I’m a morning person and people know they can get me then. The next thing I know its 9:00pm and I ‘m still at some meeting and haven’t gotten any exercise during the day”.

“Over the years I perfected the walking meeting. I would take my notebook and my staff and I head out the door of college and walk around for an hour or hour and a half or so. Walking and talking, it’s amazing how your thinking improves”.

Who has the Time?

“I know that I should exercise, but I don’t. I try to, but I don’t have the time”.

“I prefer to do meditation to exercise as a stress reliever because I just don’t have that much time to devote to exercise. I can do a meditation in 30 minutes, but exercise takes a lot longer to complete”.

Gardening

“I read a lot, I garden, I have two young grandchildren and I’m very involved with my family. My grandchildren like to garden with me”.

“My husband and I do a lot of gardening, we have a big garden and a bunch of fruit trees, we can and do all those traditional things. We both grew up on farms so we’re back to the earth kind of people”.

BALANCE

The women stated that finding balance among career, family and self was and continues to be difficult, but not impossible to achieve. Balance requires constant attention, planning and nurturing to be successful.

“It’s a constant struggle finding the balance because the dynamics change all the time - one minute you’re dealing with the kids after school things, the next minute your mother’s in assistant living - it’s a constant restructuring and a constant adaptation to

your environment. Keeping a positive attitude and having a support group that you can talk with and who can keep reminding you that you are a priority”.

Work at Balance

“You have to work at balance. The soccer games and basketball were as important as the meetings. You say, I’m sorry I have a meeting...you don’t have to tell what it is. We blab everything. “Oh, you can’t be very serious in your career if you’re going to be going off with your kid”. Yes you are!”

“I had to determine if these activities were feeding my needs or merely feeding my ego. Once I decided that, then I was able to move off of extra boards, resign extra committees, and that opened up a lot of time for pursuing other things.”

Life Will Not Wait

“It’s a stage in your career where you are able to step back and realize that life isn’t going to happen later so I’ve always been good at balance. We did a lot of hiking and backpacking and other things. I didn’t ever just work, ever. The balance has gotten better, but I’ve always been someone who has enjoyed all of life”.

“I lost my mother when she was in her mid-50’s. That really makes you realize that you don’t wait to enjoy your life or have relationships. That was the biggest thing that changed my view of work”.

Looking Back

“If I had it to do over again, I would be less concerned about the cleanliness in my house. I know there’s a 12-step program for me somewhere. The house had to be clean, the meals had to be perfect...that’s dumb. If I had it to do over, I would not be so concerned about what other people think about me, my house, my cooking, and have more down time with my children”.

“I don’t think everyone that makes it to presidency is authentic, some folks have gotten there very successfully without really being themselves”.

Sacrifice and Reward

“There are sacrifices particularly when trying to find balance and want to be involved with different facets of life, like family life, work life, spiritual life. You give a lot because there is only so much of you to go around. But with that sacrifice comes great gain, and it’s worth it. There’ll be times when you’ll think, be careful what you ask for you might get it, but overall it’s like anything else, the great sacrifices in life also can be great rewards”.

“The community college is demanding and women with families have to evaluate the responsibility to family and the responsibility to an institution. I contend that the family is the most important”.

FRIENDSHIP

The women stated that while friendships were important, they were difficult to maintain while pursuing a presidency. They use email, letters, occasional visits and the telephone as the primary methods of maintaining communication with friends. They stated that as the president they must keep a distance from employees of the college and in the community so as to not be accused of favoritism.

“Friendships get more important as you get older because you have to invest the time in them in order for them to happen. You have to decide that you want those friends. It doesn’t happen unless you plan for it and put aside weekends and time and email people. You really have to want it”.

“As you move into the presidency you have to maintain so many professional distances. It’s unfortunate but you have to. It’s like having a bunch of kids and you’ve got to love them all equally and give them equal time. In the community, because there are so many people connected to the college, you also find yourself keeping distances. Really my friends are my family”.

With Friends

“I have friends outside the college and not involved in education at all, and we can spend time other than with activities of work. That’s proven to be very good for me, because I’m pretty intense about the work, but I also need time when I’m not at work”.

“I am a person who always has a close network of women friends. I need to talk about things, and when I’m really stressed I take a long walk with a good friend and just yap. It has to be the kind of friend who isn’t particularly interested in the issues and isn’t going to tell you how to do it. One of my friends is a professional and other than taking class at the college she really doesn’t know anything about community colleges. That’s a great kind of listener to have. She’s a manager so understands the management issues, and yet she’s not going to tell me how to do it. She would just listen and I do the same for her”.

“Our friends end up being the families your children are involved with”.

“I was also very close to my mother and she was a best friend”.

Community College Friends

“The women friends that I’ve had time to develop have all been through the college. They talk about being lonely in the workplace, that’s true, but some of my best friends have been people I’ve met over the years at the college”.

“My children and I have gotten to know people, faculty, and staff colleagues who have been wonderful. We’ve had extended families in the sense that we became part of a community college family, or a church family. We’ve had tremendous support and we’ve tried to be supportive of others as well, and it’s worked really well for us”.

Without or Few Friends

“I didn’t really have time for friends. My focus was on my family”.

“Friends are few and far between. I have lots of acquaintances but few close friends, but that’s the nature of the work. It’s very hard to maintain close friendships and be a college president. There is a distance and a privacy that you need to maintain”.

“Friends are hard to sustain and you end up with fewer but good relationships”.

“I’m a very private person, and I don’t make friends easily to start with, and when you’re in this kind of an environment you work real hard to shield yourself”.

“Some people maintain friends better than others, I’m not as good at it. It’s one of those things where I say, when I retire I’m going to ..., but I try and use lot’s of email and little notes back and forth with the friends I do have”.

“I do not consider myself to have a single female friend in the traditional sense of someone you confide in, somebody you go shopping with or somebody to go out to lunch

with. At this point in my life, I guess I've chosen not to have that. When I go shopping, I go by myself most of the time".

"I have a few close friends. There are people who I've routinely tried to keep in touch, even though they've moved away. I either make plans to get together with those friends or make sure that when I travel I put in an extra day to see various friends".

"I really did not have much of a social life until now. I had friends at work, I got along with people very well, but never let's go to the movies, let's get together for dinner, there was no time for that. There was the children and work, that's it".

Male Friends

"I don't have a close female friend. I do have a best friend in life but it's a man. We met when we were both young and we have continued our friendship ever since".

"I'm friends with some of the guy presidents. I think having a big brother and younger brother I was kind of a tomboy so I'm friends with guys and friends with girls".

MENTORING

The women recognized the importance of strong mentors in their career success. They stated that without these strong mentors they would not have become president of a

community college. They also stated the importance of being a mentor to other women in community colleges who aspire to become a president.

“My professors told me I should consider more for myself than I envisioned. They said you should consider a master’s and after that consider a doctorate. They guided me toward administration, I never envisioned myself in administration. I always envisioned myself in the classroom since I enjoy that. They saw in me something I didn’t”.

“Mentors are important but not necessarily the people that I called all the time and asked what I should do, but more examples and watching to see how they operated. You don’t ever hear about those kinds of mentors. Sometimes those examples are the kind of person you don’t want to emulate”.

“I’ve had some great people I’ve worked for who encouraged me and said you can do whatever you want to do. If anyone held me back it was probably me”.

“I interned with a woman president after my doctoral program. She’s the one that got me to apply for my first dean’s job. She just kept throwing new and different things at me. I had a wonderful time. At the end of the year I was hired for my first presidency”.

JOURNEY TO COMMUNITY COLLEGE

The women indicated that they did not plan on a career in community college, but was drawn to it in search of employment. They started their community college career either from K-12 or were an adjunct faculty member.

“I fell into community college. They were looking for someone to teach and to run a program. I wasn’t interested at first but when I read the job description, it fit. It was like someone had taken my resume and put the job in there”.

“My work with community college was an accident. I had been working on a project in the public schools, and the funding ended. I was at that time a single parent and I needed a job. One day the president visited me and said, ‘as long as you could write proposals (I was a grant writer) that have jobs in them for you, and they get funded, you get a job’ ”.

“I had not even considered community college. It was sort of serendipity. It was a brand new institution growing rapidly and I was just given an unlimited opportunity over the next 18 years to hold a variety of positions as the college grew”.

“My husband was looking for a job and he sent applications to a local community college for the two of us as instructors. They needed both because it was the first or second year of the college being open, and they hired both of us on the spot”.

Limited Choices

“I grew up at a time in the 50’s and 60’s where there were only three options for girls –a teacher, nurse, or a secretary. That was it. I had a dream of wanting to be a physician but my grandmother said girls don’t do that and I believed her. I became a teacher and fell into the community college world. I can’t imagine doing anything else. It is the most rewarding, energizing thing I could ever have thought”.

Commitment to the Mission

“I’ve been at community colleges for 25 years. I firmly believe its mission and I think we make a difference in people’s lives every day. I see our graduates and our students who didn’t have an opportunity or who took a different route and then decided that a college education was necessary. I believe we make a difference and I want to provide that opportunity to people”.

“I was hooked with the students, the mission, the excitement, the ability to be creative to help people, and other than one side stray in my career, when I worked at a historically Black university for a year and a half, it’s been community college all the way since then.

“The college was founded on the premise that all students could learn. It was a revelation that this institution was dedicated to student success. The whole mission of the community college was new, but it was the place I was meant to be”.

Giving Back to the Community

“I realized that the community college was a perfect fit for what I had always envisioned that I wanted to be able to do. It was giving back to the community and the community college has this opportunity to serve and help the community. It was one of those things that I kind of fell into and really probably didn’t know when I first started just what a good fit it really was”.

“I moved back to the community where I grew up and I always had an interest in giving back to the community because the community had given so much to me during my growing up years”.

“It’s an awesome place if you want to serve. It is a place of service, it’s a place of innovation, and it’s a roller coaster. If you like that kind of stimulation, it’s awesome. It’s a place where you need to understand your strengths and weaknesses develop your strength”.

“Truly understand the mission of community colleges and understand the population that we serve, and know that the rest of the world doesn’t get it. You’re always on and it doesn’t matter where you are, you’re the messenger. You’ve got to carry that message. Just like we don’t allow people to make fun of women or ethnic groups, we can’t allow them to make jokes about community colleges”.

Commitment to the Vision

“I love the vision of my institution. A vision helps you to see where you are going, but it’s up to you to determine how you get there”.

“It is still probably the only uniquely American education form, although it is starting to spread in other parts of the world. It is truly egalitarian; it’s a way to offer opportunities to people, not just first or second chance, but often last chance. Your hearts got to be in it, and if so there’s no better place to be”.

Patronizing Administrators

“I interviewed for a dean’s position when our two youngest were still in diapers. I’ve always believed in an interview process that you tell your interviewer your situation. Legally they can’t ask, but if they’re going to hire you they hire the whole package. I had a president pat me on the hand at the end of the interview and say, ‘dear I think you need to stay home and take care of your babies’. I was absolutely furious, and even if he offered me that job I wouldn’t work with a person like that”.

Glass Ceiling

“I have been fortunate in that I’ve never seen a glass ceiling. Maybe that’s because it’s me and maybe it’s because I’ve always had people to push me, encourage me, and open doors for me. I’ve seen other women create their own glass ceiling, maybe as an excuse for perhaps not pushing themselves to do what they need to do”.

JOURNEY TO ADMINISTRATION

The women stated that they were not necessarily interested in administration until later in their careers. Some indicated that they were very happy as faculty until they realized that they could still impact student's lives as an administrator. They have no regrets in their administrative choices.

“Every institution that I've worked at I wanted to know that I made a difference, and I think in administration I really felt I made a difference. I liked teaching but once I got into administration I saw that we could really make a difference and I can do that by supporting faculty”.

“Many people don't see a good reason to go into administration. You work long hours, you don't make that much more money than faculty members and you don't have anywhere near the free time. But administration can be rewarding and satisfying when you know that you've helped the college meet the student's needs, educationally and with support services that they need. It is a very satisfying career”.

Transition from faculty

“It took a bit of a transition because I really enjoyed teaching. Eventually, I wanted to become an administrator to make more of an impact on the college. I looked forward to the additional training and a college leadership role”.

“I had finished my doctorate, I was teaching, I was having a great time, I had no intentions of being an administrator”.

Leadership

“I continued to want to expand my ability to influence and lead and maximize what I could contribute. I don’t know that I ever set my sites on the president as a goal until I was actually in my doctoral program and I realized, ‘oh that certainly is possible’”.

“I recommend community college to any woman who was interested in leadership. We think differently and our colleges reflect that. Our ability to collaborate, to be intuitive, there’s just something about it that serves community college well. If you look at colleges that are run by women you see lots of innovation and creativity”.

Family Support

“I talked about pursuing a presidency at home with my family and there was support. That’s how we raised the children, to be whatever they wanted”.

“Without the support of you family, it will be much more difficult to become a successful president and be happy”.

“I encourage women to consider community college leadership, but I want them to have a real sense of family, because you can’t manage them both if they’re not on board. You’ll

need to lean toward taking care of family and if you don't that's a mistake. It'll never be perfect, but when things are working well with the family, then there's no limit to what women can do in college leadership".

Lifelong Learning

"I'm a firm believer in life-long learning, I have parental role models to show that it works, and I highly recommend that people take that next step. It's very easy for people to get complacent because you're making a difference being a faculty member, but making that transition if you have the aptitude and skills for it is a wonderful step to take".

VIEW OF SELF

The women presidents had a vision, were ambitious, committed to community colleges. They are hard workers, physically and mentally prepared, focused and were flexible in their ability to manage the job and their personal life.

"I'm very entrepreneurial and I have a very high energy level, a strong work ethic, and I love whatever I do".

"I believe that I am very healthy both mentally and physically to handle this job".

Practicality

“I didn’t plan, I’m going to be X and so these are the steps I’ve got to take with all this stuff is in the way. My reality was I’ve got to do all of this within these parameters so where do I go to school, where do I get a job? I went to a local university and got all my degrees there because it was affordable, it had an excellent program, and it was within driving distance. It never occurred to me that maybe another university’s program is better. I’ve always been toss me here, what do we have here, and what can I do with it?”

“I am very practical and think in terms of how things benefit my family verses how it benefits me”.

Life Plan

“You’ve got to have vision, and a vision for your life. I talk about ‘penning the end’. I know approximately when I intend to retire and what I intend to accomplish by the time I retire. It’s like I pen the end and fill in the rest”.

“It’s hard to focus whatever energy you’ve got because you’re pulled in ten different directions. If you have a plan, a vision, and you have focus, you could get distracted. But with vision you come right back and focus. You need that for your life and your job. It’s the integrity thing. I’m not at the end of my career yet, but I’m approaching it”.

Pride

“Take pride in your work whatever it is. I take as much pride in scrubbing toilets as I do in conducting my staff meetings, preparing for a board meeting or preparing for a presentation in the community”.

“I am very proud of the legacy I am leaving for those who come after me”.

Work Ethic

“I was raised to believe that if you work hard and focus, you can accomplish all your dreams. I try to do that in all that I do, whether it is at my college, at home or with my children. I also try to find time to play too”.

PROMOTIONS TOWARD THE PRESIDENCY

The women took different paths to the presidency. Some were faculty, and progressed through academics and some progressed through workforce development. Most delayed their pursuit until their children were in high school or college. All the women indicated that good timing and fit were responsible for their successful progression toward the presidency.

“It was after my daughter graduated from high school that I started to think about promotions, and it was in the fall of her graduation year that I became a dean”.

“I was offered a position as assistant dean. I went from continuing education coordinator to assistant dean, and I thought, this is my opportunity. I’m either going to pursue a presidency now or just forget it because these opportunities just don’t come around very often”.

Timing

“I was assistant dean, dean, and then vice-president. I then decided to apply for the presidency at my college. I knew that the time was right. My husband was ready to retire and had it been a year before or a year later, I’m not sure what we would have done. That year was the right time for us. Timing is critical”.

“It would have been more fun to have started this presidency thing a little bit younger, but I would have had to trade a lot of things for that – time with my family, friends, and my parents”.

Fit

“The fit was incredible and I felt this was where I needed to be. There had been seven presidents but all of them were men so it’s been a little different both for my husband and the board. My husband has a great sense of humor. Someone came up to him at a

function, and said, 'are you the chancellor of this college'? He said no, but my wife's the president".

"Women, in particular minorities, don't dream big enough. They don't envision themselves at the top level. They need to find colleges where they fit".

Family Support

"I was lucky to have the support of my family when I decided to pursue the presidency. I not only had my husband, but my children were enthusiastic cheerleaders. They told me how proud they were of me. What a wonderful feeling".

ROLE MODEL

The women indicated that it was important to be a positive role model for their children. They wanted their children to understand and witness that with hard work and perseverance, that they could reach their life goals. The women also discussed how their own parents were role models for them as they were growing up.

"We are role models to our children in demonstrating commitment to our marriage, how you treat a spouse, how you treat each other, and how you treat children. One day my son and a neighbor boy were sitting out on the sidewalk. They had a little toad and were poking it, and it concerned me. I took that teachable moment and said, 'let's go down to the lake and turn this little guy loose'. I had this idea that if you kick your dog, you'll

kick your kids and you'll kick your spouse. That may sound fundamental but that's what a role model is".

"I demonstrated that you could do it all, even though it almost killed me".

Positive Role Model

"I was a positive role model in that I've worked and yet I've always made time for them. They tell me, 'Mom, you're a great role model'. They're now very independent. Sometimes that's good and sometimes it's not so good. But they're very capable and they're going to be excellent professionals. I think that I had a hand in that".

"They see me being goal-oriented. They see mom staying up, studying and being committed to education".

"My daughter probably would not have said at one time that I was a good model. Today, as one gets older and is a mother with a child, they see things differently. I didn't go around talking about my accomplishments and the things I've done. They know I'm a college president. Sometimes they'll find out about some award I got and I know they're proud of that".

"My daughter has seen what I've done to find balance, and I see her doing a wonderful job. She has her life organized where she really protects those things. The ability to do whatever you want to do and feel like you can achieve whatever you want to achieve, I

know she feels that. She has made some sacrifices by choosing jobs that give her the ability to take care of her son. But I do think she feels she can accomplish and take on any job that she chose to and do well. That's something she took from our life together".

"I was a good role model for children. They are successful parents now because they know it can work. They don't view it as the impossible situation".

Grandparents as Role Models

"Sometimes my grandkids come down to visit and I'll take them over to the college to visit. You never know what kind of impact that will have, but there's no doubt they'll go to college because they'll know that's the expectation".

"My mother set the stage because she worked when my sister and I were growing up. I was a latch-key child. She really worked with us and my dad too, on being self-reliant and responsible".

"When my girls were growing up, I used the same kind of strategy my mother used in order to help them by giving them guidance but also the responsibility that they were capable of at that particular age".

Role Model for Other Women

“We, who are already presidents, must be role models for the women coming after us. We must share what worked and what didn’t so that they don’t make the same mistakes we did. If we do that, then more women will be successful much faster”.

MOVING

The women stated the difficulty in moving their children and their spouses when they were pursuing promotions toward a presidency. They struggled with making the decision to move depending on how old their children were and how it would impact the career of their spouse. Most of the women waited until the children were older, but some relocated the whole family to a new community college.

“I was taught, but struggled with, that I needed to be willing to move where the position was. When I went to the university for my doctorate my child had already graduated college so I was able to go wherever. I struggled with being willing to go wherever there was an opportunity. What I’ve learned is if you want to have the maximum experience you have to be willing to go to where ever the opportunity is”.

“My 11th grader had a little trouble with moving but said she could do anything for a year. I didn’t move again until the other two were out of high school. I timed that, I waited, because it’s (moving) really hard on kids”.

Maintain Stability

“I had one child three years old when we moved. I didn’t move again until my child was a freshman in college. I waited so that my children would have stability. I’m glad that I did that”.

Sense of Loss

“We didn’t move until my child was in college. It was unexpected but she really suffered. We were having a ball doing all kinds of fun things at our new place. For her however, she had lost her home. She was away at college when we moved and she’d come home to nothing, no friends, nothing familiar, so it was really hard for her. We thought, she’s got her life, she’s in college, she’s enjoying herself, but it didn’t work out that way. You would think that trauma would occur when children are younger, but she had more of a sense of loss than we did”.

Strategic Moves

“Moving to another community college became something that our family decided together. We began looking carefully at places where we might want to move or commute to. Eventually I took a vice presidency in another state, which turned out to be a very good learning experience for me”.

Hard to Move

“My oldest child was going to be a senior when I was offered my first presidency. It was too much to ask her to move with us so she stayed with very close friends for that year.

Luckily we were within two hours so we did not miss any of her senior activities but it was hard to be away from her”.

“When we moved, my daughter literally cried for three days”.

FINANCES

The women discussed how difficult it was financially to raise their family especially while pursuing their education. Some had to use their savings, some took out student loans and others continued to work while pursuing their degree. The women also stated that financially things were very difficult when they were a single parent.

“I had no money while I was in college, it was such a financial struggle, and when I finished and got a good job, I was so career focused that I never learned to shop. I am one of the few women I know who really have not learned to shop. I don’t like to spend that kind of money”.

“I used to do all my shopping thru Sears & Roebuck and JC Penney’s catalogues. I did all my Christmas and a school clothes shopping through mail order before it was so popular. Even though we have two children in college, I have a little more money now, discretionary money. I’m not used to having discretionary money”.

Single Parent

“Finances were an issue when I was a single mom. Faculty pay was not particularly high, so I had to save during the year to cover the two-months in the summer when I was going to be home. We were on a strict budget and couldn’t always count on the child support coming through”.

“When I went away to the university for my doctorate and went on sabbatical for the year it was at half pay. I had two children in college and had to go deeply into my savings for that first year. It was difficult, but everybody’s been through it, you survive”.

“Being a single parent was the most difficult time of my life. Being a president is easy compared to that”.

Guilt

“I felt bad that I couldn’t give my children everything that they wanted, but as a single mom, I didn’t have much left after the bills were paid. Even to this day, I remember how difficult it was”.

PROMOTING ‘FAMILY FRIENDLY’ COLLEGE POLICIES

The women presidents indicated that supporting family policies was important but was not their highest priority. The women indicated that there were other issues that took precedent over family issues such as the Board of Trustees, accreditation, financing,

faculty, among others. Some stated that their college already had programs in place for families but several presidents indicated that having a family friendly culture in their college was most important to them.

“At my college all of the senior administrators are women except for the CFO. I didn’t plan it that way, but only women applied for the jobs. They are young and have young children so they are asking for more time with their family than I had.”

College Family

“At my college, we have focused on policies, practices and programs that support families. I have referred to us as the ‘College family’, because I believe that when people invest 40+ hours of their lives per week somewhere, you have to create a sense of family and support. We have programs that provide emotional and financial support and if they need moral support or pragmatic help, getting groceries, being taken to chemotherapy treatment, we’ve got a cadre of volunteers”.

“I have tried to build a culture here at the college where family is first and have endorsed our policies dealing with sick leave, flex time, child care, and such”.

Other Priorities

“I would like to think that my college is family friendly, but frankly I am so busy with the day to day responsibilities that it is not the most pressing priority. My priorities are the students”.

Resistance to Change

“I have tried to change the culture of my college to be more family friendly, but have faced some resistance from the faculty and staff, they are used to the status quo. However it is my priority and I will continue to work toward it.”

College Policies

“We had to close the campus child care center because it was frankly too expensive to maintain. However, we did make sure that there was adequate childcare in the community. I regret that we had to do that but it was a financial decision”.

“We have a sick leave bank and we’ve got flextime. We encourage employees to make their family first when it makes sense to do so. We also have bereavement leave and other leave and I encourage my staff to take it when they need it”.

MAKING THE RIGHT DECISION

The women presidents indicated the importance of making the right decision for their career, their spouse and their family. While making the right decision is sometimes difficult, they felt that it was crucial to their success.

“I always try to do the ‘right thing’ when making decisions. I also try to stay true to my values and ethics and make ethical decisions which will benefit people and not harm them”.

“At my college I try to make the right decision. It is my responsibility and I take it very seriously because if I make a mistake, people will suffer because of it”.

Soul Searching

“I try to do a lot of soul searching before I make any major decisions. I try to look at all sides before I make up my mind and I always talk to my husband about it. He gives me good advice”.

Men and Promotions

“I have seen men who get promotions and they just assume that the family will move and follow them to their new job. And mostly they do. But in my case, I really had to take into account all of needs of my children. They were teens and involved in school

activities and I knew they would not be happy about moving. I prayed a lot to make the right decision for my family”.

Timeliness of Decisions

“I work hard to make the tough decisions for my college because I know that it will impact both positively and negatively. I also work to make the decision as quickly as possible. I have seen other women presidents agonized over their decisions and take too much time. Sometimes that is worse than making a wrong decision”.

“Everyone looks to the president to make a decision and demonstrate strong leadership. There is a fine balance between making quick good decisions and taking a long time to make a decision. Sometimes it can be hard to achieve that balance”.

CARE OF ELDERLY PARENTS

The women stated that for the most part they do not have responsibility for elderly parents. Either another family member had taken on that role, or their parents were already deceased.

“My parents passed away when I was young”.

“My sister is the primary care giver of my elderly mother. I try to visit as often as I can and help as much as possible, but she has taken on that responsibility”.

“I am very fortunate because my parents are still living by themselves. They are elderly, but my mom can still drive and neither of my parents have too many health issues. I pray that it continues that way”.

ADVICE FROM THE PRESIDENTS

The women presidents offered their advice to women who are pursuing a presidency in community colleges. They indicated that while it can be hard work and time consuming, there are many benefits to being a president. They stated that it is important to be focused and determined when pursuing the presidency, but it is more important to have a supportive family.

“It’s the best job that you can have. You have a tremendous impact on students and on the community as a whole. You make a difference in their lives and on their futures lives everyday and you leave a legacy behind that can’t be denied”.

“Work hard, stay focused, have a vision and a plan to achieve that vision, stay grounded and the rest will fall into place. Be sure to take care of yourself because the presidency is a 24/7 job and you have very little down time. Exercise, eat right and make sure that you have some fun everyday”.

“Get your education early in your career, before you have children and before you get married, it will make your life easier”.

Take Care of Yourself

“Fill your own bucket before you can give to others. In other words, take care of yourself so that you have something left to give to others.”

“Find ways to deal effectively with stress. This job is very stressful and you need to have strategies to take care of yourself emotionally, physically and mentally”.

Supportive Family

“Be sure to have a supportive family who will agree to support your pursuit to the presidency, if you don’t have that it will make the journey harder and you might not have the family life that you want”.

“You will need the whole hearted support of your spouse. If he has any doubts at all, they will come out later, so it is important to have a frank discussion with him and make sure that he is on board with your goals”.

Find Good Childcare

“If you have small children or children in elementary school, and you decide that the time is right for a promotion, be sure that you find really good childcare because your child

will be there for long periods of time. Find a place that you have complete confidence so you don't have to worry about it and make sure that you have a back up plan".

"Make sure that you have good core values to help you make good decisions. If you have that and use them, then the decisions you do make will be good ones no matter how difficult the decision is".

Family First

"I don't think that I did a good job balancing my children and my career. I regret that. My advice is that you make time for the people who mean the most to you".

"I put my career first and I ended up getting a divorce because of it. I have learned to put my family first, and I have wonderful marriage now. If you work hard you can have it all, but understand that there are trade offs and you have to be prepared for that".

"When I finished my doctoral program I discovered how much I had changed. The faculty told me I would be a different person when I finished, but I had no idea how much. Unfortunately, my then husband did not like the change and we divorced about 2 years later. I don't regret going to back school, but I do regret that we could not keep the marriage together".

CHAPTER SUMMARY

This chapter presented the data collected from the online survey and was augmented by the targeted interviews of women community college presidents. Affinities or themes were determined and listed. The survey results were then presented using charts and graphs as appropriate and quotes from the interviews were presented under each of the affinities.

CHAPTER FIVE

ANALYSIS, RECOMMENDATIONS AND CONCLUSIONS

OVERVIEW

This chapter provides the analysis of the data presented in Chapter Four. The chapter is divided into five sections: Revisiting the Literature, Analysis of the Research Questions, Recommendations, Areas for Future Research, and Conclusions. Within the Analysis, a profile of women community college presidents who have children is presented which is based on both the survey data and targeted interviews, augmented with profile anomalies. Further, an analysis of the interactions among the dimensions of self, career and children is detailed.

REVISITING THE LITERATURE

The issues surrounding achieving work-life balance are complex and multifaceted therefore a brief revisit to the literature is necessary.

Work-Life Balance

Work-life balance has been typically defined as reaching a state of symmetry between the job, self and the home. The image of the working mother, briefcase in one hand and a baby perched on her hip going off to work, is often used to symbolize the balancing needed for women who combine work and family responsibilities (Garey, 1999; Hochschild, 1997; Spain and Bianchi, 1996). This analogy assumes that employment and motherhood are intrinsically at odds with each other in that time

invested in one will take away time from the other. It also assumes that if women would only arrange, modify and manage their time, energy, and commitments in a manner that meets the needs of their multiple roles, then they will achieve balance in their lives. The assumption is that balance will exist when women can simultaneously and successfully manage the demands of career, self and children.

While this assumption may seem to be a simplistic answer to finding work-life balance, it unfortunately does not always occur that easily. Women have to work to achieve balance in their lives and in fact often rely on their intrinsic ability to make decisions that are for the good of the family. Finding balance is not merely a juggling issue, but one that relies on an internal set of core values and belief (Spain and Bianchi, 1996).

According to Gilligan (1993), men and women experience relationships differently. For men separation, individuation and logic are critically tied to gender identity since separation from the mother is essential for the development of masculinity. For women this is not the case because femininity is defined through attachment, relationship, connection and communication. Therefore, male gender identity is threatened by intimacy and female gender identity is threatened by separation. Men see danger more often in intimacy than in achievement, while women sense more danger in impersonal and competitive situations. Gilligan also states that women are often made to feel guilty and selfish when focusing on their own needs rather than those of others.

As a result, women experience more difficulty with the separation from their family, especially their children. This further complicates their ability to achieve work-life balance.

Women in Community College

Women leaders in community colleges have strong commitments to their families and some women even elect to interrupt their careers during child rearing or to tend to other personal responsibilities, such as juggling the demands of marriage and family (Quinlan 1999). This interruption in employment sometimes creates a conflict with organizational expectations for sustained performance and thus women leaders are unable to devote the same amount of time as men in the development of their careers (Manzo, 2001; Bain and Cummings, 2000). Ideas such as extended paid child-care leave, telecommuting, recognition for part-time high quality work and other family friendly ideas are not taken seriously (Bain and Cummings, 2000) and are sometimes considered to be solely a woman's issue and not the concern of the college. Family Friendly college policies are not generally the culture of many community colleges and without these types of policies women have a more difficult time with finding balance in their lives.

ANALYSIS

This section is divided into two parts. The first part presents a profile of women community college presidents based on the survey, anomalies to the profile, the interactions among children, career and self. The second part presents the fourth dimension: Doing the Right Thing.

RESEARCH QUESTIONS

This study was predicated on the following research questions:

1. *What is the profile of women community college presidents in the United States as it relates to their children and their marital status?*
2. *What are the perceptions of women community college presidents of the impact of children on their career as expressed in four interactions:*
 - a. *Children ⇔ Career*
 - b. *Children ⇔ Self*
 - c. *Career ⇔ Self*
 - d. *Children ⇔ Career ⇔ Self*

The profile of women community college presidents is the result of synthesizing the data obtained from the survey. The profile is presented below.

Research Question 1:

Profile of Women Community College Presidents based on the Survey

Women community college presidents did not necessarily choose community college as their career choice. They indicated that it was ‘serendipity’ or that they ‘fell into it’ either because they needed employment, or were a teacher in K-12 and started their community college career as an adjunct faculty member. While the majority of the women did not set out to have a career in community college, once there they thrived and enjoyed their work. Throughout their career, the women had strong mentors who ‘saw something’ in them and encouraged them to obtain their advanced education and then to pursue a presidency.

Demographic Description

Based upon the respondents to the survey, the face of women community college presidents is that 83 percent are white and 17 percent minority. They are an average of 56 years old with a Ph.D. (53 percent) as the terminal degree of choice. The women expressed an overwhelming satisfaction (96 percent) with their professional lives and 99 percent expressed that if they had to do it over they would still choose a career in community colleges. In fact, they felt a strong sense of commitment to students and to 'giving back to the community'. The women presidents have had long-term employment in community colleges with a average of 26 years, and an typical of 7 years as a president. They are hard working and dedicated to the fulfilling the mission of the college, spending 60 hours or more per week (59 percent) at work.

Children

According to the survey, 79 percent of the women had at least one child but 21 percent of the women presidents did not have any children. Of the women presidents who had children, 57 percent indicated that they had missed at least one of their child's activities every month, but 30 percent indicated that they have never missed any activities. The women tended to have had at least child (49 percent) and some (34 percent) had two children when they became a Dean. They felt a strong obligation to be strong role models for their children and included them in as many college activities as possible to demonstrate that with hard work they can be a president, or what ever they wanted to be in life.

Marital Status

Of the respondents who completed the survey, the majority of the women presidents have been divorced and remarried (47 percent) but 43 percent have long-term first marriages with only eight percent who have never been married. In spite of the high divorce rate, the women expressed a high rate of satisfaction (88 percent) with their personal lives. The women stated that they work to make time for their spouses/significant others. However, 60 percent indicated that they have missed at least one function with their spouse/significant other in the past six months with 13 percent indicating that they have missed more than seven times.

Professional Moves

The respondents indicated (75 percent) that they have had to move at least once to accept a promotion. Of the 75 percent who moved for a promotion 79 percent moved their whole family with them and did not leave anyone behind. However 19 percent indicated that they did leave their children two or more times in the course of their career to accept a promotion. When they did decide to pursue a presidency and move for a promotion, they tended to wait until their children were in college or older.

Housework

Housework is an important function for the women presidents in that 43 percent indicated that they spend at least 2-4 hours per week doing routine housework. Thirty-five percent indicated that they do housework more than 5 hours per week. However, 14 percent have employed a housekeeper to handle the housework. The majority of the

household duties are cooking, grocery shopping, cleaning house and picking up after children and laundry. The women stated that their spouse/significant other also cleaned house, cooked and shopped for groceries.

Care of Self

The women presidents make time to take care of themselves by routinely getting at least six hours of sleep (40 percent) per night. They also try to keep in shape by routinely getting exercise one to two hours (43 percent) per week and some (31 percent) even get three to five hours of exercise per week. Reducing stress is also important to the women presidents. The majority of the women like to exercise, walk, talk to friends, shop, get hair/nails done, garden, watch television, travel and cook. However, they do not always have time to relax and in fact bring work home at least 10 or more times per month.

Friendships

The presidents stated that friendships are difficult to maintain so the majority of the women either had no close friends (18 percent) or had very few friends. However 63 percent of the women who have friends spend one to three hours per week with them. The women had difficulty making time for their friends and have missed at least one to three activities (38 percent) and 23 percent had missed more than four activities with them in the past six months. Several women indicated that they felt that they must keep a distance from their college colleagues and the community because they are always 'the president' and people are always judging them and developing opinions. They especially

did not want to be perceived as having ‘favorites’ either in the college or in the community.

PROFILE ANOMALIES

While there are commonalities of all women community college presidents, there are also differences. Based on the data collected in this study, the following are some anomalies to women community college president profile.

Family Friendly Culture- While the women presidents view developing a ‘family friendly’ culture at their institution as very important, it is not a high priority. They indicated that they had to address other pressing priorities including developing programs and policies promoting student success, boards of trustees, college and community politics, financial stability of the college, and the rest of the community. They stated that there are projects in place that adequately assist families (e.g., flextime, emergency leave, financial assistance), but they did not provide data on whether these programs were viewed as successful by the faculty and staff of the college.

Children- While the majority of the women presidents indicated that they waited to pursue their education and have children until later, there were a number who pursued their career and education first and then had children later in life. As a result, several of the women presidents had either small children or teenagers while they are a currently sitting president. These women face the familiar issues of adequate childcare, attending

children's activities, transporting children to after school activities, and housekeeping, among others, as did the women who had children early in their careers. The primary differences between the two are age (the average age of women presidents is 56 years) and lack of privacy because presidents tend to live in a fishbowl within their communities.

Co-Habiting- Sixty percent of the women stated that they were cohabitating, which indicates that 40 percent of the women are not living with a spouse/significant other. This might be attributed to the women presidents who stated that their marriages were commuter marriages. The spouse/significant other commutes to or travels for a job for long periods of time and either returns home on weekends or during certain times of the year such as the summer or Winter break. This could also indicate that some of the women presidents who are not currently married are co-habiting with a significant other. More research is needed in this area to determine whether or not women president's co-habitate with a partner.

Terminal Degree- The vast majority of the women community college presidents hold a Ph.D. or an Ed. D. as their terminal degrees, but it is intriguing to note that acquiring a Masters Degree, a Juris Doctorate were also successful alternatives. The important aspect is that a graduate or doctorate degree is one of the many requisites to attaining a presidency.

Care of Elderly Parents- Generally the women community college presidents did not have the primary responsibility for the care of elderly parents. The parents were either deceased or were being taken care of by other family members although they were involved with their welfare of their parents. However earlier in their careers as faculty, dean or vice president, the women did have more responsibility of their parents.

Women Without or With Grown Children- There were 10 percent who responded to the survey that either do not have children or had grown children when they decided to pursue the presidency. Comments indicated that they chose not to have children, but did not provide any reasons for that choice. This would be an area for future research.

Research Question 2:

What are the perceptions of women community college presidents of the impact of children on their career as expressed in four interactions?

a. Children ⇔ Career

b. Children ⇔ Self

c. Career ⇔ Self

d. Children ⇔ Career ⇔ Self

Through the results from the survey and the follow-up interviews, it is apparent that although the women presidents were stressed in fulfilling the responsibilities from the multiple roles of self, career and family, they did not suffer adversely from role

conflict. While they indicated that it was difficult at times to successfully juggle all of the roles, the women had developed innovative and unique strategies to be successful.

Utilizing the model illustrated below, each circle represents one of the dimensions listed below. Each dimension represented by a circle, has a specific responsibility but also interacts with the other dimensions. For example, the responsibilities of the job do not directly impact children until one brings work home, then children can be affected by this activity. Similarly, when a child is sick and needs to stay at home, the dimensions dealing with career and self might overlap.

In each case, the possibility of interaction is both multi-directional (two- way or three-way), of varying degree (from highly interrelated to little or no interaction), and varying degree of desirability (highly desirable or highly conflicting) (Figure 5.1).

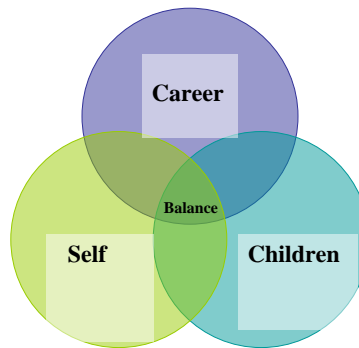


Figure 5.1

a. Children ↔ Career

The women presidents felt that the happiness of their children was their main priority and many delayed promotions until children were either in high school or in

college. They did not rush toward a presidency but rather took time and prepared themselves while waiting to pursue the presidency. In fact, some women chose to stay home with their children for several years until they were in school. Some juggled their schedules at work in order to have time to be with their children. Some even passed up promotions, especially those that required a move for their children and stayed at their institutions.

The women also felt that they needed to be a positive role model for their children. They felt that they needed to demonstrate to their children that with hard work and focus, they could achieve their dreams. The women studied with their children when they went back to school, they took their children to college and exposed them to higher education, they demonstrated to their children the importance of giving back to the community, and they modeled the behavior they wanted their children to follow.

b. Children ↔ Self

Because children are a primary priority, the women presidents generally put their personal needs second. And whenever possible, they worked in taking care of their own needs while taking care of their children. For example, the women would not or they would limit their exercise time if they needed to take their child to an activity. Or they would change their work hours to be either earlier or later in the evening and give up their sleep to accommodate their children's needs. The women first made certain that their children were well adjusted, happy and healthy before taking care of themselves.

Women presidents also ensured the welfare of their children by putting their educational and professional needs second to the needs of their family. They often take

longer to finish their graduate degrees by attending classes part-time instead of full time or by not accepting a promotion if it would have a negative impact on their children.

c. Career ⇔ Self

The women used many strategies to balance their career and self. They used stress relief techniques such as exercise, travel, shopping, and gardening, among others, to ensure that they did not become burned out. The women worked at developing an internal clock that would be triggered when they needed to take time off from work.

The women presidents tend to have no or only a few close friends. This might be perceived as loneliness, but they have full lives revolving around their family and career. For them, friendships are secondary to family although they tended to have more time for friends when their children were older. What few friends they did have, they struggled to maintain using emails, telephone calls and occasional visits. However, if forced to make a choice between family, career and friendship, their friends were the first to be moved to a lower priority.

d. Children ⇔ Career ⇔ Self

The three dimensions overlap in several areas but at the center of these intersections is balance. However, balance among the three dimensions is difficult to achieve and does not just happen. It must be planned for and nurtured. It requires a constant awareness of the integrity of each dimensions and if they are not all running smoothly, then balance cannot be achieved. Further, the balance of these dimensions changes on a routine basis depending on the stress of each.

The women felt that if their children were not safe and happy, then they were not happy. Further, while they felt that they had some control over their careers, without support from the family, especially spousal support then career progression could not easily occur. The women also understood that in order to find balance, they had to take care of themselves both physically and mentally and worked and keeping both in shape.

CORE DIMENSION- “DOING THE RIGHT THING”

While there are the tangible dimensions of self, career, and children; there is also an overarching dimension that interacts with and drives the others. This additional dimension is the individual woman’s spirituality, values, ethics and integrity. “Doing the Right Thing” is an intangible concept that encompasses ethical grounding, sense of duty to all the stake holders that lay claim to the president, e.g., as the community, college, students, faculty and staff, their children, spouses/significant and others. It is significant to note that to do “The Right Thing” is subjective. It is highly dependent on the point of view, or reality of the individual president. However, this dimension of “Doing the Right Thing” is an important value to the women presidents because of the impact it will have on others especially their family.

Because the “Doing the Right Thing” dimension is highly subjective and individualized by each woman president, each illustration will be different. While all the women presidents have the Doing the Right Thing dimension, some women have clearer core values than others. Therefore, for some women the ability to make ‘good decisions’ is easier than for others. However, there are two important questions that women

presidents must answer when trying to do “The Right Thing”: What makes a good decision? What defines doing the right thing?

AFFINITIES- “DOING THE RIGHT THING”

Based on the data from the study, the following are the affinities associated with the dimension of “Doing the Right Thing”.

Leadership

All of the women presidents used variations of the “Doing the Right Thing” concept, e.g. servant leadership, giving back to the community, making good decisions. However, one simply stated that she “...wanted to do the right thing”. If they believe that they have done the right thing for their work, their children, and their college (the 3 dimensions), then balance is achieved.

For example, a woman president stated that “I’m a person first and I happen to be in a job that is college president. Through the years we’ve taught our children that being in a leadership-type position you are really the servant. A lot of people think that you’re the boss, but we’ve talked to our children about servant-leadership. I think they have that concept down”. Another woman president stated, “I believe and practice servant leadership and I encourage everyone at my college to follow that principle. I have also tried to instill that value in my children because at the end of the day, you get double what you give”. Another president stated, “I encourage women to consider community college leadership, but I want them to have a real sense of family, because you can’t manage them both if they’re not on board. You’ll need to lean toward taking care of

family and if you don't, that's a mistake. It'll never be perfect, but when things are working well with the family, then there's no limit to what women can do in college leadership".

Ethical Decision Making

Ethical decision making for women community college presidents stems from their personal values and guiding principles. These values and guiding principles have been developed from their parents, church, society and many other influences. Having a strong sense of ethics is what drives their view of what making a good decision is and that it will ultimately be a benefit.

One woman president stated, "I always try to do the 'right thing' when making decisions. I also try to stay true to my values and ethics and make ethical decisions which will benefit people and not harm them". Another stated, "At my college I try to make the right decision. It is my responsibility and I take it very seriously because if I make a mistake, people will suffer because of it".

Control

In order to maintain balance among the dimensions of career, family and self the woman must feel a sense of control. If she can control the interaction among the dimensions then she can predict the result of the outcome. When the dimensions are not in balance or if she lost control of the interactions then the woman's ability to clearly distinguish the right thing diminishes because she is focused on alleviating the stressor and not on making good decisions. If one is stressed then efforts are diverted away from

making a rational decision. Each dimension will pull energy away from the woman until there is a breaking point if she is not vigilant about maintaining balance. Therefore, part of maintaining balance is to exert control over the situation.

For example a woman president stated, “We must train our children (and our husbands) to understand how important it is that we have some of their time and support. Make sure that they’re not selfish in needing all of our time. We need something from them as well. We have to admit that we don’t need to do the impossible. We need to do our job, do it well, and have time for our family, friends, and balance the whole thing. The more we can do that the more successful we are”. Another stated, “You have to be deliberate about finding balance, because any one (career, family, community) will take advantage of you. Family will take advantage because they’ll demand so much. Institutions will, because there’s so much to do. It’s a real skill to develop the ability to manage all of the pieces and still have time for us. We just have to put it into the balance formula”.

Impact on Spouse and Children

When “Doing the Right Thing”, the women presidents are concerned with the impact of their decision upon their spouse and their children. The women indicated that they would not accept promotions or other positions that required moving if it would not also benefit their children or their spouse. Having family support is paramount when making the right decisions.

A woman president stated, “I talked about pursuing a presidency at home with my family and there was support. That’s how we raised the children, to be whatever they

wanted”. Another said, “I was lucky to have the support of my family when I decided to pursue the presidency. I not only had my husband, but my children were enthusiastic cheerleaders. They told me how proud they were of me. What a wonderful feeling”. Making the right decisions however is very difficult. A woman stated, “I had to decide on whether to accept my dream promotion at another college or stay at my current college. While my family was supportive, they would have had to give up so much to follow me and their staying behind was not an option. I passed up that opportunity and it was the hardest decision that I have ever had to make. Sometimes I regret the decision, but I still made it to the presidency, but much slower”.

Impact on College, Students, Staff and the Community

When “Doing the Right Thing”, the women presidents are cognizant of the impact of their decision on their college, students, faculty and staff as well as the community at large. They understand that their decisions can have both a positive and negative impact on the college community, and some will spend time conducting research before making a decision and others make the decision using their gut instincts.

For example one woman stated, “I work hard to make the tough decisions for my college because I know that it will impact both positively and negatively. I also work to make the decision as quickly as possible. I have seen other women presidents agonized over their decisions and take too much time. Sometimes that is worse than making a wrong decision”. Another stated, “Everyone looks to the president to make a decision and demonstrate strong leadership. There is a fine balance between making quick good

decisions and taking a long time to make a decision. Sometimes it can be hard to achieve that balance”.

Role Model

Women presidents serve as personal role models for their children and they take this responsibility seriously. Women presidents also are professional role models for other women who are pursuing their careers in administration.

One woman stated, “We are role models to our children in demonstrating commitment to our marriage, how you treat a spouse, how you treat each other, and how you treat children”. Another woman stated, “We who are already presidents must be role models for the women coming after us. We must share what worked and what didn’t so that they don’t make the same mistakes we did. If we do that, then more women will be successful”.

Glass Ceiling

Often viewed as negative, the glass ceiling did not necessarily serve as a promotion barrier for the women presidents but was a factor in their decision to do ‘The Right Thing’. The women stated that the belief of a glass ceiling was sometimes used as the reason or as an excuse for explaining the decisions that kept women from pursuing a presidency. The women presidents felt that citing the glass ceiling was more likely because the woman was not willing or able to sacrifice the needs of their family to devote the time and required promotion movement in order to pursue a presidency.

One woman stated, “I have been fortunate in that I’ve never seen a glass ceiling. Maybe that’s because it’s me and maybe it’s because I’ve always had people to push me, encourage me, and open doors for me. I’ve seen other women create their own glass ceiling, maybe as an excuse for perhaps not pushing themselves to do what they need to do”.

ILLUSTRATION OF “DOING THE RIGHT THING”

The following illustrates the “Doing the Right Thing” dimension.

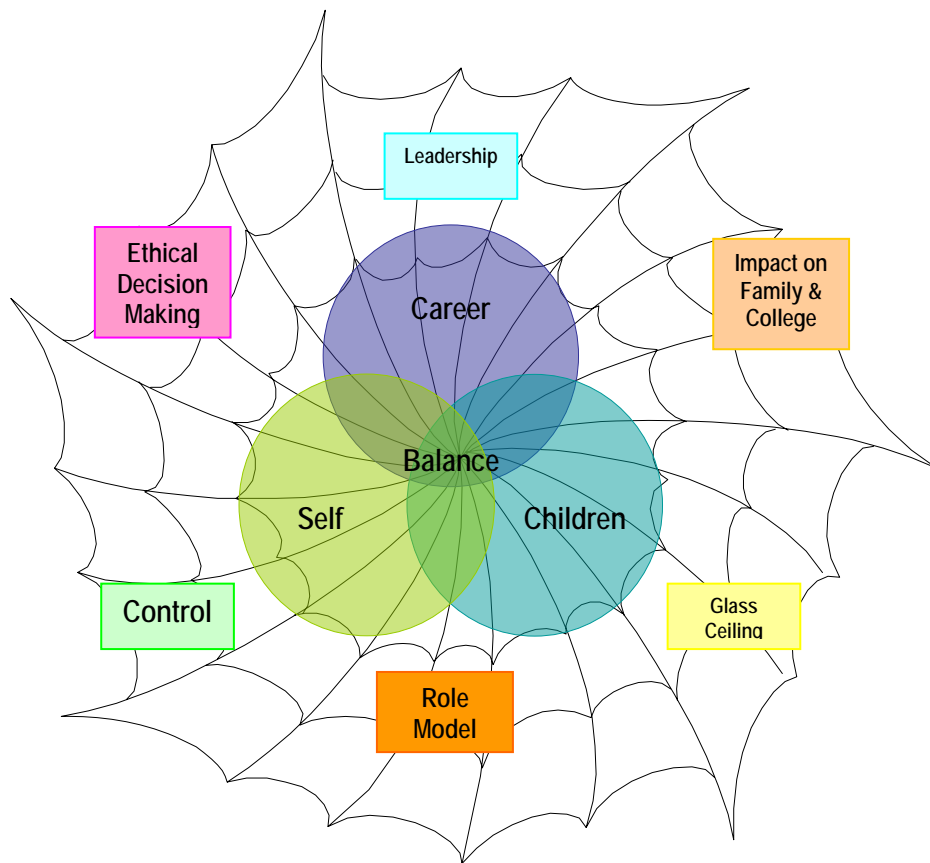


Figure 5.2

The above “Doing The Right Thing” figure illustrates the strong interactions among all of the dimensions. The web is used to illustrate the strength of the affinities and relationships that impact women as they attempt to “Do The Right Thing”. While the individual threads of a web are fairly fragile, the web as a whole is extremely strong and can withstand the conflict that can occur among all the dimensions. However, without the balance provided by the overarching “Doing the Right Thing” dimension, the rest of the dimensions of career, self and children can spin out of control. This overarching dimension is the code of ethics, the anchor, and the ethical underpinnings of the decisions and choices that the women presidents’ make and directly influence the functioning of the other three dimensions. Without the core values that make up the” Doing the Right Thing” dimension, the rest of the dimensions have no guidance or direction.

ADVICE FROM THE WOMEN PRESIDENTS

The women presidents provided a wide variety of advice for women who are contemplating a pursuit toward a presidency. They advised women to complete their education early in the career, preferably before having a family, because it was easier and less stressful. They said that while it could be done working on an advanced degree with a family was more difficult. Those that did pursue and advance degree with a family usually sacrificed in other areas particularly in loss of sleep, lack of exercise and higher stress levels.

The women said to make sure that you have a supportive family. They felt that having a supportive family was vital to their success. A supportive family will move to a

new location for a promotion, will tolerate absences from the home (e.g., travel, long hours) and even tolerate lack of privacy to help further the woman's career. However, without a supportive family, the pursuit will be more difficult and might even take longer to accomplish. Along with a supportive family the presidents advised that it is imperative to have high quality childcare for children. They said that having quality child care kept them from worrying about the care of their children because if their children were safe and happy, they would be free to focus on their work.

Pursuit toward a presidency is demanding and having a life plan to deal with the inevitable issues that arise is important. Having a life plan already prepared will reduce stress and anxiety. So, the women also advised the importance of developing good strategies to reduce stress and to maintain excellent physical and mental health. They said that women must develop the necessary stamina to face the long hours. The women emphasized that the pursuit toward a presidency takes hard work, focus, vision and determination to achieve success. However, they also encouraged women to develop a sense of humor and not take themselves or their jobs too seriously.

Finally, they advised that women keep their lives in perspective and while balance is difficult to achieve, it can be done. It takes work to find balance and even more work to maintain balance, but it is well worth the effort. They said that being a president was the greatest professional job that they could have, but that being a mother is the most important job they can have in life.

COMPOSITE PROFILE OF WOMEN COMMUNITY COLLEGE PRESIDENTS

The following is a complete profile of women community college presidents based upon both survey data and the targeted interviews.

The profile of a woman president is that she is ambitious, focused, hardworking, vision oriented, has a high energy level, and is an entrepreneur as well as a planner. She has strong integrity and values and wants to do the 'right thing' when making decisions even when identifying the right thing is difficult. She has a sense of 'giving back' to the community, believes in servant leadership and is committed and dedicated to the vision and mission of the community college. The typical woman president did not plan to have a career in community colleges, but once there she embraced the mission and found that it 'fit' with her values and her life experience. She would have started as an adjunct faculty member who thoroughly enjoyed the classroom who had not thought to move to administration. However, the woman president would have strong mentors who saw something special in her and encouraged her to pursue a career in administration where she could still have a positive impact on students.

The woman community college president embraces a powerful spirituality (not organized religion) with strong values based on that spirituality. She uses her spirituality as an anchor to stay grounded, as a signpost, and for decision-making or stress relief. She works hard to find balance in her life and will develop creative strategies to relieve her stress. She also believes that it is important for her children to have spirituality in their lives as well and will find opportunities to expose them to spirituality.

The woman president loves her children deeply and will put the needs of her children first. She will rearrange her schedule to attend her children's activities as

possibility the only woman there in heels. She works to be a strong role model for her children and believes that she makes a positive impact on the way that her children view and live their life. She believes that the best measure of success is that her children are healthy and good people. She wants the best for her children and will do whatever is required to ensure they are successful.

Moving is an issue for the woman president and she will only move or accept promotions when she feels her children are old enough or in college. She will put her education on hold and wait until her children were older or at least in school, to pursue a higher degree. However, while waiting to move forward, she does not sit and idly wait. She uses the time to gain as much experience and develop as many skill sets as possible to be ready when she decides that the time is right to pursue a presidency. When the time does come when she is ready to pursue the presidency, she includes her family in the decision. However, while she wants to know how her children feel about it, they do not have vote. She and her spouse/significant other will make the ultimate decision.

The woman president does not have many close friends, but the ones she does have are lifelong friends. She works to keep these friendships by using technology and the telephone with occasional visits. However, if she is forced to choose between family and friends, she will always choose her family first. While the woman president would like to have college friendships, she feels that she has to keep a careful distance in order not to be perceived as having favorites. She also does not have many friends in the community because she does not want there to be any gossip about her or her family. The woman president has many acquaintances within the college and does find time to shop or have lunch with these acquaintances.

Having a supportive spouse/significant other is very important to the woman president. She is married for more than 15 years to a spouse who is retired, has an independent job, or has a job that is easy to move. He is a full partner in the marriage and takes care of the children, does housework, will move as necessary and provide any other needed support. Further, he is proud of her accomplishments and she in turn is proud of her spouse/significant other and appreciates his support. However, if the spouse/significant other is not supportive, the woman president does not stay married and will usually divorce early in the marriage.

When a woman does become president of a community college building a “family friendly” culture is not a top priority. They do not develop innovative policies and provide the typical offerings of flex time, emergency leave, counseling, financial assistance, benefits, tuition assistance or a childcare center on campus. This is not to say that women presidents do not care about faculty and staff, but a family friendly organization is not the characteristic culture of her college. The women president is focused on other pressing issues dealing with the board of trustees, financial stability, community and college politics, state and federal reporting, and programs for students’ success, among others. However, it is important for the woman president to remember how difficult it was during the pursuit toward a presidency and develop innovative family friendly policies to increase retention of future women administrators.

AREAS FOR FUTURE RESEARCH

Due to the qualitative component of the methodology for this study, generalization of the findings is not possible. However, further research into the impact of children on career decisions of community college presidents is needed.

Specific areas of inquiry include:

- A study on male community college presidents who have children and compare the results to this study to determine if the men face the same issues of children impacting their career decisions and balance.
- A study of women presidents who do not have children to determine if their issues with balance are the same as women presidents with children.
- A study on the impact of divorce on career decisions made by community college presidents
- A study on a standard definition of, Doing the Right Thing?

RECOMMENDATIONS

The following are recommendations derived from the literature, the survey and the follow-up interviews of women community college presidents.

1- Women bring a unique perspective to the presidency because they have had to navigate and overcome many barriers to achieve successful careers. They have worked through childcare issues, education issues, promotions and moving as well as finding the balance needed to be a whole person. As a result, these successful women have paved the way for other women coming after them who aspire careers in administration.

Therefore, it is important that women, who have already been successful, ensure that they serve as positive role models for future women leaders. This is fundamental for the retention of well-educated and talented women administrators who aspire to be president of a community college.

2- Graduate programs need to augment their current curriculum to include the importance of the development of family friendly programs on college campuses. In today's environment, it is imperative to support both women and men who have children to assist them to be more productive while maintaining balance. For example, if a parent is worried about their child, they cannot function at their peak of performance. Developing a college culture that support families will help to ensure productivity as well as ensure the retention of quality employees. Augmenting current graduate curriculum to include the importance of family friendly policies helps to change the future leadership of community colleges to understand and appreciate its importance to their employees. Enhancing the current graduate curriculum will also provide the opportunity for future women leaders to have a firm grasp on the requirements and sacrifices that are needed to be a successful president.

3- All community college presidents regardless of their gender, need to revisit their family friendly programs at their college with the view of creating a culture that fosters the advancement of primary care providers of children who are most often women. It will be important for presidents to develop innovative programs that will promote family issues in order to be responsive to the changing needs of 21st Century families.

CONCLUSION

The women community college presidents who participated in this study expressed that while balancing children, career, and self is difficult it is not impossible. However, their view of balance had less to do with what they are doing (e.g., stress reduction, time management, scheduling) to achieve balance, but rather developing an internal sense of harmony (e.g., spirituality, values) to achieve balance. This internal balance drove their decision making both professionally and personally. They included their children in decision making as much as possible, but ultimately the decision to pursue a presidency lies with the woman herself.

Women administrators who are pursuing a presidency are faced with making career choices that are influenced by their children. There is a work/family balance that women must achieve to successfully negotiate the multiple roles of mothers, wives, friends and college presidents. Women administrators are underrepresented in community colleges and face barriers while pursuing a presidency. This is significant given the increasing number of women in leadership positions at community colleges and the anticipated turnover in the administrators at community colleges. Retention of these key women leaders is critical to the future success of community colleges. Building a culture that promotes “family friendly” programs to assist women raise their children while pursuing promotions toward a presidency is vital in the retention of qualified women.

In most college settings, white males still continue to hold the uppermost ranks in higher education and the good ole boy networks are still powerful. This may not only

reinforce male friendly norms but can also lead to gender bias in key decisions, especially hiring decisions. Such ideas as extended child-care leave, on campus child care centers, recognition for part time work of high quality and other family friendly ideas are not always taken seriously (Bain and Cummings, 2000) and are considered to be women's issues.

Work-life balance has become an issue of concern for community colleges and other social groups as retention of women administrators becomes vital for the success of the college. The evolution of work as well as economic and demographic changes have resulted in both men and women working harder and longer hours than in the past. This has led to issues with their health, well-being and interest in leading productive lives outside of work. Successful work-life balance becomes more important as women progress up the administrative ladder toward a presidency.

Community colleges must not view balancing career and family responsibilities as a woman's issue, but rather as a human issue. As long as a work and family conflict is viewed as only a woman's issue then balancing the organizations' work and family issues will not become an integral part of the workplace culture (Wentling, 1998; Greenhaus and Parasuraman, 1997; Powell, 1997). Altering the culture of the workplace with respect to gender roles will require addressing more general societal attitudes, such as the pervasive belief that women should be primarily responsible for the care of the home (Wentling, 1998).

APPENDIX A

Survey Questions

- 1- How many years have you been president of a community college?
- 2- What is your Race/Ethnicity?
Asian/Pacific Islander
African American
American Indian
Hispanic
White (non-Hispanic)
Other
- 3- What is your age?
- 4- What is your highest degree?
Master's
Ed.D.
Ph.D.
Other
- 5- How old were you when you completed your highest degree?
- 6- How many years did it take to complete your highest degree?
- 7- How many years have you been employed at a community college?
- 8- What is your martial status?
In a first marriage
Never married
Separated
Divorced
Remarried
Widowed
- 9- If married, how many times have you been married?
- 10- Are you co-habiting?
Yes
No
- 11- If divorced, how many years have you been divorced?

- 12- If divorced, at what point in your career did you divorce?
 Never divorced
 Department Chair
 Dean
 Associate Vice President
 Vice-President
 President
 None of the Above
- 13- What is your satisfaction level of your family life?
 Very satisfied
 Satisfied
 Neutral
 Dissatisfied
 Very dissatisfied
- 14- Do you have Children?
 Yes
 No
- 15- Please tell me the gender and ages of your children when you became a Dean.
- 16- Please tell me the gender and ages of your children when you became a Vice President.
- 17- Please tell me the gender and ages of your children when you became a President.
- 18- At the time of the birth or adoption of your children, how much time did you take off from your job to take care of your children?
- 19- Have you ever been “passed over” for a promotion due to family issues?
 Have never been “passed over”
 Adopting a child
 Giving birth to a child
 Taking time off to raise children
 Issues with daycare
 Illness of a child
 Illness of spouse/cohabitating partner
 Taking care of parents
 Inability to work long hours due to family obligations
 Gender
 Other

- 20- How many times have you had to move to another community in order to accept a position at a community college?
No time
1 time
2 times
3 times
4times
5 or more times
- 21- How many times have you ever had to leave your children behind to accept a job at a community college?
No time
1 time
2 times
3 times
4times
5 or more times
- 22- In what activities do/did your children participate?
Band
Sports
Cheerleading
Dance
Tutoring
Academics
Shopping
Medical
School activities
Swimming
Other
- 23- What strategies do/did you use to ensure that your children attended their activities?
Spouse/cohabitating partner
Babysitter
Carpool
Child drove car
Bus
Siblings
Nanny
Other

- 24- How often do/did you miss activities with your children because of your job?
Never missed activities
1-3 times
4-6 times
7-10 times
More than 10 times per month
- 25- What type of childcare do/did you use for your job?
Nanny
Babysitter
Parents
Siblings
Neighbors
Friends
Other
- 26- If your childcare was less than adequate, what strategies did you to fix it?
Quit job
Spouse/cohabitating partner quit job
Flextime
Put career/promotion on hold
Worked fewer hours
Other
- 27- On average, how many hours per week are/were your children in daycare?
0-10 hours per week
11-20 hours per week
21-30 hours per week
31-40 hours per week
41-50 hours per week
More than 50 hours per week
- 28- As a Dean, what was your level of satisfaction about your childcare options?
Did not need childcare
Very satisfied
Satisfied
Neutral
Dissatisfied
Very dissatisfied

- 29- As a Vice President, what was your level of satisfaction about your childcare options?
 Did not need childcare
 Very satisfied
 Satisfied
 Neutral
 Dissatisfied
 Very dissatisfied
- 30- As a President, what was your level of satisfaction about your childcare options?
 Do not need childcare
 Very satisfied
 Satisfied
 Neutral
 Dissatisfied
 Very dissatisfied
- 31- How many times in the past 6 months have you missed functions/activities with your spouse/cohabitating partner due to your job?
 Do not have a spouse/cohabitating partner
 Have not missed any functions
 1-3 times
 4-6 times
 7-9 times
 10 or more times
- 32- How many hours per week do you routinely do housework?
 0 hours
 2-4 hours
 5-7 hours
 8-10 hours
 Have a housekeeper
- 33- If you do housework, what type of housework do you do?
 Clean house
 Cooking
 Grocery shopping
 Cleaning after children
 Lawn mowing
 Car maintenance
 Other

- 34- What type of housework does your spouse/cohabitating partner do?
Do not have a spouse/cohabitating partner
Clean house
Cooking
Grocery shopping
Cleaning after children
Lawn mowing
Car maintenance
Other
- 35- How satisfied are you with your personal life?
Very satisfied
Satisfied
Neutral
Dissatisfied
Very dissatisfied
- 36- How many hours of sleep per night do you routinely get?
3 hours
4 hours
5 hours
6 hours
7 hours
8 hours
More than 8 hours
- 37- How many hours per week do you routinely exercise?
0 hours
1-2 hours
3-5 hours
5-7 hours
8-10 hours
More than 10 hours
- 38- How many times per week do you routinely spend with friends?
0 hours
1-3 hours
4-6 hours
7-9 hours
More than 9 hours

- 39- How many times in the past 6 months have you missed activities/functions with your friends due to your job?
0 times
1-3 times
4-6 times
7-10 times
More than 10 times
- 40- What strategies do you use to reduce your stress? Please check all that apply.
Exercise
Walk
Talk to friends
Yoga
Counseling
Sports
Shopping
Get hair/nails done
Volunteer
Massage
Other
- 41- What do you do for fun? Please check all that apply.
Read
Watch television
Movies
Traveling
Visit with family/friends
Play with children
Sports
Exercise
Cook
Massage
Other
- 42- What strategies to you use to balance your personal and professional life?
Please check all that apply.
Do not take work home
Do not work late hours
Flextime
Time management
Vacation
Counseling
Exercise
Other

- 43- What responsibilities do you have for caring for aging family members?
Please check all that apply.
Do not have responsibility for aging family members
Take to Doctor's appointments
Lives with you
Clean house
Grocery shopping
Nursing home
Finances
Other
- 44- How satisfied are you with your professional life?
Very satisfied
Satisfied
Neutral
Dissatisfied
Very dissatisfied
- 45- What activities do you participate in for your professional development?
Reading scholarly journals
Attending conferences
Presenting at conferences
Completing terminal degree
Networking
Other
- 46- How many hours per week do you routinely work?
35 hours
40 hours
45 hours
50 hours
60 hours
More than 60 hours
- 47- How often and for how many hours do/did you bring work home at night or on the weekends?
Dean
Vice President
President

- 48- What stresses do you routinely face at your college? Please check all that apply.
- Long hours
 - Board of trustees
 - Fear of losing job
 - Isolation
 - Being kept out of the loop
 - Poor communication
 - Time management
 - Trusting fellow employees
 - Training
 - Other
- 49- If you had the change to live your career over again, would you choose a career in community college?
- Yes
 - No
- 50- Why or why not?
- 51- What advice would you give to women who are considering a career in community college administration?

APPENDIX B- Personal Letters to the Women Presidents

Dear President

I am Lynn Persyn, a Doctoral candidate in the Community College Leadership Program at the University of Texas at Austin and I am asking you to participate in a survey as a part of my dissertation research.

The title of my study is, “The Perceptions of Women Community College Presidents and the Role of Children in Their Career Decisions,” to investigate the unique challenges women face balancing the responsibilities of their careers with the responsibilities of their children. Specifically, the study will investigate the strategies that women use to achieve the balance among children, career and self during the pursuit of a presidency of a community college.

You have successfully navigated the journey to the presidency and have achieved your career goal. I am interested in documenting what strategies you used while following your path toward the presidency. If you have children, whether they are biological, adopted, or step children; or if you were a guardian, foster parent or were responsible for the well being of children, then I am requesting your participation.

I am requesting that you complete a short survey (estimated 10 minutes to complete) located at: <http://www.surveymshare.com> Please scroll down to “Persyn survey” and click on the icon to begin the survey. The password for the survey is “Gender”. Also, your responses will be kept confidential and will be aggregated with all the participants, without any tracking of individual responses.

The second phase of my study will involve conducting personal interviews to explore identified issues from the survey in more depth. Information from these interviews will provide a more detailed picture of the strategies used by women community college president to balance children, career and self. If you are interested in participating in these interviews, please contact me at lynnps02@yahoo.com The interview will take no longer than one hour at the location most convenient to you.

Your participation in this study will provide valuable information not only for my research but more importantly for women who are considering pursuing a career in community college administration with a presidency as their goal by identifying pitfalls and enabling them to be prepared to meet them.

Sincerely,

Lynn Persyn
Doctoral Candidate
Community College Leadership Program
The University of Texas at Austin

APPENDIX C- Reminder Email One

My name is Lynn Persyn, and I am a Doctoral Candidate in the Community College Leadership Program at the University of Texas at Austin and I am inviting you to participate in a survey as part of my dissertation research. The title of my study is, “The Perceptions of Women Community College Presidents and the Role of Children in Their Career Decisions,” to investigate the unique challenges women face balancing their careers with the responsibilities of taking care of their children. If you have children, whether they are biological, adopted, or step children; or if you were a guardian or foster parent, then I am requesting your participation in this study.

Recently, you received a letter and a follow up email inviting you to participate in the study. If you have already responded to the survey, thank you very much and please disregard this email. If you have not yet completed the survey, there is still time and I would very much like to include your “story” in my data. Please go to <http://www.surveymshare.com/survey/take/?sid=16261> and scroll down to “Survey of Women Community College Presidents”, use Children as the password and begin the survey. The short online survey should only take 10 minutes to complete. Your responses will be kept confidential and will be aggregated with all the participants, without any tracking of individual responses.

Phase two of the study includes conducting personal interviews to explore issues identified from the survey. If you are interested in participating in these interviews, please contact me at lynnps02@yahoo.com The telephone interview should take no longer than 45 minutes at a date and time most convenient to you. Your participation in this study will provide valuable information not only for my research but more importantly for women who are considering pursuing a career in community college administration. You will be instrumental in helping to identify pitfalls thus enabling the women to be better prepared to meet the challenges in pursuit of their career goals in community colleges. If you have any questions, please do not hesitate to call me at 210-363-5087 or email me at lynnps02@yahoo.com

Thank you for your consideration.

Lynn Persyn

Doctoral Student

The University of Texas at Austin Community College

Community College Leadership Program

APPENDIX D- Reminder Email Two

My name is Lynn Persyn, and I am a Doctoral Candidate in the Community College Leadership Program at the University of Texas at Austin and I am inviting you to participate in a survey as part of my dissertation research. The title of my study is, "The Perceptions of Women Community College Presidents and the Role of Children in Their Career Decisions," to investigate the unique challenges women face balancing their careers with the responsibilities of taking care of their children. If you have children, whether they are biological, adopted, or step children; or if you were a guardian or foster parent, then I am requesting your participation in this study.

Recently, you received a letter and a follow up email inviting you to participate in the study. If you have already responded to the survey, thank you very much and please disregard this email. If you have not yet completed the survey, there is still time and I would very much like to include your "story" in my data. Please go to <http://www.surveymshare.com/survey/take/?sid=16261> and scroll down to "Survey of Women Community College Presidents", use Children as the password and begin the survey. The short online survey should only take 10 minutes to complete. Your responses will be kept confidential and will be aggregated with all the participants, without any tracking of individual responses.

Phase two of the study includes conducting personal interviews to explore issues identified from the survey. If you are interested in participating in these interviews, please contact me at lynnps02@yahoo.com The telephone interview should take no longer than 45 minutes at a date and time most convenient to you. Your participation in this study will provide valuable information not only for my research but more importantly for women who are considering pursuing a career in community college administration. You will be instrumental in helping to identify pitfalls thus enabling the women to be better prepared to meet the challenges in pursuit of their career goals in community colleges. If you have any questions, please do not hesitate to call me at 210-363-5087 or email me at lynnps02@yahoo.com

Thank you for your consideration.

Lynn Persyn

Doctoral Student

The University of Texas at Austin Community College

Community College Leadership Program

APPENDIX E- Interview Questions

- 1- Tell me about why you chose community colleges for your career.
- 2- What made you decide to pursue a community college presidency?
- 3- How did your family respond to your decision?
- 4- Tell me how your children/spouse influenced your career decisions especially concerning promotions and moving.
- 5- How has your spouse/significant other supported your career?
- 6- Tell me what strategies you used to balance your career, your children and your self.
- 7- What strategies do you use to manage your stress?
- 8- Tell me about the role of spirituality (not religion) in your life.
- 9- What kind of role model would your children say you were in their lives?
- 10- Tell me about the friendships in your life.
- 11- Now that you are a president, what kind of “family friendly” policies do you promote at your college?
- 12- What were the problems/issues/barriers in your community college career?
- 13- If you had the opportunity to redo your career, would you still choose a career in community colleges, why or why not?
- 14- What advice would you give to women seeking a career in community colleges?

Bibliography

Addy, C. L. (2001). Behind Every Successful Women is Another Good Woman, *Community College Journal of Research and Practice*, Vol. 25, Issue 3, p. 213.

Addy, C. L. (1995). The President's Journey: Issues and Ideals in the Community College. Anker Publishing Company, Inc., Bolton, MA.

Amey, M. and Twombly, S. (1992). Re-visioning Leadership in Community Colleges. *The Review of Higher Education*. Vol. 15, Issue 2, p. 125-150.

Amey, M. J., VanDerLinden, K.E. and Brown, D. F. (2002). Perspectives On Community College Leadership: Twenty Years in the Making. *Community College Journal of Research and Practice*, Vol. 26, Issue 7/8, p. 573.

Anderson, K. V., Bonewits, Sarah L., McDorman, K.C. and Pierce, J.B. (2004). Voices About Choices: The Role of Female Networks in Affirming Life Choices in the Academy. *Women's Studies in Communication*, Vol. 27, Number 1, p. 88.

Bain, O. and Cummings, W. (2000). Academe's Glass Ceiling: Societal, Professional-Organizational, and Institutional Barriers to the Career Advancement of Women, *Comparative Education Review*, Vol. 44, Issue 4, p. 493, 22 p.

Barnett, R. C. (1994). Home to Work Spillover Revisited: A Study of Full Time Employed Women in Dual Earner Couples. *Journal of Marriage and Family*, Vol. 56, Issue 3, p. 647-657.

Barnett, R. C. (1998). Toward a Review and Re-conceptualization of the Work/Family Literature. *Genetic, Social and General Psychology Monographs*, Vol.124, Issue 2, p. 125.

Barnett, R. C. and Baruch, G. K. (1985). Women's Involvement in Multiple Roles and Psychological Distress. *Journal of Personality and Social Psychology*, Vol. 49, p.135-145.

Barnett, R. C. and Rivers, C. (1996). She Works, He Works: How Two Income Families Are Happy, Healthy and Thriving. Harvard University Press, Cambridge, MA.

Bashaw, C. T. (1999). Stalwart Women: A Historical Analysis of Deans of Women of the South. Teachers College Press, New York, NY.

Basinger, J. (2001). Struggling for a Balance Life as a President. *Chronicle of Higher Education*. Vol. 47, Issue 33, p. A37.

Bond, J.T, Thompson, C., Galinsky, E. and Prottas, D. (2002). Highlights of the National Study of the Changing Workforce. Families and Work Institute, New York, NY.

Brown, S. C., Steven, R. A. Jr., Troiano, R. F., and Schneider, M. K. (2002). Exploring Complex Phenomena: Grounded Theory in Student Affairs Research. *Journal of College Student Development*. Vol. 43, No. 2, p. 173.

Caplan, R.D. (1987). Person-Environment Fit Between Theory and Organizations: Commensurate Dimensions, Time Perspectives and Mechanisms. *Journal of Vocational Behavior*, Vol. 31, p. 248-267.

Chambliss, C.A., Owens, D., and Carr, A.M. (1991). Effects of Maternal Employment on Perceptions of Childhood in College Students. *Resources in Education, ERIC Counseling and Personal Services*.

Chandler, C. (1996). Mentoring and Women in Academia: Reevaluating the Traditional Model. *NWSA Journal*, Vol. 8, Issue 3, p 79-86.

Commission on the Future of Community Colleges (1998). "Building Communities: A Vision for a New Century." Washington, DC: American Association of Community and Junior Colleges.

Connor, P. E. and Becker, B. W. (2003). Personal Value Systems and Decision-Making Styles of Public Managers. *Public Personnel Management*. Vol. 32, No. 1, p. 155.

Creswell, J. W. (2003). Research Design: Qualitative, Quantitative and Mixed Methods. University of Nebraska. SAGE Publications, Thousand Oaks, CA.

Cullen, E.P. (2003). Women's Spirituality in the Workplace. *America*. Vol. 189, No. 8., p. 13.

Curtis, C. (2002). "Leadership is an Emotional Craft", *Community College Week*, Vol. 14, Issue 15, p5, 1p.

Denzin, N. K. and Lincoln, Y. S. (1994). Handbook of Qualitative Research. SAGE Publications, Thousand Oaks, CA.

Dowdall, J. (2004). How Presidents Balance Work and Family. *Chronicle of Higher Education* February, Vol. 50, Issue, 23, p.C2.

Ebbers, L. H., Gallisath, G. R., V. and Coyan, M. N. (2000). The Leadership Institute for a New Century: Linking Women and Minorities Into Tomorrow's Community College Leadership Roles. *Community College Journal of Research and Practice*, Vol. 24, Issue 5, p375, 8p.

Edley, P.P. (2001). Technology, Employed Mothers, and Corporate Colonization of the Lifeworld: A Gendered Paradox of Work and Family Life. *Women and Language*, Vol. 24, Number 2, p. 28.

Eggeston, L.E. and Laanan, F. S. (2001). Making the Transition to the Senior Institution. *New Directions in Community College*. Issue 114, p. 87.

Erdwins, C.J., Buffardi, L.C., Casper, W.J., O'Brien, A.S., (2001). The Relationship of Woman's Role Strain to Social Support, Role Satisfaction and Self-Efficacy. *Family Relations*, Vol. 50, Issue 3, p. 230.

Evans, G. A. (2001). World on Our Backs, *Community College Journal of Research and Practice*, Vol. 25, Issue 3, p181, 12p.

Falconer, K. (1995). Women in Community College Administration: A Two Decade Progress Report. *Initiatives*, Vol. 57, Issue 1, p. 11-19.

Family, (1998). A Dictionary of Social Sciences, Collier Macmillan, Canada, Ltd, Toronto, Canada, p 257.

Fogg, P. (2003). Family Time. *Chronicle of Higher Education*. Vol. 49, p. 10-13.

Friedman, S. D. and Greenhaus (2000). Work and Family- Allies or Enemies? What Happens When Business Professional Confront Life Choices. Oxford, University Press, New York, NY.

Frone, M.R., Russell M., and Cooper M. L. (1991). Relationship of Work and Family Stressors to Psychological Distress: The Independent Moderating Influence of Social Support, Mastery, Active Coping and Self-Focused Attention. *Journal of Social Behavior and Personality*, Vol. 6, Issue 7, p. 227-250.

Fugate, A. L. and Amey, M. J. (2000). Career Stages of Community College Faculty: A Qualitative Analysis of Their Career Paths, Roles, and Development. *Community College Review*. Vol. 28, Issue 1, p.1.

Galinsky, E. (1999). Ask the Children: What America's Children Really Think About Working Parents. Morrow: New York, NY.

Garey, A. I. (1999). Weaving Work and Motherhood. Temple University Press: Philadelphia, PA.

Getskow, V. (2000). Women in Community College Leadership Roles. *ERIC Digest*, ERIC-RIEO.

Giannini, S. T. (2001). Future Agendas for Women Community College Leaders and Change Agents, *Community College Journal of Research and Practice*, Vol. 25, Issue 3, p 201, 11p.

Gibson-Harman, K., Rodriguez, S. and Haworth, J. G. (2002). Community College Faculty and Professional Staff: The Human Resource Challenge. *New Directions for Community Colleges*, Issue 117, p77.

Gilligan, C. (1993). In a Different Voice: Psychological Theory and Women's Development. Harvard University Press, Cambridge, MA and London, England.

Gillett-Karam, R., Roueche, S. D., and Roueche, J.E.(1991). Underrepresentation and the Question of Diversity: Women and Minorities in the Community College. The Community College Press a Division of the American Association of Community and Junior Colleges.

Glaser, B. (1978). Theoretical Sensitivity. Sociological Press, Mill Valley, CA.

Goode, W. J. (1960). A Theory of Role Strain. *American Sociological Review*. Vol. 25, Issue 4, p. 483-496.

Green, M. F. (1997). The American College President: A Contemporary Profile. American Council on Education: Washington, D.C.

Greene, J.C., Caracelli, V.J. and Graham, W.F. (1989). Toward a Conceptual Framework for Mixed-Method Evaluation Designs. *Educational Evaluation and Policy Analysis*, Vol. 11, Issue 3, p. 255-274.

Greenhaus, J.H. and Parasuraman, S. (1986). A Work-Nonwork Interactive Perspective of Stress and its Consequences. *Journal of Organizational Behavior Management*. Vol. 8, Issue 2, p.37-60.

Greenstein T. N. (2000). Economic Dependence, Gender and the Division of Labor in the Home: A Replication and Extension. *Journal of Marriage and Family*. Vol. 62, Issue 2, p. 322.

Grossman, H. and Grossman, S.H. (1994). Gender Issues in Education. Allyn and Bacon: Boston, MA.

Guba, E.G. and Lincoln, Y.S. (1996). Competing Paradigms in Qualitative Research, IN.K. Denzin and Y.S. Lincoln (Eds), The Landscape of Qualitative Research, p. 195-220, Sage: Thousand Oaks, CA.

Gutierrez, M., Castaneda, and Katsinas, S. (2002). Latino Leadership in Community Colleges: Issues and Challenges, *Community College Journal of Research and Practice*, Vol. 26, p. 297-314.

Hagedorn, L. S. and Laden, B. V. (2002). Exploring the Climate for Women as Community College Faculty, *New Directions for Community College*, Issue 118, p.69.

Hamilton, D. M. and Jackson, M.H. (1998). Spiritual Development: Paths and Processes. *Journal of Instructional Psychology* Vol. 25, No. 4, p. 262.

Hamilton, K. (2002). Do Babies Matter When Charting an Academic Career? *Black Issues in Higher Education*. Vol. 19, Issue 3, p. 42.

Harenstam A. and Bejerot, E. (2001). Combining Professional Work with Family Responsibilities, a Burden or a Blessing? *Social Welfare*, Vol. 10, p 202-214.

Harris, A. A. and Prentice, M. K. (2004). The Role Exit Process of Community College Faculty: A Study of Faculty Retirement. *Community College Journal of Research and Practice*. Vol. 28, Issue 9, p. 729.

Harrison, C. (1997). From the Home to the House- The Changing Role of Women in American Society. Contemporary Women's Issues Database.

Hendershott, A. (1995). A Moving Story for Spouses and Other Wage Earners. *Psychology Today*, Vol. 28, Issue 5, Retrieved August, 2004, from Academic Search Premier.

Henwood, K. L. and Pigeon, N. F. (1992). Qualitative Research and Psychological Theorizing. *British Journal of Psychology*, Vol. 83, p. 97-111.

Hereford, L. (2000). It's Women's Work. *Community College Week*. Vol. 13, Issue 2 p. 6.

Hochschild, A.R. (1997). The Time Bind: When Work Becomes Home and Home Becomes Work. Henry Holt and Company: New York, NY.

Hockaday, J., and Puyear, D. (2002). Community College Leadership in the New Millennium, New Expeditions Issues Paper No. 8, Community College Press, American Association of Community Colleges: Washington D.C.

Home, A.M. (1998). Predicting Role Conflict, Overload and Contagion in Adult Women University Students with Families and Jobs. *Adult Education Quarterly*, Vol. 48, Issue 2, p. 85.

Johnsrud, L. K. and Heck, R. H. (1994). Administrative Promotion Within a University. *Journal of Higher Education*. Vol. 65, Issue 1, p. 23.

Johnsrud, L. K. and Rosser, V. J. (2002). Faculty Members' Morale and Their Intention to Leave. *Journal of Higher Education*. Vol. 73, Issue 4. p. 518.

Kanter, R. M. (1977). Work and Family in the United States: A Critical Review and Agenda for Research and Policy. Russell Sage Foundation: New York, NY.

Kelly, E. (2002). Community Colleges' Wild Ride. *Community College Week*. Vol. 14, Issue 25, p. 6.

Kyrillidou, M. (2000). "1998-99 ARL Salary Survey - Introduction." [online]; Washington, DC: Association of Research Libraries, 1999, accessed 4 May 2000; available from <http://www.arl.org/stats/salary/1998-99intro.html>; Internet.

Laanan, R. (2001). Accountability in Community Colleges: Looking Toward the 21st Century. In B. Townsend and S. Twombly (Eds.) *Community Colleges: Policy in the Future Context*, Westport, CT, p. 57-76.

Lane, K. (2002). Moving Up, *Community College Week*, Vol. 14, Issue 15, p5, 4p.

Lavee, Y and Dollahite, D. C. (1991). The Linkage Between Theory and Research in Family Science. *Journal of Marriage and the Family*. Vol. 53, Issue 2, p. 361.

Lincoln, Y.S. and Guba, E. G. (1985). Naturalistic Inquiry. SAGE Publications: Beverly Hills, CA.

Lindsay, B. (1999). "Women Chief Executives and Their Approaches Towards Equity in American Universities", *Comparative Education*, Vol. 35, Issue 2, p187, 13p.

Lindsey, L. and Beach, S. (2004). Sociology, 3rd Edition. Pearson Education, Inc.: Upper Saddle River, New Jersey.

Lively, K. (2000). Diversity Increases among Presidents. *Chronicle of Higher Education*, Vol. 47, Issue 3, p. A31, 2p.

Lockwood, N. R. (2003). Work/Life Balance: Challenges and Solutions. *HR Magazine*. Vol. 48, No. 6, p. S1.

Manzo, K.K. (2001). "Report: Female Presidents Juggle More, Earn Less", *Community College Week*, Vol. 14, Issue 8, p11, 1p.

Marks, S. R. and MacDermid, S. M. (1996). Multiple Roles and the Self: A Theory of Role Balance. *Journal of Marriage and Family*. Vol. 58, Issue 2, p. 417.

- Marks, S. R. (1977). Multiple Roles and Role Strain: Some Notes on Human Energy, Time and Commitment. *American Sociological Review*, Vol. 42, p. 921-936.
- McFarlin, C. and Ebbers, L. (1998). Preparation Factors Common in Outstanding Community College Presidents. *Michigan Community College Journal*. Vol. 4, Issue 1, p. 33-47.
- Merriam, S. B. and Associates (2002). Qualitative Research in Practice: Examples for Discussion and Analysis. Jossey-Bass: San Francisco, CA..
- Mertens, D. M. (1998). Research Methods in Education and Psychology. Sage Publications: Thousand Oaks, CA.
- Milkie, M.A. and Peltola, P. (1999). Playing All the Roles: Gender and the Work-Family Balancing Act. *Journal of Marriage and the Family*, Vol. 61, Issue 2, p. 476.
- Miller, M. T. and Creswell, J.W. (1998) Beliefs and Values of Women in Community College Leadership, *Community College Journal of Research and Practice*, Vol. 22, Issue 3, p. 229, 9p.
- Moore, K., Martorana, S.V. and Twombly, S. (1985). Today's Academic Leaders: A National Study of Administrators in Two-Year Colleges. Center for the Study of Higher Education: University Park, PA.
- Myram, G., Zeiss, T., and Howdyshell, L. (1995). Community College Leadership in the New Century: Learning to Improve Learning. American Association of Community Colleges: Washington, DC.
- Nicklin, J.L. (2001). "Few Women are Among the Presidents with the Largest Compensation Packages", *Chronicle of Higher Education*, Vol. 48, Issue 11, p. A30, 1p.
- Nidiffer, J. (2000). Pioneering Deans of Women. Teachers College Press: New York, NY.
- Noor, N.M. (2004). Work-Family Conflict, Work and Family Role Salience, and Women's Well Being. *The Journal of Social Psychology*, Vol. 144, Issue 4, p. 389-405.
- Northcutt, N. and McCoy, D. (2004). Interactive Qualitative Analysis: A Systems Method for Qualitative Research. Sage Publications: Thousand Oaks, CA.
- O'Neil, R. and Greenberger, E. (1994). Patterns of Commitment to Work and Parenting: Implications for Role Strain. *Journal of Marriage and Family*, Vol. 56, Issue 1, p. 101-113.

Opp, R. D. and Gosetti, P. P. (2002). Equity For Women Administrators of Color in Two-Year Colleges: Progress and Prospects, *Community College Journal of Research and Practice*, Vol. 26, Issue 7/8, p. 591, 18p.

Opp, R. D. and Gosetti, P. P. (2002). Women Full Time Faculty of Color in 2-Year Colleges: A Trend and Predictive Analysis, *Community College Journal of Research and Practice*, Vol. 26, Issue 7/8, p. 609, 19p.

Patten, M. L. (2002). Understanding Research Methods: An Overview of the Essentials 3rd Edition. Pyczak: Los Angeles, CA.

Perna, L. W. (2001). The Relationship Between Family Responsibility and Employment Status Among College and University Faculty. *The Journal of Higher Education*. Vol. 72, Issue 5, p. 584.

Pleck, J. H. (1985). Working Wives/Working Husbands. Sage Publications: Beverly Hills, CA.

Pleck, J. H. (1995). Work Roles, Family Roles, and Well-Being: Current Conceptual Perspectives. In G.L. Bowen and J.F. Pitman (Eds.), The Work and Family Interface: Toward a Contextual Effects Perspective, Minneapolis, MN: National Council on Family Relations, p.17-22.

Posner, B. Z. and Schmidt, W. H. (1996). The Values of Business and Federal Government Executives: More Different Than Alike. *Public Personnel Management*. Vol. 25, No. 3, p. 277.

Powell, G. N. (1997). The Sex Difference in Employee Inclinations Regarding Work-Family Programs. Integrating Work and Family: Challenges and Choices for a Changing World. Quorum: Westport, CT.

Prince-Gibson, E. and Schwartz, S. H. (1998). Value Priorities and Gender. *Social Psychology Quarterly*. Vol. 61, p. 49.

Quinlan, K. M. (1999). Enhancing Mentoring and Networking of Junior Academic Women: What, Why and How? *Journal of Higher Education Policy and Management*, Vol. 21, Issue 1, p. 31, 12p.

Rakow, L. F. and Navarro, V. (1993). Remote Mothering and the Parallel Shift: Women Meet the Cellular Phone. *Critical Studies in Mass Communication*, Vol. 10, p. 144-157.

Redelinguys, N., Botes, L., and de Wet, M. (1999). Role Conflict Among Women Employees: Fact or Fiction? *Society in Transition*, Vol. 30, Issue 1, p. 54.

Reskin, B. P. and Padavic, I. (1994). Women and Men at Work. Pine Forge Press: Thousand Oaks, CA.

Ropers-Huilman, B. (2000). Aren't You Satisfied Yet? Women Faculty Members' Interpretations of Their Academic Work, *New Directions for Institutional Research*, Issue 105, p. 21, 12p.

Sagaria, M. and Johnsrud, L. (1991). Administrative Promotion: The Structuring of Opportunity Within a University. *Review of Higher Education*, Vol. 15, Issue 2, p. 191-211.

Sandler, B. R. (1993). Women as Mentors: Myths and Commandments. *Chronicle of Higher Education*. Vol. 39, Issue 27, p. B3.

Scharlach, A. E. (1995). The Family Medical and Leave Act of 1993: Analysis and Appraisal. University Center on Work and Family: Boston, MA.

Small, S. A. and Riley, D. (1990). Toward a Multidimensional Assessment of Work Spillover into Family Life. *Journal of Marriage and Family*, Vol. 52, Issue 1, p. 51.

Smith, R. M. (2001). Female Community College Presidents: Roles of Their Spouses, *Community college Journal of Research and Practice*, Vol. 25, Issue 3, p. 227.

Spain, D and Bianchi, S.M. (1996). Balancing Act: Motherhood, Marriage and Employment Among American Women. Russell Sage Foundation: New York.

Springer, M. (2003). The Presidency Journey, Not a Destination, *Presidency*, Vol. 6, Issue 1, p. 24.

Stephenson, G. W. (2001). Women as Community College Leaders. *Community College Journal of Research and Practice*, Vol. 25, Issue 3, p. 193.

Strauss, A. and Corbin, J. (1990). Basics of Qualitative Research: Grounded Theory Procedures and Techniques. SAGE: Newbury Park, CA.

Straw, D. (2002). How It Is, *Community College Week*, Vol.14, Issue 23, p. 28, 2p.

Tedrow, B and Rhoads, R. (1999). A Qualitative Study of Women's Experiences in Community College Leadership Positions. *Community College Review*. Vol.27, No.3, p. 1.

Teng, W., and Pittman, J. (1996). Conceptualizing the Work-Family Interface: the Work-Family Fit Perspective. Paper presented at the Theory Construction and Research Methodology Pre-Conference of the Annual Meeting of the National Council on Family Relations.

Tisdell, E. J. (2001). Spirituality in Adult and Higher Education. *ERIC Clearinghouse on Adult Career and Vocational Education*. Ed459370 2001-00-00.

Townsend, B. K. (1995). Gender and Power in the Community College. *New Directions for Community Colleges*, Vol. 89, p. 1-4.

Townsend, B. K. and Bossoppo-Moyo, S. (1997). The Effective Community College Academic Administrator: Necessary Competencies and Attitudes. *Community College Review*. Vol. 25, Issue 2, p. 41.

Twenge, J.M., Campbell, W., and Foster, C.A. (2003). Parenthood and Marital Satisfaction: A Meta-Analytic Review. *Journal of Marriage and Family*, Vol. 65, Issue 3, p. 574-584.

Twombly, S. B. and Amey, M. J. (1994). Leadership Skills for Participative Governance. In G. A. (ed.), A Handbook on Community Colleges in America p. 268-283. Greenwood Publishing : Westport, CT:

Underwood, James C. and Hammons, James O. (Spring 1999). Past, Present, and Future Variations in Community College Organizational Structure, Vol. 26, Issue 4, p. 39.

Watkins, R. M., Herrin, M., and McDonald, L. R. (1998). The Juxtaposition of Career and Family: A Dilemma for Professional Women. *Advancing Women in Leadership Journal*, Vol. 1, Number 2, p. 1-7.

Weber, M.B., Feldman, J.R. and Poling, E.C. (1981). Why Women are Underrepresented in Educational Administration. *Educational Leadership*. Vol. 38, Issue 4, p. 320-322.

Weedon, C. (1997). Feminist Practice and Poststructuralist Theory, (2nd Ed.) Blackwell: Cambridge, MA.

Wentling, R.M. (1998). Work and Family Issues: Their Impact on Women's Career Development. *New Directions for Adult and Continuing Education*, Vol. 80, p. 15-24.

Wilkie, J. R., Ferree, M.M. and Ratcliff, K.S. (1998). Gender and Fairness: Marital Satisfaction in Two Earner Couples. *Journal of Marriage and the Family*. Vol.60, Issue 3, p. 577.

Wilson, R. (1999). Timing is Everything: Academe's Annual Baby Boom. *Chronicle of Higher Education*. Vol. 45, Issue 42, p. A14.

Women College Presidents Share Perspectives on Leadership (2002). *Black Issues in Higher Education*, Vol. 19, Issue 11, p.15.

Women's Perspectives on Presidency: American Council on Education Report (2001). *Higher Education and National Affairs*, Vol. 50, No. 21.

VanDerLinden, K.E. (2004). Gender Differences in the Preparation and Promotion of Community College Administrators. *Community College Review*, Vol. 31, No. 4, p.1.

Yin, R. K. (1994) Case Study Research: Design and Methods, 2nd Edition. Sage: Thousand Oaks, CA.

Zimmerman, T.S., Haddock, S.A., Current, L.R, and Ziemba, S. (2003). Intimate Partnership: Foundation to the Successful Balance of Family and Work. *The American Journal of Family Therapy*, Vol. 31, p. 107-124.

VITA

Mary Lynn Persyn was born in the Belgium Farming District of San Antonio, Texas on November 9, 1954. Lynn is the daughter of Clothilde Michiels Persyn and Darson Henry Persyn. After graduating from St. Francis Academy, San Antonio, Texas, she entered St. Mary's University also located in San Antonio, Texas. She received a Bachelor of Business Degree from St. Mary's University in May 1976. In September 1985 she entered Central Michigan University Graduate School in Mt. Pleasant Michigan and received a Master of Science in Administration Degree in May 1987. In January 2001, she entered the Community College Leadership Program at the University of Texas at Austin to pursue a Ph.D. in Educational Administration.

She has been employed in a variety of positions. Among them include Program Manager for the City of San Antonio, Special Projects Coordinator for the San Antonio Metropolitan Health District and as a faculty member at Northwest Vista Community College in San Antonio, Texas. Since 2001, she has been employed at Austin Community College as a Curriculum Development Specialist and Grant Writer and is currently the Director of Grants.

Permanent Address: 2600 Gracy Farms Lane, #828

Austin, Texas 78758

This dissertation was typed by the author.