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The Glass Ceiling is Not Broken: Gender Equity Issues among Faculty in Higher
Education

A Dissertation by

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Chapman University

Orange, California

College of Educational Studies

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Philosophy in Education

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Committee in charge:

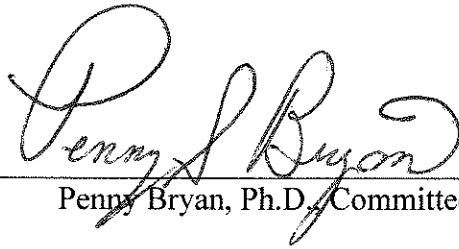
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April 2016

The Glass Ceiling is Not Broken: Gender Equity Issues among Faculty in Higher
Education

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I would never have been able to complete this journey without the help of my committee members, husband, family, friends, and boss. I would like to thank my chair, Dr. Penny Bryan, for introducing me to narrative inquiry. This methodology opened my eyes to the power of story in research. I would also like to thank my committee members, Dr. Kris DePedro, Dr. Kim Padulo, and Dr. Gail Stearns, for taking the time to serve on my committee and offer guidance as well as feedback. I cannot thank my chair and committee enough for their time and wisdom during this process.

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ABSTRACT

The Glass Ceiling is Not Broken: Gender Equity Issues among Faculty in Higher Education

by Jillian Wood

Gender discrimination is an ongoing topic, including discrimination that occurs in higher education. Previous studies have shown female faculty experience a variety of workplace discrimination including sexual harassment/bullying, salary disparities, and lack of work-life balance. This dissertation aimed to analyze equity issues for female faculty at a private university. The researcher utilized a narrative inquiry methodology, conducting interviews with five full-time female faculty. The purpose of this dissertation was to understand the participants' everyday stories and lived experiences. The researcher utilized critical feminist theory and leadership theory to examine the notion of equity at this campus. The findings, shown through narrative profiles, demonstrate the five women have experienced equity issues at the institution including workplace bullying and lack of work-life balance. It also found the women utilize a self-silencing voice, struggling between challenging equity issues while maintaining their positions at the university. In addition, gender issues experienced prior to working at the university were discussed, demonstrating larger societal issues in relation to gender equity. This dissertation adds to the current studies on equity issues in higher education by focusing on the participants' stories rather than quantitative or coded data. In addition, it bridged two seemingly disparate frameworks, critical feminist theory and leadership theory, to demonstrate how these concepts can work toward alleviating equity issues in organizations.

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Chapter 1: Introduction

Inspiration through Story

My mom emancipated herself at sixteen after years of living with an abusive father and absent mother. She had to forego college due to limited finances and worked her way up the corporate ladder at Pacific Bell Phone Company. My mom's struggles at work were the first examples for me of the injustices women face in society. My mom experienced sexual harassment from male co-workers, was underpaid compared to male colleagues with the same background, and constantly had to prove herself as an employee. She eventually became the first female manager in her division, which was a major advancement in her department. Unhappy colleagues gave her a difficult time, but she persevered. Her stories taught me at a young age that being female meant having to work harder than others to prove your worth. Although times have become significantly better since she started her career, further research needs to be conducted on gender inequities in society.

Gender equity issues have always played a role in my life. From a young age, I saw firsthand how society favored the male gender. Since then, I have had an interest in examining gender issues. My undergraduate senior thesis examined how Hispanic female identity was constructed in the media, specifically in the television show, *Ugly Betty*. My master's thesis examined leadership styles in non-profit organizations, looking at volunteer motivation. A feminist framework was used to identify if gender differences existed in the types of styles used. I attribute my interest in examining gender issues to having my mom serve as a strong female role model.

My mom's career was not the only reason she inspired me. After my mom married my father, she raised her two teenage nieces. She watched them turn to drugs and partake in other illegal activities. No matter what my mom did to help her nieces, they were determined to follow in their mother's footsteps. My cousins eventually moved out, and my mom focused on having her own children.

After building her family, my mom discovered she had breast cancer. With four children under the age of twelve, my mom was ready to fight her disease. Her cancer taught me at the age of ten the meaning of resilience and empathy. The disease put a financial and emotional rift in our family. However, as I grew older, I realized how our family's story was similar to others. Our story taught me to have empathy for all individuals; I learned everyone has a story to share. The power embedded in story is the reason narrative inquiry was the chosen methodology for my dissertation.

Professional inspiration. I always kept my mother's stories about her work environment in the back of my mind as I entered the workforce. I felt lucky knowing that gender equality has become a reality since the years she worked. However, this preconceived idea disappeared when I started working in a professional environment. Although I have not experienced overt sexism, I experience *microaggressions* on a weekly basis due to my gender. Microaggressions are "the subtle behavioral 'put downs' perpetrated by majority populations on minority or disenfranchised groups" (Hunn, Harley, Elliott, & Canfield, 2015, p. 42). For example, at my work, one male colleague refers to all female employees as "lady." The female employee he speaks with, including myself, does not have a name to him; only "lady."

I question if he would address his male colleagues in a similar manner. However, he calls them by their first names and sometimes, formal names, for example, “Dr. _____.”

Another instance at my work where I saw how traditional gender roles still exist occurred after my wedding in 2012. A male colleague congratulated me on my marriage and then immediately asked, “So how long until you quit and become a housewife?” I do not discount women who stay at home, however, to assume I would quit my job because I am female and newly married is a presumptuous statement based on dominant patriarchal discourse. While additional microaggressions have occurred throughout my job, these two particular situations demonstrate how women are still discounted in the workplace. Working at a university, I assumed biases against women would be limited or nonexistent due to the higher level of acceptance on college campuses. However, my work has shown me this is not the case. It is due to these experiences that I want to address campus climate for females, particularly female faculty.

Why female faculty? Why study gender equity issues for female faculty? Faculty members are at the top of the university hierarchy (Glazer-Raymo, 2008). Senior level administrators work hard to ensure faculty are satisfied with their work environments. If female faculty feel their work environment is not equitable, how can students or staff members experience an equitable climate? I believe everyone has a right to work and go to school at an institution that values and affirms his or her multiple identities. If a college campus cannot be a safe place for its employees, then how can it educate our future leaders? I believe examining equity issues for female faculty will lead to addressing equity issues for all marginalized groups on college campuses.

This chapter introduces my dissertation. I begin by briefly discussing the historical background on gender issues in the workplace. I then examine the inequities commonly experienced by female faculty at higher education institutions. This chapter will also outline the research questions that guided my study. I then discuss the theoretical frameworks that informed my study. The study's methodology, research site, participant selection, and methods will also be reviewed. Finally, my subjectivity will be addressed to remain transparent for where I stood in relation to my study.

Historical Background

The women's movement has spent years aiming to provide equity for females in society (Collins, 2000; Dixon, 1969/2000; hooks, 1984). While steps have been made, females still experience discrimination (hooks, 2000). One way discrimination can be seen is through the *gender gap*. The gender gap is a term primarily cited in reference to women's professional roles and workplace experiences (Binder, Krause, Chermak, Thacher, & Gilroy, 2010; Glazer-Raymo, 2008; Hopkins, 2002; Van Note Chism, 2008).

The term was first coined in 1982, when discussing the gap between women's versus men's voting preferences. Specifically, there was an 8% gap between women supporting presidential candidate Jimmy Carter over Ronald Reagan (Glazer-Raymo, 2008). This gap "was attributed to Reagan's opposition to the Equal Rights Amendment . . . and to abortion rights" (pp. 1-2). Analyzing the gender gap in relation to voting preferences eventually shifted toward examining the gender gap embedded in professional experiences. These professional experiences include hiring practices, promotion policies, retention, and salary earnings for men versus women (Glazer-Raymo, 2008).

The gender gap. There is a range of studies conducted on the gender gap and equity issues in the workplace (Appelbaum, Audet, & Miller, 2003; Eagly & Johannesen-Schmidt, 2001; Martin & Collinson, 2002). After years of low representation in the workforce, the number of women in the workforce grew in 1999 with 60% of women in the US labor force (*Women in the Labor Force*, 2011). This was an increase from 1970 when women occupied approximately 20% of the US labor force (*Women in the Labor Force*, 2011). The 1999 data have remained stagnant with the most recent data showing women representing 57.2% of employees in the labor market (*Women in the Labor Force*, 2014).

Although women represent over half of the workforce, men continue to occupy the majority of leadership positions in organizations (Gardiner, 2015; Glazer-Raymo, 2008; *Statistical Overview*, 2012). In 2009, 13.5% of females occupied executive officer positions in Fortune 500 companies. This number increased to 14.1% in 2011 (*Statistical Overview*, 2012). In 2015, twenty-five of the Fortune 500 companies had female CEO's (Fairchild, 2015).

Salary. In addition to a dearth of female leaders in for-profit companies, women make less than men in median weekly and annual salary earnings (AAUW, 2015). The recent data show a 22% pay gap in the median annual salaries between men and women (AAUW, 2015). The gap decreases once the types of professions are taken into account, with women traditionally occupying jobs in lower paying fields such as teaching (MacKinnon, 1982). However, when the data account for the type of industry/position, there is still a 7% pay difference for males/females in the same profession (AAUW, 2015).

The imbalance between male and female leaders and the gender pay gap represents gender inequality that is still present in the workplace, particularly in for-profit companies (AAUW, 2015; Appelbaum et al., 2003; Fairchild, 2015; Grogan & Shakeshaft, 2011). Details on salary disparities for women, particularly in higher education, will be discussed further in chapter two.

The Gender Gap: Higher Education

Higher education is one industry where gender inequality would seem scarce. The female student population continues to grow, with more females than males graduating from undergraduate and graduate programs (Buchmann & DiPrete, 2006; Connelly & Ghodsee, 2011; Glazer-Raymo, 2008; National Center for Education Statistics, 2014). While the student enrollment and completion numbers are promising for women, the equitable treatment of women, including female faculty, is still an issue in higher education institutions (Aquirre Jr., 2000; Connelly & Ghodsee, 2011; Van Note Chism, 2008).

Even in institutions that educate diverse students, female faculty fall behind their male peers in rank and salary earnings (Eckes & Toutkoushian, 2006; Henderson et al., 2014; Roos & Gatta, 2009). Female faculty also experience negative workplace culture, creating issues of retention for women in the academy (Frechette, 2009; Glazer-Raymo, 2008; Nadler, Berry, & Stockdale, 2013). Negative culture includes lack of support for work-life balance, salary inequities, workplace bullying, harassment, excessive teaching and service loads, and a lack of mentorship (Connelly & Ghodsee, 2011; Kaatz & Carnes, 2014; Philpsen, 2008; Roos & Gatta, 2009; Valian, 2004).

These issues create a negative campus climate and inequitable treatment of female faculty at higher education institutions (Maranto & Griffin, 2011; Vaccaro, 2010; Vaccaro, 2011).

“The Glass Ceiling is Not Broken:” Dissertation Justification

The aforementioned examples briefly demonstrate that equity issues for professional females, including female faculty, need to be addressed. What these examples highlight are numeric data including a dearth of female leaders and salary disparities between genders. Further research needs to be conducted on equity issues for female faculty, using their own stories as the data. Using participants’ stories provides an opportunity to demonstrate equity issues that may not be accurately explained through numbers.

Research purpose. My dissertation analyzed equity issues for female faculty at a private university. The purpose of this study was to understand the university’s campus climate and whether inequities for female faculty exist at this institution. What these inequities are and how they impact the participants were examined. This study adds to the current literature on the topic by showing another population of female faculty’s workplace and personal experiences. The difference between this study and other studies is its focus on the participants’ stories. This distinction is discussed further in chapter three.

My research questions included: a) what can we understand about the complexities of equity and inequity for female faculty at this particular university through their storied experiences? b) how does this university’s campus climate impact a female faculty’s workplace experiences?

c) if inequities do exist, what can leaders at this university do to alleviate these inequities? d) how would female faculty and other constituents change the university's campus climate and/or culture to promote equity for minority faculty?

I entered the study with humility while recognizing my own insider/outsider status. This allowed me to not reproduce oppressive notions onto my participants. In addition, I strived to build reciprocal and collaborative relationships with my participants in order to have informal conversations. These conversations addressed topics that have not been considered in previous studies on gender equity issues and campus climate.

Theoretical frameworks. I utilized critical feminist theory and leadership theory to examine the structures that produce equity issues for female faculty members. The critical feminist framework addressed the participants' various identities, including race. Feminist researchers cannot simply examine gender inequities (hooks, 2000). Addressing a person's race was essential in order to avoid color blindness. Color blindness "is a willed ignorance of color, that, although well intended, insists on assimilating the experience of people of color to that of Whites" (Thompson, 1998, p. 524). As critical feminist theorists, such as hooks, Lorde, and Collins postulated, a woman's race must be taken into account when utilizing feminist theory. This viewpoint is essential since in one context, a female's race may privilege her social status while in another context her gender may take that privilege away. Similarly, in one context a female's gender may put her in a privileged role while her race can take that status away in another context. The multiple roles and realities females experience in various social contexts needed to be addressed to fully understand equity issues.

Using critical feminist theory allowed me to examine the participants' multiple realities and various experiences in their professional and personal lives.

The critical paradigm also guided my study in order to be cognizant of the historical context of females' roles in higher education. The ultimate goal was to address campus climate in order for faculty and administrators to understand the importance in creating an equitable environment. This will hopefully open the discourse regarding campus climate for females and other marginalized groups.

The leadership framework also allowed me to examine the participants' stories through various leadership theories. The leadership framework supports feminist theory by providing a practical application for social change. Leadership theory identified how the faculty members viewed their own leadership style as well as their administrators' leadership styles. Leadership concepts such as power, leading from within, organizational frames, and change were applied to the participants' stories to recognize how an equitable campus climate can be developed and/or maintained at this institution. The feminist and leadership theoretical frameworks will be discussed further in chapter two.

Methodology. Narrative inquiry was the chosen methodology for my dissertation. Narrative inquiry is a form of arts-based research. Arts-based research is a transdisciplinary research methodology that seeks to bridge art and science. According to Leavy (2015), "Art and science bear intrinsic similarities in their attempts to illuminate aspects of human condition" (p. 3). Arts-based research seeks to connect these two disparate concepts through their joint focus on "advancing human understanding" (p. 3). Akin to science, arts-based research aims to challenge, question, and develop understanding about human life (Leavy, 2015).

Arts-based research is a relatively new form of inquiry that extends beyond academia. It aims to bring research to the general public as well in order to elicit self and social awareness (Leavy, 2015). Arts-based research demonstrates to the research community and public that “knowledge may be formed in new shapes” (p. 295). Generating this knowledge can be done through a variety of methodologies that reside under the arts-based research umbrella. These methodologies include poetry, dance, music, visual arts, and narrative inquiry.

Narrative inquiry is the methodology I used to understand equity issues for female faculty at a particular university. Narrative inquiry focuses on individuals’ life stories. Clandinin and Connelly (2000) postulated that, “life . . . is filled with narrative fragments, enacted in storied moments of time and space . . . reflected upon and understood in terms of narrative unities and discontinuities” (p. 17). Narrative inquiry understands that participants experience life with a past, present, and future. This constant movement makes this methodology a fluid form of inquiry (Clandinin & Connelly, 2000).

Keeping with arts-based research’s focus on art and science, narrative inquiry seeks to understand the human condition through narrative/stories since, “narratives are social phenomena. They are among the many forms through which social life is enacted” (Atkinson & Delamont, 2006, p. 165). The participants’ stories are my dissertation’s data. Since narratives are part of life, utilizing narrative inquiry was the most effective way to understand a female faculty’s personal and professional experiences regarding equity issues.

Previous research conducted on campus climate and equity issues for female faculty utilize quantitative or traditional qualitative methodologies (Cress & Hart, 2009; Leonard & Nicholls, 2013; Nadler et al., 2013). While these studies have contributed to the literature on equity issues, they exclude the taken-for-granted, everyday experiences female faculty face in the workplace. My dissertation fills this gap by focusing on the faculty members' stories. Narrative inquiry allowed me to delve deeper into a participant's life. Hearing a participant's story, how she experiences her life, in both the professional and personal realms, was essential to this dissertation.

Numbers can prove certain points. Perhaps there are equal numbers of male faculty and female faculty employed at the university. The faculty may receive the same pay or have the same service load. However, this does not mean the university is an equitable environment. The stories that surround these numbers provide authentic data; data that exemplifies the participants' complicated and rich realities. The participants' stories, seen in chapter four, demonstrate minute experiences, in addition to blatant ones, that are generally not taken into account in quantitative or traditional qualitative methodology (Leavy, 2015). Narrative inquiry's background and how I used it for my study will be further discussed in chapter three.

Research site demographics. The dissertation's study took place at a private university. This research site was chosen due to my accessibility to the participants. This university is described as a liberal arts university with a total student body population of 8,132. There are 418 full-time instructional faculty members and 496 part-time faculty members employed at this institution. The student-faculty ratio is 14:1.

This study focused solely on full-time instructional faculty since part-time faculty change each semester. The university's most recent data show 252 men employed as full-time instructional faculty and 166 women employed as full-time instructional faculty.

While male faculty outnumber female faculty, female undergraduate students outnumber male undergraduate students at this university by 48%. Female graduate students also outnumber male graduate students by 51%. Staff members are also primarily female with female full-time staff members outnumbering male full-time staff members by 37%.

This university has nine academic departments. These departments include: the Business School, School of Education, the Film School, the Health and Sciences School, Humanities School, College of Performing Arts, School of Pharmacy, Law School, and the Science and Technology School. Seven of these department's deans are male and two of the department's deans are female.

Gender plays a key role in the critical feminist framework. However, race is also an important factor to consider when looking at female faculty equity issues. Out of the 418 full-time faculty, 275 faculty members are white, 1 is American Indian, 26 are Asian, 9 are African-American, 15 are Hispanic, 16 are Nonresident Aliens, and 74 have not disclosed their race/ethnicity. The university's racial demographic data is not broken down by gender.

Sexual orientation and religious affiliation also need to be examined when addressing equity issues utilizing a critical feminist lens. Unfortunately, the university under study does not keep record of the faculty and/or staff's sexual orientation and religious affiliations.

The university does acknowledge these are important demographic factors and are currently in the process of putting a system in place to collect this demographic data. However, this data was not available at the time this dissertation was completed.

Participant selection. Five female faculty members were chosen to serve as the study's participants. The study's participants were chosen based on their employment at the university, gender identification, ethnicity, academic rank (non-tenure, tenure-track, and tenure), as well as age. My dissertation's goal was to include a diverse population of female faculty to garner a range of experiences.

It was not known prior to the study whether the participants experience a negative or positive campus climate; that detail was not part of the selection criteria. Excluding a faculty member's opinion prior to the study aimed to eliminate bias by not purposively choosing faculty who only experience a negative or positive campus climate. Entering the study not knowing how the participants would respond allowed authentic stories to arise during the interviews.

Methods. The study mostly took place during the participants' regular workdays in order to not disrupt their schedules. One interview, per the participant's request, was conducted late at night at the participant's home. Informal interviews, in the form of conversations, were the data collection method. These conversations were tape recorded, with prior participant approval, to ensure I kept the integrity of each story.

The data generated focused on the participants' stories and lived experiences to align with the narrative inquiry methodology's research tenets. The methods highlight the stories that arose out of the conversations, observations, and artifacts. The methods and research strategies will be discussed in further detail in chapter three and chapter four.

Data analysis. Since narrative inquiry is still a new concept, only a few data analysis techniques have been developed for this methodology (Clandinin, 2006; Clandinin & Connelly, 2000; Leavy, 2015). I utilized the listening guide and narrative analytical process to analyze my dissertation's data (Clandinin & Connelly, 2000).

Listening guide. The listening guide originated in feminist research (Koelsch, 2015). The listening guide was developed “to attend to voices, and in particular to pay attention to the multiplicity of what appears on the surface as a single voice” (Koelsch, 2015, p. 97). This analysis tool allows researchers to understand the participants' multiple voices, which is essential to feminist research.

The listening guide's four analytical steps serve as a replacement to traditional coding. To summarize, the four steps include: 1) listening for plot and researcher subjectivity, 2) listening for the participants' “I” narrative, 3) listening for participants' social relationships, and 4) listening for power relations. When analyzing the transcripts and field notes, I looked for pieces of the stories that fit these four steps. How I used these steps to analyze the dissertation's data will be further discussed in chapter four.

Narrative analytical process. The narrative analytical process is the other data analysis tool I used. Akin to the listening guide, the narrative analytical process replaces traditional coding. This analytical process focuses on the human experience by using three aspects to analyze the data: 1) temporality, 2) sociality, and 3) place (Clandinin & Connelly, 2000; Clandinin et al., 2007; Connelly & Clandinin, 1990; Connelly & Clandinin, 2006). Temporality deals with a person's past, present, and future. Themes found in the transcripts related to these topics fall under the temporality label. Sociality deals with any themes that relate to the participants' personal and social relationships.

Place themes are the physical spaces the participants' stories occur in as well as the research site. Rather than code the data, I analyzed the data looking for the three aforementioned elements. These elements were then restoried into a collective narrative, which features the participants' voices. These three aspects will be discussed in further detail in chapters three and four.

These two data analytical tools allowed me to identify key themes that were restoried in chapter four. However, the restorying of the stories does not mean the stories' authenticity is compromised. The themes obtained relating to the aforementioned analytical pieces were stories told by participants. I restoried these themes into a cohesive narrative but the words remained the participants' words.

Member-checking was also used during the dissertation process by confirming the summary of the transcripts with participants, also known as the interim texts. These texts were the foundation for the narratives presented in chapter four. If a participant did not want a story or piece of information included, I did not include it. For the sake of time, I was the final person to put the actual write-up together. However, the process leading up to the write-up was collaborative and participatory.

The study's significance. Since the study's focus is on stories, it is not meant to be generalizable. The study sought to examine equity issues at a particular university. These equity issues may or may not exist at other institutions. In addition, each participant's story differs based on her history and worldview (Leavy, 2015). These stories are not replicable in other contexts since the person telling and experiencing the story is unique (Clandinin & Connelly, 2000).

While the stories may not be generalizable, they add to existing literature and future studies. Arts-based researchers are not concerned with generalizability. Instead, arts-based researchers focus on resonance (Leavy, 2015). Resonance refers to a researcher's openness to examining the deeper meaning within a text (Leavy, 2015). Utilizing resonance gets to the deeper meaning of a person's story, giving readers an opportunity to understand an individual's life history. Resonance also allows readers to gain new knowledge about a social phenomenon (Leavy, 2015). In this dissertation's case, the notion of equity issues for female faculty.

How does resonance replace generalizability? Resonance promotes a shared responsibility between the researcher and reader to gain new insight that can be applied to his or her own work. Rather than assume the same stories will exist in other contexts, researchers and practitioners can read my dissertation looking for pieces that are meaningful to his or her university.

The detailed researcher texts can also be adapted to another study. The accessibility of these stories will prove useful to other individuals looking to conduct a similar study. Understanding the value in examining employees' stories not just at universities but any professional workplace setting is essential in analyzing an organization's climate in relation to equity issues.

Finally, since arts-based research extends beyond academia, readers from the general public can gain new knowledge regarding equity issues after reading my dissertation. Learning more about the topic could hopefully inspire members outside of academia to examine equity issues in his or her life. As previously mentioned, arts-based research focuses on raising self or social awareness (Leavy, 2015).

The resonance seen in these stories will hopefully elicit the dissertation's readers to partake in some sort of self or social awareness in regards to equity issues in society.

Additional evaluation criteria will be discussed further in chapter three.

Researcher Positionality

Subjectivity affects researchers in the social science fields differently.

Understanding where a person comes from when approaching his or her research helps address biases that inform the research. In addition, recognizing a researcher's positionality allows the researcher to understand the participants. According to Morris (2013), "you must first understand yourself and the subjectivity you bring to the research environment" before you can truly understand the participants' stories (p. 58).

Recognizing my own subjectivity allowed me to see where my interests lie and how my personal story affects those interests. I grew up in a suburban, middle-class neighborhood in Orange County, CA. While growing up in a sheltered environment, I encountered various obstacles that attributed to my viewpoint today. As a white, middle-class, female I understand my background affects my epistemological stance.

Insider/Outsider. As mentioned earlier in this chapter, my mother's personal and professional stories as well as my own professional experiences have influenced my research. These experiences positioned myself as both an insider and an outsider. I was an insider due to my gender. As a female, I have firsthand experience of sexism. I have been called names, been referenced in derogatory ways, and so forth in my professional as well as personal life. I could relate to feelings of having to work harder to prove myself in a patriarchal society. My gender allowed me to relate to my participants as an insider. However, it also positioned me as an outsider.

While I have experienced sexism, my professional career has not been affected by my gender. In fact, as a mid-level administrator, my gender is the *norm* for the type of position I hold. Female faculty work in a primarily *boy's network* environment (Bains & Cummings, 2006). Their gender could affect promotions, research opportunities, committee appointments, and so forth. I cannot relate to these experiences at this point in my career.

Working at a university also placed me as an insider. I understand the bureaucratic rules and politics that occur behind the scenes at universities. Having experience working directly with faculty and a dean, I understand the various dynamics that occur in faculty promotions. However, I was also an outsider; I do not have firsthand knowledge in how politics can affect my career.

I was also an outsider based on my education level. All of the participants had terminal degrees. I am a current Ph.D. candidate; I have not completed my degree. I have also not gone through the process of applying to faculty positions or working toward a tenured position. The struggle, hard work, and challenges these women have faced to get to where they are in their careers is something I have not experienced.

Finally, my race positioned me as an insider and outsider. I am a white female. I could relate to the experiences of white female faculty members. However, I recognize that my race gives me a privilege that I cannot ignore. Four of the participants were white and one was African-American. Women from minority racial groups experience the world differently. White male privilege dominates mainstream society. Women of color in academia must prove themselves as females and also prevent prejudices based on their race.

I recognized that I have not experienced the world the same way as Leslie, the African-American participant. I was an outsider, in this context, who was fortunate enough to hear her stories. I could not act as an insider when it came to her experiences related to racial discrimination.

The remaining chapters address previous literature conducted on equity issues for female faculty, the methodology used for my dissertation, how I implemented the analysis tools and the findings garnered from these tools. Finally, I present the discussion of the findings.

Chapter two is the literature review, which examines the studies that have been conducted on campus climate and equity issues for female faculty. The literature review also discusses the historical foundations of feminist theory as well as leadership theory. In addition, it examines the intersectionalities of feminist theory and leadership theory. Finally, it identifies how these theoretical frameworks can be utilized to study equity issues for female faculty.

Chapter three is the methodology section, which discusses the dissertation's chosen methodology. It also addresses the study's research strategies and evaluation criteria. Chapter four demonstrates how I utilized the methodology in my actual study. It then presents the five participant's narrative profiles, which are considered the findings in narrative inquiry. The dissertation concludes with chapter five, which presents the discussion of the findings and areas for future research.

Chapter 2: Literature Review

Researchers have examined inequities among faculty in order to find ways to promote institutional change (Bain & Cummings, 2000; Mason & Goulden, 2004; MIT, 1999; Vaccaro, 2010). Although inequities have been addressed in earlier research, gender discrimination remains for female faculty working at higher education institutions (Fox-Cardamone, 2010; Nadler, Berry, & Stockdale, 2013; Philipsen, 2008; Vaccaro, 2011). This chapter discusses the research conducted on gender inequities among faculty in higher education institutions. In addition, the specific types of inequities that exist for female faculty will be discussed. Feminist theory's historical background will then be discussed followed by a discussion on leadership theory. The intersectionalities between these two frameworks will then be examined. The literature review will conclude with a discussion on how feminist theory and leadership theory have been used to research gender inequities for female faculty in higher education.

Gender Equity Issues in Academia

A variety of researchers have studied gender equity issues at higher education institutions (Frechette, 2009; Glazer-Raymo, 2008; Nadler et al., 2013). The literature base grew after the 1999 landmark study was conducted at the Massachusetts Institute of Technology (MIT) (Bird, Litt, & Wang, 2004; Maranto & Griffin, 2011; Roos, 2008). The MIT study examined whether gender discrimination existed in MIT's School of Science. The study found that female faculty were not receiving the same benefits or experiencing the same workplace environment as their male colleagues (MIT, 1999). Gender disparity was seen in the number of male faculty versus female faculty employed in the science department (Hopkins, 2002).

The study examined faculty statistics in 1987 and found 7.1% female faculty worked in the science department. This number slightly increased in 1994 to 8%, where 252 men compared to 22 women served as faculty. The number of female faculty members increased to 12% in 1999 with 235 men compared to 31 women working in the department (MIT, 1999). In addition to low employment numbers, in 1994, only 15 female faculty members were tenured while 194 male faculty were tenured (Hopkins, 2002). The significant difference between the number of male and female faculty, including tenured faculty, caused concern among female faculty and researchers (Hopkins, 2002).

Arguments can be made that women choose to work in disciplines other than science, such as education or humanities, which would explain the lack of female representation in this discipline. Even if that is the case, the 1999 MIT study demonstrated a variety of inequities among faculty members. For example, during the interviews, female faculty expressed sentiments of feeling invisible, which inhibited their ability to make decisions in the department. These feelings of invisibility only increased as women progressed in their careers. As a result, tenure-track and tenured female faculty exhibited the most concern about marginalization. The study's committee members also found that junior female faculty members believed gender discrimination was a generational issue that only affected older female faculty (MIT, 1999). This belief caused younger female faculty to see themselves as immune to any inequities in their career. Senior female faculty said they also believed equality was present in the academy when they started as junior faculty.

It was not until they progressed in their careers and were exposed to inequities that they realized gender discrimination was still present (MIT, 1999).

One faculty member who served on the MIT study's committee, Nancy Hopkins, discussed her personal feelings of gender discrimination at the institution. Hopkins (2002) noticed the unequal treatment of female faculty throughout her years at MIT. She started her career believing that senior female faculty experiencing bias were products of the older generation's view of gender. However, Hopkins realized gender discrimination was still present in academia when a request for a larger lab similar to her male colleagues' was ignored. Hopkins took steps to close the gender gap at her institution by speaking with administrators at MIT, which resulted in the 1999 MIT study.

Administrators took the results from the study and worked to improve conditions for female faculty members at the institution. These efforts resulted in the 10% increase of female faculty members from 1994 through 1999 (MIT, 1999). Even with an increase in female faculty members at MIT, many questions still remain as to why equity issues exist in academia.

Since the MIT study was conducted in 1999, conditions for female faculty in the academy have improved (Brach-Brioso, 2009; National Center for Education Statistics, 2013). Statistics show that universities are aiming to improve gender equity by promoting women in greater numbers than before. For example, in 2009, SUNY Upstate Medical University had a total of 73% female tenured professors and the University of Washington-Tacoma had a total of 48% female tenured professors (Branch-Brioso, 2009).

In addition, the percentage of female faculty working for degree granting institutions increased from 41.4% in 1999 to 48.2% in 2011 (National Center for Education Statistics, 2013). Even with these data, the growing literature base on this topic demonstrates gender inequities among faculty members continue to exist (Allan, 2011; Dentith, Redmon Wright, & Coryell, 2015; Dlamini & Adams, 2014; Leonard & Nicholls, 2013; Nadler et al., 2013).

Gender inequities are deceiving since female faculty members are reaching similar employment numbers compared to their male colleagues (National Center for Education Statistics, 2013; Vaccaro, 2011). However, reaching what Vaccaro (2011) calls gender parity does not mean the academy has resolved gender equity issues. Female faculty can be discriminated against in other ways besides low representation in certain disciplines (Cress & Hart, 2009; Kaatz & Carnes, 2014; Maranto & Griffin, 2011). Reaching gender parity can actually hinder the progress for female academics since the discrimination against them is subtle and unconscious, making it harder to change (Dentith et al., 2015; Monroe, Ozyurt, Wrigley, & Alexander, 2008; Roos & Gatta, 2009). The next section will discuss gender inequities further by examining work-life balance, lack of promotion opportunities for women, salary disparities, and bullying in the academy.

Work-life Balance

Balancing work, family commitments, and other obligations is a challenge for men and women (Monroe et al., 2008). However, women generally feel the weight of family more than their male co-workers (Frechette, 2009; Hult, Callister, & Sullivan, 2005; Mason & Goulden, 2004).

The balancing act between personal and professional commitments does not exclude academia. An appealing aspect of the academy is the flexibility and autonomy the schedule creates, allowing women to find ways to focus on work as well as family (Connelly & Ghodsee, 2011; Frechette, 2009; Ward & Wolf-Wendel, 2004).

However, this flexibility does not allow for a vast amount of time to be spent away from academic work. In their study on academic mothers, Ward and Wolf-Wendel (2004) found that “academic work never ends . . . there are always articles to read, papers to grade, syllabi to update, and proposals to write” (p. 9). Although the work can be completed at home, it still does not allow adequate time to be spent with family. The work becomes even more demanding for women who are not tenured and need to complete the necessary requirements to receive promotion (Ward & Wolf-Wendel, 2004). In addition, higher education administrators and senior faculty place a *mommy penalty* on female faculty with children (Frechette, 2009). This mommy penalty causes women to be viewed as less committed than their male counterparts (Frechette, 2009).

The tenure-clock poses the greatest challenge to faculty members with children or who plan to have children (Maranto & Griffin, 2011). Faculty members are expected to publish, conduct research, teach, and complete other assignments to ensure they are eligible for tenure. However, the years determining a person’s chances for tenure coincide with traditional childbearing years (Bain & Cummings, 2000; Maranto & Griffin, 2011; Mason & Goulden, 2004; Philipsen, 2008). Determined to earn tenure, women must decide if they should postpone having children, attempt to balance the work, or stay at the junior faculty level (Connelly & Ghodsee, 2011; Mason & Goulden, 2004).

Although the promotion process occurs during childbearing years, it can be argued that men and women feel the pressure of balancing family and work, making this a parent issue not a gender issue (Connelly & Ghodsee, 2011; Monroe et al., 2008). However, studies have shown women are most affected by familial responsibilities (Fox-Cardamone, 2010; Mason & Goulden, 2004; Philipsen, 2008; White, 2005).

Mason and Goulden (2004) examined data from the Survey of Doctorate Recipients and University of California Faculty Work and Family Survey to see if family commitments differ between men and women. The results showed that men who had babies born up to five years after receiving a Ph.D. were 78% more likely to receive tenure than women who had babies during the same time period. Furthermore, female faculty members with children under six years old were less likely to become a senior professor while men with children the same age were most likely to receive the highest faculty rank. When comparing female faculty with other female faculty, the researchers found that women who had babies later in their careers or had no babies were more likely to receive tenure than women who had babies early in their careers. However, women who had babies later in their careers or no babies were less likely to earn tenure than men who had babies early in their careers (Mason & Goulden, 2004).

Mason and Goulden (2004) also found that women who had babies early in their careers were placed or chose to be placed in second-tier academic jobs. This explains why women who waited to have children or had no children were promoted more than women who had babies early in their careers. However, the researchers were not able to find a reason why women with no babies were less likely to earn tenure than men with babies (Mason & Goulden, 2004).

The notion of academic mothers was further discussed when Cropsey, Masho, Shiang, Kornstein, and Hampton (2008) researched reasons why female faculty left the Virginia Commonwealth University School of Medicine. Although several reasons existed for faculty attrition, the researchers found that 25% of female faculty compared to 13.2% of male faculty left due to familial responsibilities (Cropsey et al., 2008).

Most senior female faculty are aware of the challenges that come with work-life balance. A study conducted by Gerdes (2003) sought to discover what advice senior academic women would give to the younger generation of female faculty. The majority of the advice discussed how to handle the gender discrimination exhibited in the academy. Several women mentioned how incoming female faculty need to accept the fact that sacrifices involving family need to be made (Gerdes, 2003). In addition, these faculty members felt younger faculty should “consider the trade-offs in marrying or having a family” (Gerdes, 2003, p. 262).

Fox-Cardamone (2010) also found female academics may chose not to have children in order to move up the faculty ladder. However, it is more common for women to leave research and the pursuit of tenure in order to have children (Fox-Cardamone, 2010; Maranto & Griffin, 2011). According to Ward and Wolf-Wendel’s (2004) study, female interviewees considered leaving academia altogether if it meant being able to have a family when they wanted.

A female faculty member’s struggle to balance academic work and family demonstrates the notion of unconscious bias prevalent in higher education institutions (Carnes et al., 2012).

Although women are not the only parties responsible for raising children, “gender role models that society imposes are so deeply ingrained . . . child-rearing and child-care, represent vast investments of time and effort that have no biological requirements but are traditionally constructed as responsibilities of women” (Monroe et al., 2008, p. 222). Child-rearing becomes an equity issue since society defines it as a woman’s responsibility and not a shared duty (Carnes et al., 2012; Monroe et al., 2008). Higher education institutions need to become aware of academic mothers’ needs in order to retain strong faculty members (Monroe et al., 2008). This means providing services such as daycare, being flexible with the tenure-clock, and supporting women who decide to take time off after giving birth.

Putting these systems into place does not mean inequities will immediately disappear. Drago et al. (2005) stated, “Between 1992 and 1999, only four of 257 tenure-track faculty parents at Pennsylvania State University took any formal family leave” (p. 22). The reason for not taking time off is to avoid being seen as uncommitted to the profession (Drago et al., 2005). Becoming supportive of a faculty member’s family life is not enough (Drago et al., 2005; Monroe et al., 2008). Institutions need to change their way of thinking and the organization’s culture in order to overcome unconscious gender bias against academic mothers (Monroe et al., 2008; Roos & Gatta, 2009).

Promotion Opportunities

The promotion opportunities for female faculty have grown since the MIT study was conducted. However, women still do not hold the same high-ranking positions as their male colleagues (Allan, 2011; Lee & Won, 2014; Monroe et al., 2008).

The promotion structure for faculty includes the entry-level position of assistant professor, then associate professor, and cumulating with full professor as the highest-ranking position (*Statement of Principles*, 2001). According to the American Association of University Professors (AAUP) report, 28% of full professors were female while 72% were male (Curtis, 2011). In 2011, the faculty roster for the Association of American Medical Colleges (AAMC) reported 58% males compared to 42% females were assistant professors (*U.S. Medical School*, 2011). In addition, 32% females compared to 68% males were associate professors (*U.S. Medical School*, 2011).

One reason female faculty are underrepresented in higher level positions is due to the patriarchal culture of higher education institutions (Bain & Cummings, 2000; Dلامي & Adams, 2014; Leonard & Nicholls, 2013). DiNitto, Aguilar, Franklin, and Jordan (1995) suggested the research for tenure is evaluated based on publications in “journals in which the ‘old boys’ publish” in (p. 266). The *old-boys network* of higher education also defines a clear path to promotion (Bain & Cummings, 2006).

As seen in the section on work-life balance, this path does not support childbirth or other familial responsibilities (Samble, 2008; Vaccaro, 2011; White, 2005). The path to promotion or tenure becomes difficult for female faculty since personal interruptions occur more frequently with women (Carnes et al., 2012; Monroe et al., 2008; Philipsen, 2008). In addition to career interruptions, hiring practices, a lack of support, and professional productivity hurdles, contribute to the dearth of female promotions in academia (Cress & Hart, 2009; Lee & Won, 2014; Roos & Gatta, 2009; Trix & Psenka, 2003; Umbach, 2006).

Hiring. Hiring practices play a role in the formation of female representation at universities (Branch-Brioso, 2009; Glazer-Raymo, 2008). In their study on a public research university, Roos and Gatta (2009) found female faculty were primarily hired at the non-tenure track level while male faculty were mostly hired at the tenure-track or tenure level. In another study conducted by Roos (2008), the university under study generally hired men for high-level positions while female faculty were hired in non-tenure track positions or lower-level tenure track positions.

The AAUP faculty gender equity report, conducted by West and Curtis (2006), agreed that women are predominately hired as non-tenure track faculty. The report showed 52% of females compared to 48% of males were hired as non-tenure track faculty. Furthermore, 57% of females occupied full-time instructor or lecturer positions, which are generally constituted as non-tenure track positions (West & Curtis, 2006). Finally, 30% of full-time female faculty occupied non-tenure track positions while 18% of full-time male faculty occupied non-tenure track positions (West & Curtis, 2006).

One way to alleviate the issue of hiring women into lower positions or not hiring them at all would be to pick a diverse hiring committee (Branch-Brioso, 2009; Glazer-Raymo, 2008). Having a search committee consisting of primarily male faculty or male administrators may unconsciously hinder a female's chance of being hired. Search committees should consist of diverse individuals with varying backgrounds. By having a diverse committee, the applicants receive a fair chance at the position without being unconsciously or consciously discriminated against (Branch-Brioso, 2009).

Support. Another factor affecting promotion is a lack of support from fellow faculty and administrators (Philpsen, 2008; Roos & Gatta, 2009; Trix & Psenka, 2003). In a study conducted by Roos and Gatta (2009), the researchers found women did not feel supported in the move to tenure. According to one interviewee, her male colleagues were advised by administrators to apply for tenure early in their careers. She said these male colleagues were deemed as *academic stars* while female faculty with similar or better credentials had to work harder to be recognized. A tenured associate professor supported this claim when she was told not to apply for tenure early even though her male colleague comparable in age and achievements “came up a year early for tenure” (Roos & Gatta, 2009, p. 188). Another interviewee stated how a male faculty member who was supportive in the beginning of her career voted against her promotion. Her colleague voted against her promotion because he felt she was a *pushy woman* for trying to receive tenure early (Roos & Gatta, 2009).

The absence of encouragement for tenure is not the only way female faculty members are unsupported. Trix and Psenka’s (2003) study on letters of recommendation for promotion at a large medical university also demonstrated a lack of encouragement for female faculty advancement. The researchers found letters with 350 or more words were written for 8% of males compared to 2% of females. In addition, letters labeled as *minimal assurance* were primarily written for female faculty. These letters consisted of general information about the applicant and were 70 to 100 words in length. Minimal assurance promotion letters did not adequately define the applicants’ accomplishments and took little effort to construct (Trix & Psenka, 2003).

Doubt raisers were also found in a number of the recommendation letters (Trix & Psenka, 2003). Doubt raisers are ways in which the recommender suggests the applicant possesses weak qualities. In an analysis of these doubt raisers, the researchers found that 24% of female letters featured doubt raisers while 12% of male letters featured these comments. The researchers also found that senior male faculty and male administrators primarily wrote these types of recommendation letters. The writers of these letters, either unconsciously or consciously, perpetuated the old-boys network in terms of promotion by writing male faculty stronger recommendation letters than their female peers (Trix & Psenka, 2003).

Professional productivity. In addition to hiring and support, an important piece of the promotion and tenure process is developing professional productivity (Umbach, 2006). This productivity includes publishing, conducting research, having strong teaching evaluations, and providing levels of service to the university or particular field of study (Monroe et al., 2008; Umbach, 2006).

Teaching loads. Female faculty are generally labored with heavier teaching loads than their male counterparts (Umbach, 2006). While some women choose these loads, administrators prefer female faculty to focus on teaching (Umbach, 2006; Valian, 2004). In Valian's (2004) study on gender equity, a female faculty member in the science department compared her teaching load with a male colleague's. Both faculty members taught two courses each semester. However, the female faculty member taught various introductory courses outside of her specialty while the male faculty member taught an introductory course in his specialty along with an advanced course.

Since the male was comfortable with his two classes, he did not need to heavily prepare for each session. This left more time for him to conduct research and write for publication. The female faculty member's courses changed each semester and many were not in her field of study. This lack of familiarity called for significant amounts of preparation, which limited her time for research. Since this particular institution valued research, the female faculty member was behind in productivity due to her teaching arrangement (Valian, 2004).

The department chair gave the aforementioned female faculty member the more difficult teaching load because the chair felt the male faculty "would have put up a big fuss if he had tried to give him the same set of courses" (Valian, 2004, p. 212). The chair's assumption that the female faculty member would not protest these courses demonstrates the unconscious gender bias present in academia (Roos & Gatta, 2009). Women tend to be viewed in these institutions through a gender schema that stereotypes women as less valuable than men (Gerdes, 2003; Hult et al., 2005; Roos & Gatta, 2009; Vaccaro, 2011). In addition, gender schemas view women as weaker than men and unwilling to speak up for change (Valian, 2004; Wollstonecraft, 1990). The department chair in this study utilized the notion of gender schema to assume the female faculty member would not protest teaching these courses, regardless of the time commitment (Valian, 2004).

Carrigan et al. (2011) argued that women avoid the aforementioned situation by working in disciplines where there is a critical mass of female faculty members. A critical mass is defined as, "A minimum number of individuals with certain characteristics that can cause significant change or improvement in a given situation" (de Wet, 2010, p. 1).

There needs to be at least 15-20% of the minority group present in the organization in order for a critical mass to exist (Hult et al., 2005).

Carrigan et al. (2011) found that female faculty working in a discipline with a female critical mass decreased the time spent on teaching since the responsibility was spread across the department. This allowed female faculty to focus on other activities such as publishing, which increased their chances for promotion. However, the study also showed that male faculty in disciplines with a female critical mass actually benefitted more than female faculty and published at higher rates (Carrigan et al., 2011). The researchers did not find any explanation for why women did not benefit in similar ways as their male colleagues in predominantly female disciplines. While the researchers found men benefitted from being in disciplines with a female critical mass, other studies have shown women do not professionally benefit from disciplines with a critical mass of men (de Wet, 2010; Maranto & Griffin, 2011; Monroe et al., 2008).

Resources. In addition to teaching loads, receiving minimal resources to fulfill academic requirements also hinder female faculty advancement (Hart, 2011). Hart's (2011) study on non-tenure track faculty found women lacked the tools needed to conduct research. The lack of resources was due to their non-tenure track status and not directly related to gender. However, if women are primarily hired in non-tenure track positions they funnel into a category of faculty receiving inadequate resources (Hart, 2011; Valian, 2004).

One non-tenure female faculty member mentioned having to fund her own trips to conferences (Hart, 2011). She wanted to attend these conferences to build her vitae for future advancement opportunities.

However, the department did not financially support this. Another faculty member stated her office was in another building from where she taught due to space limitations. Since she was a music instructor, this made holding office hours difficult because the instruments were in the other building (Hart, 2011). A non-tenure female faculty member in another study mentioned how the women's studies department received "a very small budget, two small office spaces, and no tenure lines" (Vaccaro, 2011, p. 37). Productivity needs to occur if faculty members want to progress in their careers. However, this productivity cannot occur without the proper resources such as funding or office space (Hart, 2011).

Service. Service is the final piece that prevents female faculty from progressing in the ranks. In Gerdes' (2003) study, senior female faculty warned aspiring female academics to be weary of the *service trap*. Being tasked with too many service activities or high teaching loads did not increase these women's chances for promotion (Gerdes, 2003). Bird et al. (2004) defined the service piece as support and institutional housekeeping. The notion of gender schemas is present in viewing women as *institutional housekeepers* who work to create an equitable environment at the institution (Bird et al., 2004). Institutional housekeepers educate other faculty members about diversity, serve on committee boards, and write reports on equity issues (Bird et al., 2004; Valian, 2004). While participation in these groups intrinsically motivates female faculty, these women are generally not rewarded for this service, especially at universities that value research (Bird et al., 2004; Monroe et al., 2008).

White (2005) also argued female faculty members are given tasks viewed as *women's work*. Teaching, advising, and serving on equity committees constitute work that seems appropriate for female faculty based on the gender schema of women being nurturing (Gerdes, 2003; Vaccaro, 2011; Valian, 2004). Male faculty members are primarily absent from these duties, which gives them time to focus on research and publishing (Bird et al., 2004). Women's work limits the female faculty member's time for productivity outside of teaching and service (White, 2005).

The aforementioned promotion inequities need to be examined since promotion and tenure affect a faculty member's career (*Incentives to Forgo Tenure*, 2000). Non-tenure track faculty members are temporary employees and can be released from the university at any point in their careers (*Contingent Appointments*, 2003). As Hart's (2011) study showed, non-tenure track faculty received limited to no resources for participation in academic activities.

At some universities, non-tenure track faculty members are unable to serve on a committee, which limits their academic participation (Hart, 2011). On the other hand, a tenured professor is able to stay at a university permanently unless there is sufficient reason for dismissal (*Incentives to Forgo Tenure*, 2000). This permanency creates a level of financial security that is attractive in the academic profession (Becker & Toutkoushian, 2003). In addition, tenured faculty members have a high level of participation in university activities and are highly respected (West & Curtis, 2006). Although the importance of non-tenure versus tenure differs at institutions, promotion in any career is significant to employees.

It is important to note that the majority of the aforementioned studies focused on large research institutions where women are generally underrepresented (August & Waltman, 2004; Carrigan et al., 2011; Monroe et al., 2008; Valian, 2004). Numerous small universities and community colleges do not have the same promotion inequities for their female faculty since women occupy the majority of appointments at these institutions (Lester & Bers, 2010; White, 2005). In addition, some faculty may not want to be considered for tenure and would prefer focusing on teaching rather than research (*Incentives to Forgo Tenure*, 2000). However, for the faculty who want to pursue tenure, it is important for men and women to have equal opportunities in the promotion process (Monroe et al., 2008).

Salary Disparities

Limited opportunities for promotion is not the only way professional inequities exist for female faculty. Not having access to the opportunities needed to achieve higher ranks in the profession directly affects female faculty members' salaries (Lee & Won, 2014; Umbach, 2006). Researchers have discovered female faculty members tend to be hired at lower starting salaries than male colleagues (Lee & Won, 2014; Cropsey et al., 2008; Crothers et al., 2010; Sabharwal & Corley, 2009). Even though disparities in salary have been found based on gender, these disparities cannot be addressed without examining the faculty member's qualifications (Fox-Cardamone, 2010).

Human capital theory is one way to analyze the qualifications to determine if an employee's earnings are fair (Becker & Toutkoushian, 2003; Fox-Cardamone, 2010; Umbach, 2006). These qualifications include educational background, training, previous work experience, and skills (Perna, 2002).

For faculty positions, human capital also includes publications, teaching evaluations, professional experience, and service (Becker & Toutkoushian, 2003; Umbach, 2006).

Base salaries. Human capital needs to be taken into account, especially when analyzing faculty members' initial base salaries. Fox-Cardamone (2010) demonstrated the importance of human capital when examining salary disparities at a large midwestern university. The study found that in 2002, female faculty earned \$12,343 less than their male colleagues. This gap increased in 2010 with women earning \$13,307 less than male faculty. However, the salary gap reduced significantly when human capital was examined. Fox-Cardamone (2010) added years of experience, whether the faculty had a Ph.D., and the faculty's discipline to the study. With these added variables, women earned \$2,500 to \$4,080 less than male faculty. Although this number is lower than the original results, it demonstrates a wage gap between male and female faculty that cannot be explained solely by human capital (Fox-Cardamone, 2010).

Another study conducted by Crothers et al. (2010) analyzed salary disparity among school psychology faculty at various institutions. The researchers found male faculty earned \$12,360 more than female faculty. Once human capital was taken into account, the gap decreased to a \$4,372 difference per year for female faculty (Crothers et al., 2010). Eckes and Toutkoushian (2006) found similar results when they examined a large research-focused university. Before human capital was considered, women earned \$13,046 less per year than male faculty. Once human capital was added, the researchers found female faculty earned \$1,854 less than their male colleagues (Eckes & Toutkoushian, 2006).

Even though these results may not seem significant, the salary difference the researchers found causes a reduction of “lifetime earnings of \$87,885 to \$142,800 . . . the lifetime loss of income for someone who retires after 35 years of service and lives to 80 is approximately \$120,000 to \$200,000” (Fox-Cardamone, 2010, p. 11). Salary disparities, no matter how small, should not exist between faculty with the same credentials and position level (Fox-Cardamone, 2010).

Discretionary funds. Disparities in earnings also occur in areas other than base salaries (Binder et al., 2010; Roos, 2008). Summer research funds, discretionary funds, and other monetary resources are found to be lower for female faculty (Perna, 2002; Roos & Gatta, 2009; Umbach, 2006). These monetary resources are necessary for faculty advancement as they allow faculty to attend conferences, conduct research, and publish (Binder et al., 2010; Perna, 2002; Roos & Gatta, 2009). Perna (2002) found 78% of male faculty compared to 69% of female faculty received supplemental earnings for research purposes. Furthermore, male faculty received \$8,743 in additional monetary resources from the institution while female faculty received \$6,155 (Perna, 2002).

Another study found 12.1% of male faculty received discretionary summer funds while 9.5% of female faculty received additional funds (Roos & Gatta, 2009). The researchers initially thought the higher rate of funds for men was due to additional services they performed during the summer. However, female faculty were conducting the majority of the service work and were not receiving compensation for it (Roos & Gatta, 2009). The researchers also found that 53% of female humanities faculty compared to 62% of male humanities faculty had research accounts.

In addition, 13% of male science faculty compared to 7% of female science faculty had research monies (Roos & Gatta, 2009). It is important to note that these studies took human capital into account when examining these additional funds. Without these additional resources, female faculty members' overall compensation packages were significantly lower than male faculty's (Perna, 2002; Roos & Gatta, 2009).

Campus Climate

Researchers have shown how work-life balance, promotion opportunities, and salary disparities create inequities for female faculty at higher education institutions (Eckes & Toutkoushian, 2006; Mason & Goulden, 2004; Roos & Gatta, 2009; Umbach, 2006). An institution's campus climate is another way female faculty experience discrimination (Monroe et al., 2008; Roos & Gatta, 2009; Vaccaro, 2011). Campus climate is the overall environment the students, staff, and faculty experience at an institution (Vaccaro, 2010). Researchers have defined this climate for female faculty as a *chilly climate* that promotes "informal exclusion, devaluation, and marginalization" of women (Maranto & Griffin, 2011, p. 140). According to Vaccaro's (2010) study, women described the university's campus as chilly due to the subtle stereotypes men have against diverse individuals. This type of climate leads to bullying, contrapower harassment, and gender discrimination (DeSouza & Fansler, 2003; Lampman, 2012; Lampman, Phelps, Bancroft, & Beneke, 2009; Schwartz, 2006).

Bullying. Bullying is seen in a variety of work environments, including higher education institutions (Dentith et al., 2015; DeSouza & Fansler, 2003; Keashley & Neuman, 2010). University officials see two types of bullying against faculty: bullying among peers and contrapower harassment by students.

Contrapower harassment occurs when a person in a low position of authority bullies someone in a high position of authority (Lampman et al., 2008). This type of bullying occurs in higher education classrooms when students exhibit “uncivil, bullying, and sexual student” behavior toward faculty (Lampman et al., 2008, p. 331). Both male and female faculty reported experiencing contrapower harassment at one point in their careers (Lampman et al., 2008). This type of harassment includes students participating in non-academic activities in the classroom, talking back to the instructor, sexual harassment, and threatening the faculty member (Lampman, 2012).

Contrapower harassment. A study on a public Alaskan university found 99% of male faculty and 96% of female faculty experienced some form of harassment by their students (Lampman et al., 2008). While more men experienced this harassment, women were significantly more upset than men over these encounters. Lampman et al. (2008) found 30% of women compared to 18% of men reported the harassment to someone in an administrative position at the university.

In addition, 32% of women compared to 18% of men reported having difficulty sleeping during the time the harassment incident was being investigated. DeSouza and Fansler (2003) did not find significant gender differences in how often a faculty member reported harassment. Similar to Lampman et al. (2008), the researchers found female faculty were more affected by student bullying than male faculty and reported high levels of anxiety as a result of the harassment. DeSouza and Fansler (2003) also concluded that young female faculty members were most at risk for bullying due to their vulnerable status of being young, new to the field, and female.

In another study conducted by Lampman (2012), the researcher asked male and female faculty if they experienced specific types of harassment from students. This harassment included physical attacks, unwanted sexual advances, questioning the faculty's credentials, and making offensive comments on teacher evaluations. The researcher found female faculty reported having experienced all forms of harassment more than their male colleagues. Female faculty particularly experienced students questioning their credentials more than men with 18% of female faculty compared to 10% of male faculty experiencing this type of harassment. Women also received higher levels of death threats from their students with 2% of female faculty compared to 0.08% of male faculty receiving these threats. Akin to other studies, female faculty members were more upset by the various forms of harassment than their male colleagues (Lampman, 2012).

Peer bullying. While contrapower harassment addresses bullying by students against faculty, bullying among faculty is another way women experience a chilly climate at universities (Cropsey et al., 2003; Dentith et al., 2015; Keashley & Neuman, 2010). Academic bullying includes traditional forms of bullying such as sexual harassment and physical threats. However, it also includes faculty interrupting a colleague during a committee meeting or spreading rumors about a target “to undermine a colleague’s credibility” (Fogg, 2008, para. 3).

Raineri, Frear, and Edmonds (2011) found the most common form of academic bullying to be non-physical bullying that devalues a colleague’s credentials. This type of bullying included “discounting a person’s accomplishments” by hindering a faculty member’s career advancement and publically criticizing the victim (p. 26).

In a study conducted on faculty attrition conducted by Cropsey et al. (2003), women stated harassment as one reason for leaving their positions at Virginia Commonwealth University. Thirteen interviewees claimed they experienced sexual harassment at the university. Twelve of these interviewees were female and cited this harassment as a main reason for leaving the institution (Cropsey et al., 2003).

In addition to non-physical bullying being the most common form of academic bullying, the researchers found the majority of bullies were male senior faculty (Raineri et al., 2011). 50% of male faculty bullied female faculty while 47% of male faculty bullied male faculty. Approximately 23% of females bullied female faculty, with senior female faculty more likely to bully junior female faculty. The least common situation occurred with female faculty bullying male faculty (Raineri et al., 2011).

The Workplace Bullying Institute's 2010 study also found 80% of women bullied other women in the workplace. Dentith et al. (2015) postulated that women-on-women bullying occurs because "women may act as many males have over the years by bullying and intimidating women to establish, and continually re-establish, the power structures often inherent in traditional male-female relationships" (p. 29). Enacting male relationships supports Raineri et al.'s (2010) findings that senior female faculty are more likely to bully junior female faculty. Senior female faculty exert their power over the younger female faculty to show authority (Raineri et al., 2010).

While faculty bully one another, it is also common to see administrators bullying faculty. This bullying is often found during the tenure process, which "gives administrators and senior faculty very specific powers to make life-altering decisions about co-workers" (Dentith et al., 2015, p. 29).

University leaders who perpetuate and support bullying behavior enable senior faculty to target junior faculty, creating a hostile work environment for newer faculty. Since the majority of senior faculty and administrators are male, bullying can be defined in gendered terms (Dentith et al., 2015).

Microaggressions. Although bullying exists in higher education, harassment is not the only way female faculty experience chilly climates. Gender discrimination based on stereotypes also creates a negative working environment for female faculty (Gerdes, 2003; Monroe et al., 2008). This discrimination manifests in a variety of ways. In some institutions, faculty and administrators devalue female faculty's work, particularly those in feminist research (Roos & Gatta, 2009). One faculty member stated that this type of discrimination is "demoralizing . . . as the message is that as a feminist woman you have to work twice as hard just to get equitable promotion decisions and even then you will not be valued" (Roos & Gatta, 2009, p. 188). Another female faculty believed her denial for tenure was because the tenure committee did not value her research on gender studies (Roos & Gatta, 2009). As mentioned in the section on promotion opportunities, the women's studies department at a state university received the least amount of overall campus resources (Vaccaro, 2011).

Exclusion. While female faculty discussed how their research was discounted, other women experienced exclusion in their departments (Maranto & Griffin, 2011). In a study conducted by Monroe et al. (2008) on female faculty at UCI, a research one institute, one interviewee cited being excluded from collaborative research projects. This exclusion came as a result of her being a minority in her discipline.

Another UCI faculty member said she lost respect from her male colleagues when she petitioned for pay equity. This resulted in losing a network she worked hard to develop because the men felt threatened by the request (Monroe et al., 2008). In addition, female faculty at a large midwestern university felt more excluded from networks in their department than their male peers (Maranto & Griffin, 2011). These networks are essential for professional productivity such as co-authoring papers, sharing resources for research projects, and providing support in the promotion process (Hult et al., 2005).

Women working in predominately male disciplines were not the only faculty who felt excluded. Female faculty working in a department with a female critical mass also felt excluded from major university networks. This feeling of exclusion stemmed from not being included on important committees such as departmental and hiring committees (Maranto & Griffin, 2011; Roos & Gatta, 2009). In addition, these women felt invisible in the department since they did not have the same access to promotional opportunities and research resources as their male colleagues in other disciplines (Roos & Gatta, 2009). A female faculty member in another study called her institution's campus climate "white, male, and privileged" (Vaccaro, 2010, p. 211). She did not feel welcomed or valued on campus since she did not fit into that climate (Vaccaro, 2010).

Coping with stereotypes. To avoid the aforementioned gender discrimination, researchers found female faculty deny or tone down their feminine characteristics (Gerdes, 2003; Madden, 2011; Monroe et al., 2008). Female faculty in one study said they must fit into *the man's world* in order to create a comfortable campus climate (Monroe et al., 2008). One faculty member said she refused to wear pink to avoid being discriminated against.

Another faculty member did not put photos of her family around her office to circumvent being stereotyped as too nurturing. One interviewee received a mug from another female colleague that read, “Dress like a lady. Act like a man. Work like a dog.” to demonstrate how academic women need to behave in order to succeed (Monroe et al., 2008, p. 228). Senior female faculty in Gerdes’ (2003) study supported these claims by advising women to overcome discrimination by not acting in feminine ways and to avoid discussing equity issues with male colleagues.

Regardless of gender, faculty and administrators must be aware of equity issues at higher education institutions in order to work toward organizational change. This awareness is necessary for an institution’s campus climate to be comfortable for all students, faculty, staff, and administrators.

Feminist Theory

The above studies demonstrate that gender inequities exist in higher education institutions, particularly for female faculty. Equity issues for female faculty are subtle, since female faculty are becoming more represented in higher education (Glazer-Raymo, 2008). This parity causes individuals to believe women do not face equity issues since female hiring rates are becoming equal to male hiring rates (Glazer-Raymo, 2008; Kaatz & Carnes, 2014). However, this parity does not mean biases such as salary disparities or stereotypes do not exist (Cress & Hart, 2009; Mason & Goulden, 2004; Ward, 2008). Further research needs to be conducted to bring voice to female faculty in order to alleviate gender inequities in higher education institutions.

Feminist theory is essential for analyzing equity issues for female faculty due to its critical perspective in addressing the disparities women face in a patriarchal society (Bruni & Gherardi, 2002; hooks, 1984; hooks, 2000). In addition to feminist theory, it is crucial that a leadership theoretical framework be utilized to examine equity issues for female faculty (Brown & Moshavi, 2002). Change in an institution cannot solely occur with formal leaders; informal leaders also have to partake in the change process (Grogan & Shakeshaft, 2011; Kotter, 1996; Shields, 2013). In order for the campus climate to become more equitable for female faculty, the university's informal and formal leadership must be addressed (Samble, 2008; Thompson, 2008).

Feminist researchers postulated that traditional leadership theories paint a masculine or genderless definition of leadership (Alvesson & Billing, 2002; Chin, 2010; Durant, 2010; Hackman, Furniss, Hills, & Paterson, 1992; Sinclair, 1998). Certain leadership theories exclude women and other marginalized groups since the theories do not address gender, race, or ethnicity (Irby & Brown, 1995; Martin & Collinson, 2002; Young, Mountford, & Skrla, 2006). While some leadership theories may not examine gender, utilizing feminist theories in collaboration with leadership theories allowed me to critically examine equity issues for female faculty. Before we can understand how these theories work together, I first address the main tenets of the theories separately, beginning with feminist theory.

The Psychology of Women

Understanding how society views women and how women view themselves, is essential in understanding feminist theory's history and future. Gilligan (1993) posited that traditional psychological theorists, such as Freud, saw men's development as humans as the *normal* development process. Due to this bias, "they have tried to fashion women out of a masculine cloth" (Gilligan, 1993, p. 6). When women develop differently than men, by focusing more on relationships for example, this is seen as a weakness (Gilligan, 1993; Miller, 1976). Viewing women as the weaker sex caused society to treat women as an extension of a relationship and not as individuals (Gilligan, 1993).

Miller (1976) argued that from a young age, women are not encouraged to develop as individuals. Instead, women are encouraged to "avoid self-analysis and to concentrate on forming and maintaining a relationship to one person" (p. 18). This encouragement leads women to doubt their own experiences, thus making it difficult for society to understand these experiences (Gilligan, 1993). A woman's life experience becomes tied to the familial experience; the experience that comes from a relationship. The female experience no longer belongs to herself; it belongs to members of her community (Gilligan, 1993; Koedt, 1968/2000).

Self-doubt not only hinders a female's life experience, it also affects her ability to make moral judgments. According to Gilligan (1993), "the essence of moral decision is the exercise of choice and the willingness to accept responsibility for that choice" (p. 66). Since women are taught to rely on men, the moral judgments made by women are ones that are enforced by men. Furthermore, Gilligan (1993) found that the moral choices women made were based on care, with a strong desire to not hurt another person.

Women feel they must fulfill the needs of their husband, children, as well as other family/community members. Therefore, any moral or ethical judgments made by a woman are made for a collective, caring cause (Gilligan, 1993; Miller, 1976). Gilligan (1993) defined this concept as the conflict between self and others. A woman makes a decision based on how that decision affects others, particularly men (Gilligan, 1993).

Fulfilling a man's needs meant women had to appreciate a man's strengths while offering support when the man exhibited weak or *womanly* behavior (Miller, 1976). Denying a man's weakness caused women to believe that men can protect them. This belief caused women to deny their own strengths. According to Miller (1976), "women are themselves discouraged from serious testing of themselves . . . most women have a lifelong conditioning that induces them to believe this myth" (pp. 34-35).

Even with the myth of being the weaker sex, Gilligan (1993) argued that women could become independent thinkers. The morality of women could exist, if women learned to separate "the voice of the self from the voices of others" (p. 82). This concept suggested that a woman can be responsible for herself and take ownership of her decisions.

Gilligan (1993) further suggested women have a different voice when dealing with moral decisions. This voice can be seen through a feminine ethic of care. An ethic of care is a theory of justice that considers "real people in real situations" (Noddings, 2010, p. 247). Gilligan (1993) supported this ethic of care by challenging traditional moral theorists, such as Kohlberg (1969), who postulated a universal notion of justice that embodied masculine ideals. Kohlberg (1969) developed six stages of moral development. These stages focus on universal justice.

A person cannot reach the next stage until he or she fully understands their current stage. Kohlberg (1969) found women tend to be in the lower stages, which indicates a less sophisticated level of moral reasoning.

Rather than view women's moral reasoning as low, Gilligan (1993) saw women as caring individuals, focusing on relationships when making moral decisions. Noddings (2003) further suggested that women "approach moral problems not as intellectual problems to be solved by abstract reasoning but as concrete human problems to be lived and to be solved in living" (p. 96). An example of this would be urging groups during time of conflict to "form relations of care and trust" rather than isolate from one another or become aggressive toward one another (Noddings, 2010, p. 97).

Finally, through extensive interviews with women, Gilligan (1993) found that "the moral imperative that emerges repeatedly . . . is an injunction to care, a responsibility to discern and alleviate the 'real and recognizable' trouble of this world" (p. 99). Rather than view women in deficit terms, scholars such as Gilligan and Miller argued for a new psychology of women that demonstrated women's value to society.

Self-silencing theory. Another psychological theory dealing with women's development is the self-silencing theory. Self-silencing suggests that, "cultural norms and prescriptions for women promote the development of restrictive templates about how to create and maintain partner relationships, which can lead women to withhold feelings" (Hurst & Beesley, 2013, p. 313). Jack (1999) developed this theory to describe how women withhold pieces of their selves, especially emotions, in order to retain relationships.

Kass (2015) further posited, “The historical power imbalance between men and women has led women to develop coping strategies that involve being accommodating and supportive towards others, that is, by self-silencing, rather than by acquiring and asserting power” (p. 488). These coping strategies are developed out of fear for speaking up about a situation or issue. This fear can occur at home with a partner or in the workplace, “When a woman fears the consequences of voicing her own perspective . . . then she becomes quiet in order to not draw negating attention” (Jack, 1991, p. 103). Jack (1991) further suggested this self-silencing coping strategy leads women to develop mental health issues, including depression and anxiety. This is due to women feeling a loss of self in trying to appease her relationship with others rather than focusing on her own needs (Jack, 1991).

Understanding how women have been engrained to believe they are the *weaker sex* is the foundation of feminist theory. Feminist theory seeks to eradicate this *internalized sexism* in order to promote gender equity in society (hooks, 2000; Miller, 1976).

Early Feminist Theory

Feminist theory seeks to challenge the aforementioned notion that females are the weaker sex. There are a variety of concepts that exist within the feminist framework (Chodorow, 1978/2000; Collins, 2000; Eagleton, 2003; Guber, 2000; Kark, 2004). According to hooks (2000), “feminism is a movement to end sexism, sexist exploitation, and oppression” (p. 1). MacKinnon (1982) defined feminist theory as “the collective critical reconstitution of the meaning of women’s social experience, as women live through it” (p. 29).

She further suggested that feminist theory is a “true analysis of social life . . . turns an analysis of inequity into a critical embrace of its own determinants” (MacKinnon, 1982, p. 29). Feminist theory aims to critically examine social structures that perpetuate sexism. The theory’s hope is to challenge dominant discourse in order to provide an equitable environment for all genders (Eagleton, 2003; hooks, 2000; MacKinnon, 1982).

The early feminist movements began during the 19th century (Hole & Levine, 1971). However, challenging gender inequities can be traced back to the 18th century, with Mary Wollstonecraft (Todd, 2000). In 1792, Wollstonecraft published the *Vindication of the Rights of Woman*, as a call for society to treat women with the same humanity as men (Wollstonecraft, 1792/1990). She critically examined the treatment of women, arguing that women were seen as weak due to socially ascribed notions of what it means to be female. Wollstonecraft argued that women should receive the same education as men, in order to not be regarded as the “frivolous sex” (Wollstonecraft, 1792/1990, p. 446).

The 19th century feminist movements extended Wollstonecraft’s desire for an equitable society for women. During this time, women began questioning their roles in society and how these roles impacted them personally, economically, and politically (Friedan, 1963/2010; hooks, 1984; Woolf, 1929/2010). The realization that gender was socially constructed rather than biological, caused women to challenge the patriarchal structures that perpetuated the socially constructed stereotype that women are inferior to men (Aaltio & Mills, 2002; Bruni & Gherardi, 2002; Collins, 2000; de Beauvoir, 1949/2010; Eagleton, 2003; Reed, 1970/2000).

The feminist movement was one way to fight for opportunities for women to move beyond the ascribed domestic roles found inside the home (Aaltio & Mills, 2002). Part of the movement was developing education programs for women (Addams, 1909/2002). For example, in 1833, Oberlin became the first college to accept both men and women as students (Hole & Levin, 1971). While Oberlin focused on developing women to become mothers and wives, it was a step in fulfilling Wollstonecraft's desire to create more educational opportunities for women outside of the home.

Jane Addams was a key contributor for creating an equitable society for disadvantaged individuals, including women. According to Addams (1909/2002), women spent their time taking care of and educating their children. Women's wages went to childcare first, while any remaining funds supported the rest of the family. Chodorow's (1978/2010) later writings on the reproduction of mothering supported Addams' acknowledgement of the female's mothering role. Chodorow (1978/2010) suggested that "women's sense of self is continuous with others" and leads them to identify with the nurturing mothering role (p. 410). The focus on the child is what Addams' (1909/2002) saw as the only entity that kept society human.

The problem with solely focusing on the home was women's limited worldview (Addams, 1909/2002). Addams (1909/2002) felt this naiveté led children to become victims of the street without their mother's knowledge. The seclusion of women to their roles as keeper of the house was discussed later by Friedan (1963/2010).

Friedan (1963/2010) argued that women have a problem that has no name and are taught to “seek fulfillment as wives and mothers” (p. 362). Friedan’s “problem” exemplified Addams’ (1909/2002) notion that women desire more knowledge outside of their domestic roles.

One way women could develop knowledge outside the home was through gaining the right to vote, which inspired the women’s suffrage movement (Hole & Levine, 1971). Addams (1930/2002) claimed, “Contemporary women who were without the franchise were as much outside the real life of the world as any set of disenfranchised free men could possibly have been in all history” (p. 280). The dominant citizen made decisions for the community and that dominant citizen was the white man (Addams, 1930/2002).

Women relied on men to make decisions on their behalf and this reliance perpetuated the female’s role as the Other (Collins, 2000; Tax, 1970/1973). Western thought has philosophically been defined as male thought (Bruni & Gherardi, 2002; Gilligan, 1993). According to de Beauvoir (1949/2010), “women do not dispute male sovereignty” due to their inferior status (p. 346). de Beauvoir (1949/2010) also postulated that women remain inessential since they fail “to bring about this change” (p. 346). Addams’ (1908/2002) call for women to join the suffrage movement to gain the right to vote, provided a space for women to work toward becoming essential in society.

Critical Feminist Theory

Intersectionalities. Even with the aforementioned steps to bring equity to females, critics have argued that some feminist researchers only examined gender, leaving out additional oppressors experienced by individuals who are not white males (Collins, 2000; Crenshaw, 1991; Harrison, MacGibbon, & Morton, 2001; hooks, 1984; Romany, 1997; Young, 2003). Cleaver (1997) argued that since white feminists ignored the issues of race, black women walked alongside black men during the civil rights movement rather than supporting the women's liberation movement.

Cleaver (1997) further suggested that by polarizing the issues of race and gender, "each category loses layers of its coherence" (p. 40). Collins (1990/2010) posed a theory of Black feminism that creates a paradigm "of race, class, and gender as interlocking systems of oppression" (p. 541). Collins highlighted that race, class, and gender cause African-American females to be oppressed in multiple ways. At times, these three characteristics may work together while in other contexts one characteristic might serve as the dominant oppressor (Collins, 1990/2010; Ware, 1970/2000). Crenshaw (1991) argued that by recognizing intersectionality, oppressed groups "can better acknowledge and ground the differences among us and negotiate the means by which these differences will find expression in constructing group politics" (p. 1299).

hooks (1984) also challenged traditional feminist works, including Freidan's (1963/2010) work on women's domestic roles. hooks (1984) argued that these works addressed a white, middle-class female issue, leaving out a population of women who experienced additional oppression outside of their gender.

According to hooks (1984), “A central tenet of modern feminist thought has been the assertion that ‘all women are oppressed.’ This assertion implies that women share a common lot, that factors like class, race, religion, sexual preferences, do not create a diversity of experience” (p. 5).

While hooks (1984) called for a feminist theory that addresses oppressors outside of gender, she noted that, “challenging sexist oppression is a crucial step in the struggle to eliminate all forms of oppression” (p. 37). Critical feminist theories demonstrate how feminism must be examined through intersectionalities between gender, race, class, sexual orientation, and religion in order to enact authentic social change for all women (Collins, 2000; Crenshaw, 1991; Harrison et al., 2001; hooks, 1984; Ware, 1970/2000).

Consciousness-raising. While critical feminists focus on the intersectionalities of oppressors, they also call for women to join together to form a sisterhood that challenges these oppressors (Allen, 1970/2000; Gornick, 1971/2000; MacKinnon, 1982). hooks (2000) defined feminist sisterhood as a “shared commitment to struggle against patriarchal injustice, no matter the form that injustice takes” (p. 15). hooks’ vision of sisterhood is a safe space for women to share their realities and find ways to achieve social and political equity. These safe spaces would bring about *consciousness-raising*, where women could openly “gain the strength to challenge patriarchal forces at work and at home” (hooks, 2000, p. 8). Laporte (1974/2000) believed a feminist sisterhood will emerge that “no power on earth can destroy” (p. 466).

Morgan (1977/2000) supported this concept by encouraging women to live life on their own terms while joining together in the sisterhood. Morgan's vision of a sisterhood would be inclusive and appreciate each person's unique background. She also invited men to join the sisterhood movement in order to have a range of support for authentic societal change (Morgan, 1977/2000).

Internalized sexism. While feminist theorists encourage women to join together in the fight against sexism, it is important to note that men and social structures are not the only entities partaking in sexism (Brownmiller, 1970/2000; Ware, 1970/2000).

Women-to-women sexism also exists. hooks (2000) defined women-to-women sexism as *internalized sexism*. Internalized sexism occurs when women are "competitively at war with one another" (hooks, 2000, p. 3). The constant need for patriarchal approval is engrained in women from a young age (Brownmiller, 1970/2000; Tax, 1970/1973). Competition among women for the lack of resources given to them in society is an issue seen in professional organizations as well as social interactions (Frechette, 2009).

Women must confront their internalized sexism in order to create a sisterhood that can dismantle inequities within society. According to hooks (2000), "Without confronting internalized sexism, women who picked up the feminist banner often betrayed the cause in their interactions with other women" (p. 11). Addressing internalized sexism is the first step in addressing sexism that exists within the larger society (hooks, 2000).

Leadership Theory

The aforementioned discussion demonstrates how feminist theory can intersect a variety of oppressions in order to fully understand the lived experiences of each woman as an individual (Braidotti, 2003; Collins, 2000; Laporte, 1974/2000). Leadership theory is another way society can understand an individual's lived experiences. Leadership theory is particularly useful in understanding the relationship these experiences have with organizational structures. Akin to feminist theory, leadership theory features a variety of concepts. The following discussion will focus on traditional leadership theories and key concepts.

Early Leadership Theory

Traits theory. Early leadership theory focused on an individual's traits to determine if he or she was born to be a leader (Fairholm, 1998; Gill, 2011; Palestini, 2013). The traits examined included a person's gender, appearance, intellectual ability, and "social sensitivity" (Fairholm, 1998, p. 51). These traits created the *Great Man model* and emphasized that only certain individuals had the inherent traits to become leaders (Fairholm, 1998). The traits theory is limited since it does not address how an organizational context can inform leadership. In addition, it ignores differences among leaders and postulates a definition of leadership that is limited to masculine traits (Appelbaum et al., 2003; Chin, 2010; Palestini, 2013).

Behavioral theories. Researchers realized the traits theory was limited in defining leadership and began studying behavior to determine leadership effectiveness (Hersey & Blanchard, 1972; McGregor, 1960; Palestini, 2013).

Palestini (2013) suggested that “behaviors investigated typically fell into two categories: production-oriented and employee-oriented” (p. 9). Other researchers have defined these two behaviors as task-oriented versus relationship-oriented actions (Gill, 2011; Hackman & Johnson, 2009; Hersey & Blanchard, 1972). Task-oriented leaders focus on the administrative side of an organization. These leaders maintain control over their followers, outline specific expectations, and follow procedures in order to meet established goals (Hackman & Johnson, 2009; Schmid, 2007). Relationship-oriented leaders focus on motivating and empowering their followers through a collaborative environment (Hackman & Johnson, 2009; Hersey & Blanchard, 1972; Schmid, 2007).

Situational leadership theories. Contingency or situational leadership theories developed to expand upon the traits and behavioral theories (Hersey & Blanchard, 1972; McGregor, 1960; Palestini, 2013). Situational leadership theories assert “that no single way of leading works in all situations” (Palestini, 2013, p. 8). Situational theories include McGregor’s Theory X/Theory Y, and the Hersey/Blanchard Model (Bolman & Deal, 2008; Gill, 2011; Hackman & Johnson, 2009; Hersey & Blanchard, 1972; McGregor, 1960; Palestini, 2013).

Theory X/Theory Y. The Theory X and Theory Y concept deals with the ways in which managers view their employees (Gill, 2011; McGregor, 1960; Palestini, 2013). Theory X managers see their employees as “lazy, extrinsically motivated, and incapable of self-discipline” while Theory Y managers believe employees “do not inherently dislike work, are intrinsically motivated, exert self-control, and seek responsibility” (Palestini, 2013, p. 9).

According to McGregor (1960), Theory Y suggests that if employees are *lazy*, it is due to management's leadership styles and not due to the employee's work ethic. McGregor (1960) also argued that the central principle of Theory X is that leaders use authority when leading an organization. The central principle of Theory Y is that leaders lead an organization through integration. Integration is defined as, "The creation of conditions such that the members of the organization can achieve their own goals *best* by directing their efforts toward the success of the enterprise" (McGregor, 1960, p. 49). Since Theory X managers do not place trust in his or her employees, they lead in autocratic ways. Theory Y managers partake in a variety of leadership styles based on their employees' needs (Gill, 2011; Hackman & Johnson, 2009; McGregor, 1960; Palestini, 2013).

Hersey/Blanchard Model. The Hersey/Blanchard Model deals with followers' readiness or willingness to accomplish a specific task as well as a leader's adaptability (Hackman & Johnson, 2009; Hersey & Blanchard, 1972; Palestini, 2013). Hersey and Blanchard (1972) developed a model that demonstrates a leader's style range. The model has two quadrants: relationship behaviors and task behaviors. The relationship behaviors and task behaviors can be measured in either low or high terms. For example, a leader rates high on the relationship side if he or she exhibits a relationship-oriented leadership style (Hersey & Blanchard, 1972).

According to Hersey and Blanchard (1972), if a leader is flexible in his or her style, he or she can use a relationship-oriented style or task-oriented style depending on a situation. A leader has a limited range of behavior if he or she only exhibits one area of the model. Hersey and Blanchard (1972) postulated that a leader could be effective if he or she is adaptable in their styles based on the situation.

This model is also used to determine a follower's readiness in a given situation. Four styles define a follower's readiness: 1) telling style, 2) selling style, 3) participating style, and 4) delegating style (Hackman & Johnson, 2009; Hersey, 2009; Palestini, 2013). The telling style utilizes a high task/low relationship style. A leader using this style uses one-way communication to identify what task needs to be done and how to accomplish that task (Hersey, 2009).

The second style utilizes a high task/high relationship approach. This selling style utilizes two-way communication in order to increase the understanding of a specific task. The third style, participating style, uses a high relationship/low task style. The participating style is a collaborative process where followers become a key part in the decision-making process. The fourth style uses a low relationship/low task approach. This delegating style gives the follower ownership of the task or situation. The leader delegates what needs to be done and the follower is able and willing to accomplish the task on his or her own. A leader using this style is still part of the process. However, he or she monitors the task rather than taking an active approach (Hersey, 2009).

Transactional Leadership

The above leadership styles represent earlier notions of leadership in organizations. The more recent commonly cited leadership styles are transactional and transformational (Avolio, Bass, & Jung, 1999; Bass, 1996; Bass & Avolio, 1994; Bolman & Deal, 2008; Burns, 2003; Gill, 2011). Transactional leadership has been primarily examined in relation to management in for-profit organizations. These organizations have specific bottom lines including earning profits, developing products, appeasing stakeholders, and satisfying customers. Transactional leaders administer rewards and/or punishments based on an employees' performance in meeting these bottom lines (Bass & Avolio, 1994).

The transactional leader is also concerned with Maslow's hierarchy of needs, primarily focusing on satisfying the physiological, safety, and belonging needs (Hackman & Johnson, 2009). Transactional leadership occurs when there is an exchange between leader and follower (Bass 1996; Gill, 2011). According to Bass (1996), "Managers engage in a transaction with their employees. They explain what is required of them and what compensation they will receive if they fulfill these requirements" (pp. 19-20). The transactional style focuses on managers exchanging "rewards or privileges for desirable outcomes" (Hackman & Johnson, 2009, p. 103). Bass (1996) argued that transactional leadership leads to mediocrity since it maintains the status quo rather than challenging it. While transactions are a necessary part of an organization, leaders cannot solely rely on this style if he or she wants to create a visionary organization that empowers employees (Bass, 1996; Bolman & Deal, 2008; Burns, 2003).

Transformational Leadership

Transformational leaders are concerned with the same hierarchy of needs the transactional leader tries to maintain (Hackman & Johnson, 2009). However, the transformational leader moves beyond exchanges and instead, inspires his or her followers to “look beyond their own self-interest for the good of the group” (Bass, 1996, p. 21). Evans (2009) suggested that the first piece of transformational leadership is being inspired. Transformational leaders lead with an inspirational presence in order to “lead from a place that is outside of their ordinary self” (Evans, 2009, p. 11).

A transformational leader also serves as a role model by carrying out the organization’s mission firsthand (Gill, 2011; Riggio, Bass, & Orr, 2004). Bolman and Deal (2008) suggested that transformational leaders primarily utilize the symbolic frame of organizations. These leaders lead by example, utilize symbols to capture attention, communicate a vision, and “provide hopeful interpretations of experience” (Bolman & Deal, 2008, p. 369).

Transformational leaders utilize four factors to carry out his or her vision: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1996; Gill, 2011; Riggio et al., 2004). Idealized influence is the leader’s ability to serve as a role model that followers emulate. One way leaders serve as role models is by taking responsibility for their actions rather than placing blame elsewhere (Gill, 2011). Inspirational motivation is the component that allows leaders to motivate their followers to accomplish a shared vision. Transformational leaders must be confident in their vision and clearly articulate it to followers.

Intellectual stimulation enhances inspirational motivation by providing followers the tools needed to become innovative thinkers. Individualized consideration focuses on each follower as an individual. This consideration requires transformational leaders to actively listen to their followers in order to understand his or her personal needs or concerns (Gill, 2011; Riggio et al., 2004). According to Bass (1996), transformational leaders are more respected by their followers since they utilize collaborative practices that show respect and trust.

Servant Leadership

Servant leadership is a similar leadership style to transformational leadership. Robert Greenleaf developed the concept of servant leadership in the 1970's (Gill, 2011; Graham, 1991; Sipe & Frick, 2009). Akin to transformational leaders, servant leaders inspire followers to fulfill an organization's vision. In addition, servant leaders aim to develop and mentor their followers (Graham, 1991). However, servant leaders provide additional characteristics to leadership theory.

A servant leader is authentic, empathetic, compassionate, and ethical (Sipe & Frick, 2009). The servant-leader emphasizes a sense of community by sharing power with organizational members (Graham, 1991; Sipe & Frick, 2009). Sipe and Frick (2009) identified seven pillars of a servant leader. These pillars include: 1) person of character, 2) puts people first, 3) skilled communicator, 4) compassionate collaborator, 5) has foresight, 6) systems thinker, and 7) leads with moral authority. Utilizing these seven pillars allows a leader to both serve and lead from within. Servant leadership is comparable with the transformational theory; both theories focus on the relational aspects of leadership (Bolman & Deal, 2008).

Relational Leadership

Both transformational and servant leadership focus on the relational aspects of leadership (Bolman & Deal, 2008). Komives, Lucas, and McMahon (1998) suggested that leadership itself is “a relational process of people together attempting to accomplish change or make a difference to benefit the common good” (p. 68). This concept is extended through the notion of relational leadership. Relational leadership emphasizes the connection between relationships and leadership. This concept focuses on five components: 1) inclusive, 2) empowering, 3) purposeful, 4) ethical, and 5) process-oriented (Komives et al., 1998; Komives & Johnson, 2009).

The inclusive component focuses on recognizing the value in each individual, regardless of his or her demographic background. This component reframes organizations to become inclusive environments that value all employee’s opinions (Komives et al., 1998). The second component, empowering, requires leaders with positional power to “share their power or authority” (p. 77). However, it also requires participants to accept this shared power and take ownership of his or her actions within the organization. This component demonstrates a key principle of relational leadership: leaders exist within relationships with other people. The empowering component demonstrates the importance in building a collaborative organization that empowers leaders and followers to share in the organization’s successes and failures (Komives et al., 1998).

The purposeful component occurs when a group identifies and works toward a common good (Komives et al., 1998). An organization’s mission and vision are emphasized within the purposeful component. To reside under relational leadership, the mission/vision are created through a group process rather than an individual process.

The group identifies the mission and works together as a team to enact that mission (Komives et al., 1998). As seen with the empowering component, the *organizational power* is shared among the group members rather than residing with a few leaders.

The ethical component requires organizational members and leaders to act in socially responsible ways (Komives et al., 1998). According to Komives et al. (1998), ethical and moral leadership is “leadership that is driven by values and standards and leadership that is good – moral – in nature” (p. 88). Akin to servant leaders, relational leaders lead by example. Leading by example using ethics “means aligning your own values with the worthy values of the organization” (p. 92). Leading by example is challenging since leaders may continue with the status quo in order to remain neutral or partake in unethical behavior to get ahead. It is important for relational leaders to have “a stubborn commitment to high standards, which include honesty and trustworthiness, authenticity, organizational values, and doing the right thing” (Komives et al., 1998, p. 92). Leading with ethics is essential for relational leaders to authentically lead an organization in a collaborative and moral way (Komives et al., 1998).

The final component, process-oriented, “refers to how the group goes about being a group, remaining a group, and accomplishing a group’s purpose” (Komives et al., 1998, p. 94). Relational leaders focus on the process as much as the outcome. Part of this process is the group working collaboratively. This collaborative process opens a space for leaders and participants to provide feedback to one another. Reflection and meaning making occurs in this final component in order to understand how to build an effective organization while adhering to the other four components (Komives et al., 1998).

These five components demonstrate how relational leadership incorporates everyone in the organization through an ethical, collaborative, inclusive, and empowering environment (Komives et al., 1998; Komives & Johnson, 2009).

Intersectionalities of Feminist and Leadership Theory

Feminist theory and leadership theory can be viewed as disparate frameworks. However, when examined closely, these theories can work together to provide authentic social and organizational change (Aaltio & Mills, 2002; Appelbaum et al., 2003; AhNee-eham, 2003; Dentith & Peterlin, 2011). Traditional leadership theories have primarily utilized a genderless or masculine definition of leadership (Alvesson & Billing, 2002; Bolman & Deal, 2008; Chin, 2010). Examples for leadership models, such as Presidents, CEOs and other formal leaders, are traditionally viewed through a masculine lens. According to Sinclair (1998), “The twin tests of leadership have surely been the capacity of men to stand above other men” (p. 15).

Gardiner (2015) postulated female leaders experience prejudicial treatment since “women leaders are perceived as out of place in the gendered hierarchy that pervades the higher echelons of organizational and public life” (p. 39). Women are perceived as out of place since they are viewed through the lens of motherhood. This limits their cultural capital to the home while men’s cultural capital is found in professional settings. Gardiner (2015) further argued this stereotypical thought process might be one of the reasons there is still a dearth of female leaders in 21st century organizations.

Additional studies have examined the connection between feminist and leadership theory or at least the notion that leadership cannot be defined in genderless or masculine terms (Eagly & Johannesen-Schmidt, 2001; Helgesen, 1990; Kark, 2004; Sinclair, 1998).

Bolman and Deal (2008) suggested that, “in breaking from masculine traditions and embracing more feminine conceptions of leadership, women have blazed new paths” (p. 351). Blackmore (2013) argued that feminists identify the “historical processes and practices of the racialization and gendering of leadership” (p. 149). Gender must be examined in relation to leadership and organizations since these structures are built upon gendered histories (Aaltio & Mills, 2002; Bruni & Gherardi, 2002; Grogan & Shakeshaft, 2011; Helgesen, 1990; Wicks & Bradshaw, 2002).

Power

Feminist and leadership theory intersect on a variety of concepts. One concept is the notion of power. Leadership and power are connected since leaders receive power through formal and informal roles (Hackman & Johnson, 2009; Kotter, 1996). Common sources of power utilized by leaders include coercive power, reward power, legitimate power, expert power, and referent power (Gill, 2011; Hackman & Johnson, 2009). Some leaders use power for good while others utilize it to oppress those with less power (Anderson, 2009; Burns, 2003; Shields, 2013). While leaders utilize power, the concept cannot be examined without identifying its connection to gender (Blackmore, 1989; Kark, 2004; Martin, 2000).

Ely and Padavic (2007) posited that “gender and power are inextricably tied: sex connotes social status, and, thus, power is inherent in gender categories” (p. 1125). Bruni and Gherardi (2002) noted that gender is historically situated within power relations. These power relations “order us in terms of masculine and feminine; it prescribes a certain masculinity in business management contexts . . . and a more pronounced femininity in modern childcare” (Alvesson & Billing, 2002, p. 78).

Women are taught, through power, how to behave in society and organizations (Alvesson & Billing, 2002; Dillard, 2003; Eisenstein, 1982; Katila & Merilainen, 2002). Women are also taught to “assume that they themselves are wrong” when the dominant power, men, are unhappy or angry (Miller, 1976, p. 57).

Dentith and Peterlin (2011) further suggested that gender’s role as a social construct limits women’s access to power and other essential resources that are naturally given to men. Tax (1970/1973) expressed that, “any man has this power as man, the dominant sex, to dehumanize a woman, even to herself” (p. 28). Even when women obtain power, it is in accordance with the masculine definition of power (Collins, 1990/2010; Martin, 2000; Mehrhof, 1970/2000; Miller, 1976).

Martin (2000) argued that the masculine definition of power began with Weberian bureaucracy. This concept created a division of labor within organizations and society, placing women secondary to men (Martin, 2000). Sinclair (1998) felt women do not obtain the same level of power as men due to the role of the mother. According to Sinclair (1998), a person’s first interaction with authority is his or her relationship with their mother. This relationship causes individuals to expect women leaders to portray nurturing characteristics while followers “feel greater betrayal when they behave like men” (Sinclair, 1998, p. 28). Nurturing characteristics are not the first qualities a person thinks of when defining power. This causes women to be viewed more negatively when they obtain leadership roles (Eagly & Johannesen-Schmidt, 2001; Grogan, 1999). For example, in Irby and Brown’s (1995) study on leadership effectiveness, the researchers found that participants felt male leaders had legitimate power while female leaders had to earn authority through “time and a hard work ethic” (p. 6).

Even with the negative connection between women and power, feminist and leadership theories can provide ways for power to create an equitable environment. Grogan and Shakeshaft (2011) found that women conceptualize power as *power with*, rather than *power over*. Power is defined “through relationships” (Grogan & Shakeshaft, 2011, p. 7). Women’s tendency to share power relates to hooks’ (2000) suggestion that feminism’s goal is “to create strategies to change the lot of all women and enhance their personal power” (p. 111). Berson (1972/2000) also noted that society must redistribute power in order for each woman to have control over her personal life. This personal power can be shared throughout an organization and society utilizing transformational leadership or relational leadership (Gill, 2011; Hackman & Johnson, 2009; Komives et al., 1998).

According to Gill (2011), transformational leaders enhance a follower’s personal power by positively empowering them to become leaders. Komives et al. (1998) also argued that relational leaders share power through the relational leadership model’s empowering component. This component recognizes that everyone in the organization has something to offer in terms of ideas and talent. The empowering component also encourages the development of individuals within the organization. This development occurs through open feedback and sharing the decision-making process among all group members (Komives et al., 1998).

Leading from Within

Another concept that connects feminist theory and leadership theory deals with leading from within (Blackmore, 1989; Evans, 2009). Patterson, Grenny, McMillan, and Switzler (2012) proposed that skilled communicators “start with heart . . . they begin high-risk discussions with the right motives, and they stay focused no matter what happens” (p. 36). Skilled communicators and leaders start with heart by utilizing emotional intelligence (Blackmore, 1996; Blackmore, 2013; Cashman, 2008; Goleman, Boyatzis, & McKee, 2002). Emotional intelligence is comprised of four competencies.

These competencies include self-awareness, self-management, social awareness, and relationship management (Goleman et al., 2002). The personal focus exemplifies the key of leading from within, which is to examine one’s own emotions before dealing with others. The social components demonstrate the importance of putting the organization’s people first, rather than solely focusing on achieving results (Goleman et al., 2002).

According to Palestini (2013) female leadership behavior is generally concerned with emotions and ethics, placing emphasis on relationships. This concept supports Gilligan’s (1993) argument that women’s morality is centered in an ethic of care. Kark (2004) and Quader (2011) further discussed that transformational leaders develop an emotional bond with followers, which is predominantly seen in female leaders. Johnson, Aiken, and Steggerda’s (2005) study on school leaders found leaders must recognize their emotional selves since emotions “can become leadership resources and/or tools for enacting a more effective leadership practice” (p. 243). Quader (2011) argued that since leadership is situated within a social context, emotions could not be separated from the leader’s actions.

While the aforementioned analysis shows the importance in utilizing emotions in leadership, some studies have found that followers view female's propensity to have and understand emotions negatively (Durant, 2010; Hackman et al., 1992; Irby & Brown, 1995; Sinclair, 1998). This stance supports society's tendency to negatively view women's focus on relationships and caring (Gilligan, 1993; Miller, 1976). Challenging society's negative view of female leaders can open up the possibility for leaders to utilize emotions in their work in order to enhance leadership effectiveness (Blackmore, 1996; Kark, 2004). Miller (1976) argued that a shift needs to occur in order to view women's ethic of care as a strength rather than a weakness.

Transformative Leadership

A third way feminist theory and leadership theory intersect is through transformative leadership (Brown, 2003; Caldwell et al., 2011; Shields, 2004; Shields, 2010; Shields, 2013). Feminist theory itself is transformative. MacKinnon (1982) argued that feminist theory's critical examination of inequities is a transformative process. The theory aims to transform society through a collective consciousness-raising process (hooks, 2000; MacKinnon, 1982).

Transformative leadership is not the same as transformational leadership, although the two theories have similar features. According to Shields (2013), transformative leaders recognize inequities exist that, "prevent our attainment of a deep democracy" (p. 19). Shields (2013) further suggested that transformative leadership aims to critically address the situations of marginalized individuals in order to enact social change.

Transformative leadership utilizes aspects of feminist theory since it challenges existing power structures that promote inequities in society and organizations (Shields, 2010; Shields, 2013).

Transformational leaders also aim to enact change within an organization (Burns, 2003). According to Evans (2009), transformational leaders utilize five competencies, seen through the Organizational Wheel. These five competencies include: 1) vision, 2) action, 3) inspiration, 4) collaboration, and 5) presence. These competencies allow leaders to lead an organization through a transformative change that benefits both the organization and its employees (Evans, 2009).

Transformative leaders aim to change the organization and the societal injustices that influence the organization's values (Caldwell et al., 2011; Shields, 2013).

Transformative leaders also challenge pathologies of silence (Shields, 2004). These pathologies of silence assume each person in society is the same. Akin to feminist theorists, transformative leaders challenge these pathologies of silence in order to address racism, sexism, classism, homophobia, and other oppressors that are imbedded in society (Shields, 2004).

Relational Leadership

Relational leadership is another way feminist theory and leadership theory intersect. The relational leadership model's five components can be seen in feminist theory. Feminist theory, particularly critical feminist theory, works to be inclusive (hooks, 2000; Morgan, 1977/2000). Relational leadership believes "fairness and equality are important in the treatment of all people" (Komives et al., 1998, p. 70).

To achieve fairness and equality, hooks (2000) called for women and men to enter the feminist movement in order to challenge dominant patriarchal culture. Morgan (1977/2000) also invited women and men to enter the consciousness-raising movement to end gender oppression. Both relational leaders and feminist theorists work to frame/re-frame society in order to create a more equitable environment by being inclusive (hooks, 2000; Kark, 2004; Komives et al., 1998).

As seen in the section on power, feminist theory also enacts relational leadership's empowering component by "encouraging or affirming others" in order to create social change (Komives et al., 1998, p. 70). The purposeful piece of relational leadership is seen in feminist theory's focus on the common good of creating an equitable environment for women (Eagleton, 2003; hooks, 2000). This component recognizes that "individuals, groups, and organizations can make a difference" (Komives et al., 1998, p. 70). The consciousness-raising movement demonstrates how feminist theorists work as individuals and groups to change systems for a common good (Gornick, 1971/2000; hooks, 2000; Ware, 1969/2000).

The final two components, ethical and process-oriented, relate to feminist theory's move toward social change. hooks (2000) postulated that women utilized the ethic of care in order to, "create strategies to change the lot of all women and enhance their personal power" (p. 111). Gilligan (1993) also argued that women utilize an ethic of care when making decisions. This ethic of care is evident in feminist theory's focus on building an equitable society.

Critically analyzing social structures, building consciousness-raising groups, and challenging patriarchal discourse are all part of the process in creating sustainable social change (hooks, 1984; hooks, 2000; Booth, Goldfield, & Munaker, 1968/2000).

Use of Feminist and Leadership Theory to Study Equity Issues for Female Faculty

A large body of literature utilizing a feminist and leadership theoretical framework is seen in educational leadership studies on K-12 institutions (Blackmore, 2013; Grogan, 2003; Grogan & Shakeshaft, 2011; Shields, 2010; Young, 2003). Blackmore (2013) provided an overview on the importance of utilizing feminist theory with leadership theory to examine school systems. Blackmore (2013) argued that since organizations are comprised of emotional beings who are “gendered, racialized, classed, and sexualized,” researchers should use a critical lens to adequately address leadership (p. 151). Grogan and Shakeshaft (2011) found that female educational leaders enact five aspects of leadership: relational leadership, leadership for social justice, leadership for learning, spiritual leadership, and balanced leadership. These leadership competencies cause female educational leaders to advocate for social justice change within institutions and society (Grogan and Shakeshaft, 2011).

Grogan (2003) also used feminist theory to examine the leadership styles of superintendents. Her study found that superintendents should become more aware of the historical contexts of their teachers and students in order to promote an equitable environment within the district. To accomplish this, Grogan (2003) proposed that superintendents incorporate a leadership style that values collaboration, appreciates dissent, and utilizes a critical awareness of diversity issues.

Young (2003) used feminist theory to identify why women in K-12 institutions are overrepresented in teaching positions and rarely represented in administrator positions. Young (2003) found that since women are seen as nurturing, schools funneled them into teaching positions instead of administrator roles. The aforementioned studies demonstrate how feminist theory and leadership theory work together to critically examine issues that impact female professionals. The techniques used in these studies can be applied when examining equity issues within higher education institutions.

Fitting In

As previously mentioned, the landmark study that addressed female faculty equity issues was conducted at MIT in 1999 (Hopkins, 2002; Maranto & Griffin, 2011; Roos & Gatta, 2009). Since that study was conducted, researchers have examined a plethora of ways female faculty can experience equity issues in the workplace (Allan, 2011; Philipsen, 2008). Bruni and Gherardi (2002) found that when a female faculty receives tenure, she follows three silent orders: 1) leave the body, 2) leave the female body, 3) respect a principle of order. Leaving the body is a reflection that in academia, knowledge is genderless and universal. Leaving the female body requires female faculty to not be attractive in order to avoid being distracting in the workplace. Respecting a principle of order requires female faculty to adhere to the institutions' power structures, leaving women second to their male colleagues (Bruni & Gherardi, 2002).

The notion that female faculty must desexualize themselves is similar to the notion of color blindness when it comes to race. Color blindness views "all people as fundamentally similar . . . an attitude that many consider fair and not discriminatory" (Offermann et al., 2014, p. 2).

However, color blindness negates a person's cultural history (Thompson, 1998). The same can be said for females deconstructing their looks to not be seen as attractive or feminine. According to Miller (1976), with women being viewed as objects and not subjects, their physical and sexual impulses are "to be brought into existence only by and for others – controlled, denied, and used" (p. 58).

Miller (1976) further argued that women are taught at an early age that their physicality and sexuality are *evil*. This *evil state* "is one of the most striking and tragic examples of how inequality enlists some of a woman's own marvelous qualities in the service of her enslavement and degradation" (Miller, 1976, p. 59). Partaking in the three silent orders that Bruni and Gherardi (2002) discussed keeps this evil state dormant for female faculty.

Frechette (2009) found female faculty also struggle with what Lips and Keener (2007) defined as a double bind. A double bind suggests that women struggle between society's stereotyped feminine roles while adhering to masculine professional roles (Brownmiller, 1970/2000; Lips & Keener, 2007). Eagly and Karau (2002) defined double binds through role congruity theory. This theory describes "the potential for prejudice against female leaders that is inherent in the female gender role" (p. 575). An internal struggle ensues when women work toward a successful career or achieve that career since the success challenges dominant society's view of women (Committee on the College Student, 1975; Eagly & Karau, 2002; McIntosh, 1985).

The double bind struggle begins prior to women entering the workforce and taking on leadership positions. The Committee on the College Student (1975) argued that female college students struggle between two contributing influences.

The first influence is what the college student expects of herself. She believes she should utilize her talents in order to obtain a career. However, “unconsciously, she may devalue those talents to such a degree that she perceives a serious career as impossible” (Committee on the College Student, 1975, p. 149). College women devaluing their talents relates to Gilligan’s (1993) notion that women are taught to self-doubt their own experiences.

The second influence is the concern for the opinions of others. Miller (1976) argued that females must fulfill their own desires as well as the desires of those around her, “This selfhood was supposed to hinge ultimately on the other person’s perceptions and evaluations rather than one’s own” (p. 72). This causes the female college student to “recognize that her mother put a premium on full-time homemaking and in consequence she may fear that any other choice will be unacceptable in the eyes of her parents” (p. 149). Struggling between the conscious and unconscious desire to succeed while adhering to gender role stereotypes causes women to self-doubt themselves. This self-doubt continues after college as women enter the professional workforce (Committee on the College Student, 1975; Eagly & Karau, 2002).

This self-doubt leads to what McIntosh (1985) defined as women feeling like frauds. According to McIntosh (1985), “people feel fraudulent especially when ascending in hierarchies in which by *societal definition* they do not belong at the top of the pyramid” (p. 3). Female faculty experience feeling like frauds since they work in an environment they have not historically been a part of. To avoid feeling like frauds, female faculty must take part in self-censorship in order to not challenge the status quo (Bruni & Gherardi, 2002; McIntosh, 1985; Miller, 1976).

Without adjusting whom they are professionally, female faculty risk either not being taken seriously or feeling like frauds (McIntosh, 1985). Once again, Miller's (1976) notion that women must take care of their own needs while conforming to the perceptions of others is evident when examining female faculty's workplace experiences.

Organizational Change

While female faculty may experience a negative workplace environment, it does not mean the institution cannot change. The concept of change can be utilized when addressing female faculty equity issues (Gibson, 2006). A major tenet of feminist theory is the fight for social change (hooks, 1984; hooks, 2000; Booth, Goldfield, & Munaker, 1968/2000). Feminists seek to change the deeper societal structures that position women as second-class citizens (de Beauvoir, 1949/2010; Koedt, 1968/2000; Rao & Kelleher, 2000). Dixon (1969/2000) argued that radical "social change must occur before there can be significant improvement in the social position of women" (p. 81).

Leadership theories also focus on change (Fullan, 2001; Gill, 2011; Kotter, 1996; Kotter, 2008; Shields, 2010). Kotter (1996) postulated that organizations must develop a vision and communicate that vision to enact authentic change. However, Kotter (1996) believed that, "until new behaviors are rooted in social norms and shared values, they are always subject to degradation as soon as the pressures associated with a change effort are removed" (p. 14). Shields (2005) proposed that change could not occur until administrative leadership authentically acknowledges diversity issues in education.

Rost (1991) further postulated that leadership for the twenty-first century requires organizations to partake in real change through transformation. He noted this transformation through leadership “must deal with the reality of human existence as it is lived, wherein changes are variously evaluated and desired” (p. 126). Organizational transformation can be viewed positively by one group and negatively by another group. Other times the transformation may start good and turn bad, depending on the organization. This is why Rost (1991) highlighted the importance in leaders recognizing the human existence in order to build relationships between followers that would allow the organization to enact authentic change.

Adjusting an organization’s values and leadership practices to promote equitable change cannot be done overnight and is not usually well received in the beginning (Kotter, 1996; Kotter, 2008). Wheatley (2006) posited organizations tend to avoid the notion of chaos since it can cause disequilibrium. Organizational leaders maintain equilibrium by not addressing the oppressions that exist within the organization and larger society (Aaltio & Mills, 2002; Grogan & Shakeshaft, 2011; Wheatley, 2006).

Organizational frames. Reframing organizations is one way to promote authentic change for female faculty (Bolman & Deal, 2008). Bolman and Deal (2008) defined a frame as “a mental model-a set of ideas and assumptions-that you carry in your head to help you understand and negotiate a particular territory” (p. 11). Bolman and Deal’s (2008) model examined organizations through four frames of reference: structural, human resource, political, and symbolic. The structural frame resembles task-oriented actions. This frame focuses on roles, goals, policies, and other structural issues.

The human resource frame focuses on relationships and views leadership in terms of empowerment. The political frame deals with power, conflict, and competition. The symbolic frame focuses on an organization's culture including organizational meaning, metaphors, rituals, and ceremonies (Bolman & Deal, 2008). Reframing occurs when a person breaks a frame in order to elicit change.

In higher education, female faculty must receive the same equitable treatment as their male colleagues (Roos & Gatta, 2009; Samble, 2008; Ward, 2008). This change in environment requires informal and formal leaders to reframe the way women are treated in these institutions (Cress & Hart, 2009). According to Grogan and Shakeshaft (2011), "Because women's work is devalued, change that is connected with femaleness is more likely to be blocked within an organization that has a critical mass of males" (p. 87). Grogan and Shakeshaft (2011) believed that reframing is the only way to overcome this reality.

Espoused theories and theories-in-use. Another way change can occur within an organization is addressing what Argyris and Schon (1974) defined as espoused theories versus theories-in-use. Espoused theories are accounts individuals use to describe or predict behavior. Theories-in-use are the actions individuals partake in. An organization's espoused values need to align with the organization's leaders' actions (Argyris & Schon, 1974). Addressing how the university's leadership defines its values regarding equity issues and how those values are enacted are essential in promoting an equitable campus environment (Argyris & Schon, 1974). While reframing organizations and addressing an organization's values may cause disequilibrium, challenging the status quo is necessary in order to produce sustainable change (Gibson, 2006; Wheatley, 2006).

Unfreezing, changing, and refreezing. A final way change can be enacted is through Lewin's (1958) unfreezing, changing, and refreezing process. Unfreezing is a motivational process. During the unfreezing stage, employees or organizations are shown that a change is needed. The motivation piece occurs when the leader rearranges the organizational structures in order for individuals to become ready for change. Unfreezing a campus climate would require employees or students to demonstrate to senior administrators there is an equity issue on campus. Demonstrating the specific issues would be part of the unfreezing process (Lewin, 1958).

The changing process occurs after an individual or organization recognizes it needs to change (Lewin, 1958). This second stage presents behavior through an identification strategy. A behavior is modeled to the individual in order for him or her to learn the new behavior. The change can also occur through an internalization process where the employee is forced to change his or her behavior due to an organizational shift. Successful organizations would combine these strategies in order to enact authentic change (Lewin, 1958).

A university can enter the changing process through the identification and internalization process. Senior leaders can model appropriate behaviors that support an equitable campus climate. This modeling will cause university employees and students to identify equitable behavior. An internalization process can occur by departments changing the work/school environment, essentially forcing employees and students to act in equitable ways if they want to continue at the institution. An example of this would be reprimanding individuals partaking in workplace bullying.

In order to survive in the new organization, employees/students would need to meet the expectations that have been set forth (Lewin, 1958).

The final stage, refreezing, is when the new behavior becomes patterned behavior (Lewin, 1958). An organization can only reach this stage if the organization's leaders are committed to reinforcing the new behavior (Lewin, 1958). For the university, a temporary focus on an equitable environment will not be enough. Reiterating the importance of an equitable campus climate through actions is the only way for change to be sustainable.

Moving Forward

This chapter addressed the literature that has been conducted on equity issues for female faculty in higher education. The literature demonstrates that equity issues still exist for female faculty in higher education, even if some of these issues are subtle (Dentith et al., 2015; Monroe, Ozyurt, Wrigley, & Alexander, 2008; Roos & Gatta, 2009). These equity issues include lack of support for work-life balance, salary disparities, lack of promotion opportunities, microaggressions, and workplace bullying. While these aforementioned studies demonstrate these equity issues are present in academia, most of the studies were conducted at large, public universities. In addition, many of the studies utilized either quantitative or traditional qualitative methodology. While these studies contribute to the literature, further research needs to be conducted to not only understand these issues but move toward organizational change.

My dissertation fills this gap by examining a small, private liberal arts university. In addition, using narrative inquiry for the methodology provides an in-depth look at equity issues by using the participants' own stories about their life experiences.

No one knows his or her story better than the participant. Rather than deconstruct these stories through traditional qualitative coding methods, the stories themselves are the data (Pinnegar & Daynes, 2007). This methodology allowed me to understand how the participant experiences her professional and personal life as a faculty member. This insight allowed me to understand if equity issues exist at this university, what those equity issues are, and how leaders can eradicate them.

This chapter also addressed feminist theory and leadership theory's historical backgrounds and key concepts. Feminist theory began in the 18th century, with Wollstonecraft challenging society's limited view of women. Her work was extended in the 19th century with the early feminist movement. Theorists such as hooks, Collins, MacKinnon, and Cleaver used a critical feminist lens to address a female's whole identity, not just gender. Race, sexual orientation, religion, and so forth must be taken into account when analyzing the equity issues women face in society.

Early leadership theories were also addressed including the traits theory, behavioral theories, and situational theories including Theory X/Theory Y. More recent theories were then discussed including transactional, transformational, servant, and relational leadership. This brief overview provides a leadership lens in order to understand how the research site is structured as an organization. Understanding the university's organizational culture, how university leaders lead, and how the female faculty view their own leadership is essential in understanding the participants' workplace and personal experiences.

Many of the previous studies conducted on female faculty equity issues use some sort of feminist framework. However, a leadership theoretical framework was missing. Leadership theory is essential in analyzing an organization's culture in order to enact authentic and sustainable organizational change.

How feminist theories and leadership theories intersect as well as how they can be used to examine equity issues in higher education were also examined in this chapter. There have not been many studies that combine leadership theory and feminist theory. One reason is due to leadership theory's masculine or genderless framework (Alvesson & Billing, 2002; Chin, 2010; Durant, 2010; Hackman, Furniss, Hills, & Paterson, 1992; Sinclair, 1998). However, there are studies that have found ways to intersect these two seemingly disparate frameworks.

The majority of these studies focused on K-12 institutions (Grogan & Shakeshaft, 2011). My dissertation fills this research gap by intersecting feminist and leadership theory in order to examine equity issues at a higher education institution. Using feminist theory and leadership theory for my dissertation enabled me to critically analyze the university's leadership and organizational culture by discovering if/how the social implications of gender, race, and other oppressors impact equity issues for female faculty.

The next chapter will discuss my dissertation's methodology, which is narrative inquiry. It will begin by looking at arts based research's historical background. It then discusses a branch of arts based research, narrative inquiry. The discussion of why narrative inquiry was the chosen methodology for my dissertation will then be addressed. The chapter will then discuss my dissertation's research statement and questions, the study's participants, the research strategies, and the study's evaluation criteria.

Chapter 3: Methods Section

As seen in chapter two, gender equity issues for female faculty have been identified at certain universities (Gerdes, 2003; Hult et al., 2005; Roos & Gatta, 2009; Vaccaro, 2011). These equity issues include lack of support for work-life balance, salary disparities, lack of promotion opportunities, microaggressions, and workplace bullying (Dentith et al., 2015; Monroe, Ozyurt, Wrigley, & Alexander, 2008; Roos & Gatta, 2009). One way to examine if inequities exist among female faculty is seen in a university's campus climate. There is no one definition of campus climate, although a majority of studies focused on "the experiences and perceptions of faculty and primarily concentrated on the climate as it relates to gender" (Hart & Fellabaum, 2008, p. 230). Campus climate is essentially how comfortable the university's environment is in relation to demographic issues, for example, gender, race, sexual orientation, and religious affiliation (Hart & Fellabuam, 2008; Monroe et al., 2008; Vaccaro, 2010).

Do female faculty feel welcome on campus? Are female faculty treated with respect? Do female faculty receive the same treatment as their male colleagues? These questions have been generated from campus climate and equity discussions. Regardless of gender, faculty and administrators must be aware of equity issues at higher education institutions in order to work toward organizational change. This awareness is necessary for an institution's campus climate to be comfortable and safe for all students, faculty, staff, and administrators.

I utilized narrative inquiry methodology in order to understand the equity issues and campus climate at a specific university. This chapter reviews my dissertation's research methodology and methods. It begins by addressing my dissertation's research statement and research questions. I then review the background on arts based research and narrative inquiry. The rationalization for using narrative inquiry methodology is then examined. The chapter also identifies the study's participants and how they were chosen. The research methods are then discussed and I describe how I analyzed the data. Finally, the study's trustworthiness is discussed.

Research Statement and Research Questions

Analyzing equity issues for female faculty at a private university was the focus of my dissertation. The purpose of this study was to understand the campus climate and whether inequities for female faculty exist at this institution. What these inequities are and how they impact the participants were examined. This study adds to the current literature on the topic by showing another population of female faculty's workplace and personal experiences. The aim of the study was to both understand and also make suggested cultural process changes within an organization.

The difference between this study and other studies is its focus on the participants' stories. In addition, a majority of studies on gender equity issues in higher education focus on large, public universities (Fox-Cardamone, 2010; Hopkins, 2002; Monroe et al., 2008). Campus climate and equity issues may differ depending on the type of university as well as the university's demographics.

My research questions were: a) what can we understand about the complexities of equity and inequity for female faculty at this particular university through their storied experiences? b) how does this university's campus climate impact a female faculty's workplace experiences? c) if inequities do exist, what can leaders at this university do to alleviate these inequities? d) how would female faculty and other constituents change the university's campus climate and/or culture to promote equity for minority faculty?

Arts-Based Research Methodology

As seen in chapter one, a variety of factors, including religion, race, and sexual orientation impact a female faculty's identity outside of her gender. Female faculty experience microaggressions within an institution based on these multiple identities (Cress & Hart, 2009; Frechette, 2009). Due to the complexities of female faculty's lived work and personal experiences, using a methodology that focuses on the participants' unique narratives was essential in developing a deeper understanding of equity issues in higher education. The methodology that accomplished this goal is narrative inquiry. Before I discuss narrative inquiry's characteristics, I will briefly review arts-based research, which narrative inquiry resides under (Cahnmann-Taylor & Siegesmund, 2008; Leavy, 2015).

Beginnings. Early educational researchers, Pestalozzi and Herbart, were interested in German philosophy's focus on the field of aesthetics (Cahnmann-Taylor & Siegesmund, 2008). These researchers believed that aesthetics was "a pre-rational understanding that formed the base for the sound and moral application of reason" (Cahnmann-Taylor & Siegesmund, 2008, Chapter 1, Section 2, para. 1). Dewey (1934) extended the connection between art and education.

Dewey (1934) saw art in the everyday experience. He felt the experience is what makes art exist. This art experience can occur in museum settings and outside through nature and people.

Other researchers embraced the use of art as research including Jerome Rothenberg and Dell Hymes (Cahnmann-Taylor & Siegesmund, 2008). While there was evidence of art in research, it was a latent connection rather than an explicit announcement. It was not until the 1980's that the connection between art and research became evident. Barone and Eisner developed the methodology of narrative storytelling, a form of arts-based research. In addition, Sara Lawrence-Lightfoot published a research study about a *good* high school, utilizing an arts-based methodology known as portraiture (Cahnmann-Taylor & Siegesmund, 2008).

Tensions in Arts-based Research. With any research design, there are tensions within arts-based research (Eisner, 2008). The first tension deals with producing imaginative work that is also legitimate. The arts-based researcher cannot simply create an aesthetic piece of work; the work must provide a purpose to the research setting. In addition, the work cannot simply be legitimate; it needs to have an element of creativity and artistry to fit the arts-based research methodology. This can be done through poetry, narratives, visual mediums, and so forth. While utilizing these creative methods, the researcher has to remember the importance of producing sound material or material that makes an impact in the research community and raises thoughtful questions.

The second tension deals with focusing on a situation while developing insights that extend beyond the particular that was addressed. Arts-based research is personalized (Cahnmann-Taylor & Siegesmund, 2008). Cahnmann-Taylor and Siegesmund (2008) suggested that generalizing an observation by examining a particular circumstance is a natural process that people partake in everyday. This generalization can also be seen through resonance, which applies a situation to one's own context (Leavy, 2015). This notion that a researcher can generalize from examining a particular phenomenon balances the tension of generalizability found in arts-based research. The third tension deals with producing an aesthetic work while achieving a sense of truth. Painting a picture through words, images, etc. can be difficult while displaying aspects of the true real world.

The fourth tension deals with the product. Arts-based research's products aim to produce fresh questions and ways of examining the social world. However, some audience members want answers, not more questions. Arts-based research keeps the ending of the study open. Researchers in this field appreciate and respect multiple viewpoints in looking at the world.

Individuals experience art and the world in different ways based on a multitude of factors including race, gender, ethnicity, and so forth. By keeping studies open-ended, the researchers open the space for others to understand the research through their own unique lens or intersectionality of multiple identities. The fifth tension deals with not being too subjective. In qualitative research, including arts-based research, objectivity is not possible. The researchers become involved with participants and bring their subjectivity to the scene. However, it is important not to be too subjective where the researcher's goals influence the direction of the study.

Legitimacy. Even with researchers' utilization of arts-based research, critics remained skeptical about its contribution to academia. However, even with critics, arts-based researchers continued to develop *blurred genres*, *arts-based inquiry*, *school-ARTistry*, and *a/r/tography* (Cahnmann-Taylor & Siegesmund, 2008). This blurring of genres refers to arts-based researchers blurring the lines between art and science. Barone and Eisner (2012) postulated that science itself is an art. Dewey (1934) also suggested a connection between art and science, "Science states meaning; art expresses them" (p. 87). Both science and art deal with questioning and ways of knowing. While arts-based research is not the hard science evident in quantitative research, it provides a unique lens when examining social phenomena. In addition, it requires the researcher's work to be both scholarly and aesthetic. A research study cannot be considered arts-based research unless these two criteria are featured in the work.

While critics have viewed arts-based research as a *soft* form of qualitative research, it offers a depth of information in relation to the issues it examines (Cahnmann-Taylor & Siegesmund, 2008). Arts-based research is not concerned with finding "the" answer. Instead, it recognizes that life is more than either-or dualities (Barone & Eisner, 2012). How can a researcher examine social phenomena without recognizing the complexity of what it means to be a living human being? Dewey (1934) posited that all creatures have a rich history for how they came to be, "But if one sets out to *understand* the flowering of plants, he is committed to finding out something about the interactions of soil, air, water, and sunlight that condition the growth of plants" (p. 2). This history cannot be fully understood unless researchers examine participants' lived experiences (Connelly & Clandinin, 1990; Connelly & Clandinin, 2006).

Narrative Inquiry

Understanding participants' lived experiences can be accomplished through narrative inquiry (Cahnmann-Taylor & Siegesmund, 2008). Narrative inquiry is characterized as arts-based research since it does not seek to find a single right answer. Instead, it examines participants' fluid and ever changing experiences and stories (Cahnmann-Taylor & Siegesmund, 2008; Connelly & Clandinin, 1990; Leavy, 2015).

Multiple definitions. There is a variety of research on the process of narrative inquiry (Clandinin & Connelly, 2000; Connelly & Clandinin 1990; Leavy, 2015; Pinnegar & Daynes, 2007). However, there is no single definition of narrative inquiry. Rudrum (2005) argued that defining narrative can "restrict our view of our subject . . . since a definition isn't necessary to the study of narrative" (p. 203). Smith (2007) postulated that some researchers believe people naturally tell stories while other researchers argued stories are constructed through relationships. Other researchers suggested narrative carries different meanings based on the researcher's life history as well as the participants' life histories (Josselson, 2006; Larsson & Sjoblom, 2009; Pitre, Kushner, Raine, & Hegadoren, 2013; Smith, 2007).

While the definition of narrative inquiry varies, the key elements of narrative focus on participants' fluid life stories based on lived experiences (Clandinin & Connelly, 2000; Connelly & Clandinin, 1990). Connelly and Clandinin (1990) suggested the study of narrative examines "the ways humans experience the world" (p. 2). Josselson (2006) described narrative research as understanding "the complexity of what it means to be human" (p. 3).

Narrative is further described as “a way of characterizing the phenomena of human experience and its study which is appropriate to many social science fields” (Connelly & Clandinin, 1990, p. 2). With the focus on experience, narrative becomes both the phenomenon and method (Connelly & Clandinin, 1990; Pinnegar & Daynes, 2007). Connelly and Clandinin (1990) suggested the stories that emerge from the narrative are considered the phenomena where the narrative itself is defined as the method.

New form of inquiry. Clandinin and Rosiek (2007) posited narrative inquiry is both a familiar and new concept. Narrative inquiry’s familiarity is due to human beings’ propensity to live storied lives while sharing these stories through social interaction (Connelly & Clandinin, 1990; Marshall & Case, 2010; Pitre et al., 2013). Story is defined as “a portal through which a person enters the world and by which his or her experience of the world is interpreted and made personally meaningful” (Connelly & Clandinin, 2006, p. 477). Narratives and stories are the foundation for human interaction (Connelly & Clandinin, 1990; Harnett, 2010; Smith, 2007). According to Atkinson (2007), “We are storytelling species. Storytelling is in our blood. We think in story form, speak in story form, and bring meaning to our lives through story” (p. 224). Harnett (2010) further suggested stories have been used from the beginning to explain the natural and social world. It is through this history that narrative inquirers continue to seek out stories in order to authentically understand a person’s lived human experience (Atkinson, 2007; Clandinin & Connelly, 2000; Clandinin & Rosiek, 2007; Pinnegar & Daynes, 2007).

The Use of Narrative Inquiry to Examine Female Faculty Equity Issues

The studies on equity issues for female faculty offer robust discussions regarding these issues through the utilization of quantitative or qualitative methods, such as the constant-comparative method and grounded theory (Cress & Hart, 2009; DeSouza & Fansler, 2003; Fox-Cardamone, 2010; Isaac et al., 2010). Analyzing equity issues using quantitative or traditional qualitative methods provide sound knowledge to the field of feminism, higher education, and leadership studies (Cress & Hart, 2009; Frechette, 2009; Umbach, 2006). However, these studies exclude an important piece when seeking to understand a campus environment: stories.

Data and themes garnered through quantitative and traditional qualitative methodology demonstrate disparities exist between female faculty and their male colleagues (Maranto & Griffin, 2011; Mason & Goulden, 2004). However, these results are limited in scope. For example, a study could demonstrate a university has changed its salary disbursements, awarding male and female faculty equal earnings based on their qualifications. However, this parity does not mean equity issues have disappeared. A woman can still be discriminated against in other ways, even if on paper she makes the same salary or holds the same position as a man.

The methodology that examines the deeper, microaggressions female faculty face would replace numeric data with stories; stories based on the participants' everyday experiences (Kawalilak & Groen, 2010). Pinnegar and Daynes (2007) argued that when "translating experience to numeric codes researchers lose the nuances of experience and relationship in a particular setting that are of interest to those examining human experience" (p. 15).

Through narrative inquiry, the faculty members' experiences and stories are the data (Pinnegar & Daynes, 2007). The taken-for-granted, everyday experiences of being a female faculty member assisted in this dissertation identifying equity issues that exist at the university.

The turn to narrative inquiry. Narrative inquiry was the chosen methodology for my dissertation over other qualitative methods such as grounded theory, due to the focus on the participants' stories and experiences. Grounded theory uses "inductive data to construct abstract analytic categories through an iterative process" (Charmaz, 2014, p. 15). Grounded theorists can examine participants' narratives. However, this methodology codes the data, looking for emerging themes to develop into theory (Charmaz, 2014). This coding process deconstructs the stories and the emerging theories become the discussion's focus rather than the stories themselves. Narrative inquiry preserves the integrity of the story, using the authentic story as the data (Pinnegar & Daynes, 2007). Maintaining the participants' stories was essential for me as a researcher in order to authentically address female faculty equity issues.

First turn. Pinnegar and Daynes (2007) identified four themes in the turn toward narrative inquiry. I experienced these four turns in choosing narrative inquiry as my dissertation methodology. The first turn is the change that occurs between the person conducting the research and the person participating in the research. The researcher recognizes he or she cannot be an objective observer in the narrative inquiry process since he or she is part of the experience (Pinnegar & Daynes, 2007). As a female working in higher education, I have firsthand experience of microaggressions.

I have experienced different kinds of microaggressions than my faculty participants due to my administrator role. Entering the study, I understood I could not obtain objectivity in my relationship with the participants due to my subjectivity as a female higher education employee.

Second turn. The second turn moves from the use of numbers toward the use of words as data (Pinnegar & Daynes, 2007). Utilizing numbers to study equity issues ignores the microaggressions women face in society. Numbers also ignore the multiple identities women embody. Numbers are important in research. However, authentic experience cannot be accurately translated into numbers (Kawalilak & Groen, 2010). The university I examined already conducted a quantitative study on female faculty equity issues. The stories obtained added another layer to the quantitative data already conducted by this university's administrators.

Third turn. The third turn deals with changing the focus from the general and universal toward the local and specific. Narrative inquirers are interested in participants' unique experiences. Pinnegar and Daynes (2007) argued that personal stories could be used for a broader cause, citing the consciousness-raising sessions as an integral part of the larger feminist movement. While specific stories can be used to inform broader issues, the narrative inquirer's first concern is the particular (Pinnegar & Daynes, 2007). While ideally I would like sexism in society to end, my focus on female faculty equity issues identified how to enact change within this institution as a result of the participants' unique stories.

Fourth turn. The final turn to narrative inquiry is an acceptance of multiple ways of knowing (Pinnegar & Daynes, 2007). Narrative inquiry does not address one worldview. The participants have unique experiences and ways of understanding the world. Even with similarities in stories, no story is identical. Recognizing my participants' multiple worldviews enabled me to present authentic findings that detail lived experiences that have changed over time (Pinnegar & Daynes, 2007).

My personal turn. My turn to narrative inquiry for my dissertation also dealt with the methodology's practicality (Barone, 1992; Gregen & Gregen, 2006; Xu & Connelly, 2010). Narrative inquiry brings value to practical settings, which is one reason it is a commonly used method in teacher education as well as organizational studies (Connelly & Clandinin, 1990; Gregen & Gregen, 2006; Strand, 2009). Gregen and Gregen (2006) suggested that practitioners utilizing narrative inquiry become *empathetic witnesses* to the participants' stories. The practitioners "engage in empathetic listening, in which they come to feel with the storyteller" (p. 118). Coming to feel with the storyteller can lead to social change within an organization or institution (Gregen & Gregen, 2006).

Participants

My dissertation participants were five full-time female faculty members at a four-year, private university. While this sample size may be small, narrative inquiry provides a layered thick description of participants' life stories. Narrative inquiry is also a relational process. It asks that the researcher "become fully involved, must 'fall in love' with their participants, yet they must also step back and see their own stories in the inquiry" (Clandin & Connelly, 2000; p. 81). The depth needed for narrative inquiry cannot be reached with a large participant pool.

Demographics. The study's participants were chosen based on their employment at the university, gender identification, ethnicity, academic rank (non-tenure, tenure-track, and tenure), as well as age. Having faculty at various academic ranks was essential to the study. Faculty members at each level had different experiences in their academic careers. I also included women in different age groups in order to compare experiences based on generational differences.

Finally, I included women with different demographic backgrounds, including race and sexual orientation. This inclusion was limited in scope since the university itself does not have a wide demographic pool with its full-time female faculty. However, it was important for me to have as much diversity as possible since gender is not the only reason a female faculty may be discriminated against.

I approached faculty that fit the aforementioned demographics to ask for their participation in the study. The faculty's contact information was accessible via the university's website. Snowball sampling also occurred with participants suggesting other participants for the study.

Equity bias. It was not known prior to the study how a participant described her workplace experience; that detail was not part of the selection criteria. Excluding a faculty member's opinion prior to the study aimed to eliminate bias by not purposively choosing faculty who only had negative or positive stories to share. If the participants described their experiences negatively, it was brought up during the research process not beforehand. Entering the study not knowing how the participants would respond allowed authentic stories to arise during the interviews.

Data Generation

Arts-based researchers generate data rather than collect data (Leavy, 2015).

According to Leavy (2015), data generation implies researchers “are active in creating data via inquiry and not merely ‘finding’ it” (p. 295). The data I generated were personal narratives. I began generating data once my dissertation proposal and IRB was approved, which was early October. This data generation occurred during the regular work-week (M-F) based on the faculty members’ availability.

Interviews. Interviews were the data generation tool used. Interviews are the most common form of field texts used for narrative inquiry. Interviews produce the participants’ oral histories. Narrative inquiry interviews are more informal than traditional interviews. Narrative inquiry interviews serve as conversations between the researcher and participants (Clandinin & Connelly, 2000).

To align with narrative inquiry, I did not utilize the structured interview style format where there is a question then answer, question then answer, and so forth. Instead, I partook in reciprocal conversations with the participants, using narrative inquiry’s informal conversational style (Clandinin & Connelly, 2000). Conversations were essential to my study for two reasons. First, in structured interviews, participants may avoid discussing anything that is personal or requires self-reflection (Maxwell, 2013). Informal interviews or conversations allow the researcher to engage with participants through a mutual exchange of information. This meant at some points, I shared my own story with participants (Clandinin & Connelly, 2000). This interactive exchange allowed participants to be more comfortable opening up about personal and professional experiences.

Conversations are also an important piece to feminist methodology. Feminist researchers are concerned with the participants' lived experiences. In order to understand these lived experiences, a different type of relationship must develop between the researcher and participants (hooks, 1984; Wilkinson, 1986). Feminist researchers cannot conduct research *on* the participants. Instead, feminist researchers build a mutual relationship with participants in order to work collaboratively with one another (Armstead, 1995; Wilkinson, 1986). Utilizing conversations allowed me to build an authentic reciprocal relationship with the five women.

Interview strategy. Multiple semi-structured one-on-one interviews took place with the participants from October through November. The number of interviews was determined during the research process based on the richness of the data generated in initial interviews as well as the participants' schedules. One participant was interviewed twice, three participants were interviewed three times, and two participants were interviewed four times. The interviews were recorded using my personal cell phone's Voice Memo application. Permission to record the interviews was obtained from each participant prior to conducting the research.

The Voice Memo recorder was used for two reasons. The first reason was to not lose the stories' integrity. The recording allowed me to playback the conversation verbatim. Recording the interview also eliminated me taking notes. Note taking can be distracting during a conversation. Since narrative inquiry is a relational process, being an active listener, looking at the participant, and being present during the conversations was essential. This mindfulness could not be achieved if I was taking notes during the discussions.

Voice recording the interviews ran the risk of participants feeling nervous about sharing controversial information. To avoid participants holding back information, I needed to ensure anonymity of the participants' responses. I confirmed with each participant that the recording would not be heard by anyone other than myself. I personally transcribed each interview in order to maintain this promise to participants.

Critical incident timeline. The interviews were semi-structured. A critical incident timeline guided each interview. A critical incident or event "was an event which was unique, illustrative, and confirmatory in nature in relation to the studied phenomenon" (Mertova & Webster, 2012, p. 17). For this study, the critical incidents followed this timeline: childhood stories, high school through master's/doctorate program stories, first workplace stories, and stories related to the women's current place of employment. These critical incidents were focused on critical events when the women dealt with any sort of gender or identity issue. While the timeline focused on a sequential order, the women did not necessarily tell the stories in order. The women would switch from past events to current events back to past events. Moving from the present to the past occurred during the interviews when the women would remember additional critical moments that happened either during their childhood or early career. This moving back and forth is common in narrative inquiry research (Clandinin et al., 2007).

Each interview started with me asking participants to discuss the first moment she recognized gender. If the participant first mentioned a story that occurred later in life, I asked her to think back further, to when she was a child. This started the critical incident timeline. Once the childhood stories were shared, we then discussed critical incidents that focused on gender throughout high school and the women's higher education studies.

The next critical incidents focused on the participants' first jobs. For three of the women, their first career jobs were at their current place of employment. The other two women discussed previous appointments at other universities. The next piece of the timeline was discussing the critical incidents that have occurred at the women's current place of employment, which is the university under study. These critical incidents were the main portion of the participants' narrative profiles, which will be presented in chapter four.

Transcription. Each interview recording was transcribed. These transcriptions will be kept on my personal laptop for five years. This laptop is password protected and kept in a secured location in my personal home. The transcriptions occurred immediately after each interview. Member-checking occurred through the summaries of transcriptions or interim texts, being presented to the participants. This was to ensure each story was adequately captured from the recording. If participants no longer wanted a piece of the interview included in the dissertation, I did not include it. This happened with one participant in particular, who after member-checking, wanted a few pieces she felt were identifiable removed from her story.

Data Analysis

How does the researcher take the stories obtained through the aforementioned field texts and analyze them? According to Leavy (2015), researchers using narrative inquiry work through a reflexive, participatory, and aesthetic analysis process. The researcher works closely with participants, moving back and forth between what is said and the write-up to ensure the narrative is portrayed accurately in the written form.

This process occurred through member-checking. As previously mentioned, member-checking was achieved through sharing the interim texts or the summaries of the transcripts with participants during the research process.

Listening guide. Since narrative inquiry is still a new concept, only a few data analysis techniques have been developed for this methodology (Clandinin, 2006; Clandinin & Connelly, 2000; Leavy, 2015). I utilized the listening guide and narrative analytical process to analyze my dissertation's data (Clandinin & Connelly, 2000). Brown and Gilligan originally developed the listening guide technique in feminist research (Koelsch, 2015).

The listening guide was developed “to attend to voices, and in particular to pay attention to the multiplicity of what appears on the surface as a single voice” (Koelsch, 2015, p. 97). An example of applying this guide was in Gilligan's (1993) study on women's moral reasoning. She found that women used a justice voice in moral reasoning along with a second voice focusing on care. Without using the listening guide, the second voice may not have been obtained.

Step one. The listening guide's first step requires the researcher to participate in a “reflexive reading of narrative” (Doucet & Mauthner, 2008). The researcher examines the text, multiple times, to find “recurring words, themes, events, chronology of events, protagonists, plot, subplots, and key characters” (Doucet & Mauthner, 2008, p. 405). Once these aspects have been identified, the researcher then reflects on his or her reactions to the reading.

Step two. The listening guide's second step is listening for the participants' use of the word “I.” Each instance of the participant saying “I” is retrieved from the transcript.

This process amplifies “the terms in which the respondent sees and presents her/himself while also highlighting where the respondent might be emotionally or intellectually struggling to say something” (Doucet & Mauthner, 2008, p. 406). This step puts the participants’ narration at the center of analysis.

Step three. The third piece of the listening guide is reading for “social networks, and close and intimate relations” (Doucet & Mauthner, 2008, p. 406). As Dewey postulated, human beings cannot be viewed as individual subjects (Clandinin & Connelly, 2000; Ollerenshaw & Creswell, 2002). Human beings experience life through personal and social interactions. While reading the transcripts, I examined how the participants described their social networks and their relationships within these networks.

Step four. The final step in the listening guide focuses on “structured power relations and dominant ideologies that frame narratives” (Doucet & Mauthner, 2008, p. 406). This is an essential analysis piece for my research on equity issues. Understanding how power structures impact a faculty member’s workplace experience provided a deeper insight into any equity issues that exist at the university.

The listening guide’s four steps serve as a replacement to traditional coding. To summarize, the four steps include: 1) listening for plot and researcher subjectivity, 2) listening for the participants’ “I” narrative, 3) listening for participants’ social relationships, and 4) listening for power relations (Doucet & Mauthner, 2008; Gilligan et al., 2003). Stories within these themes were retrieved from the interview and field note transcripts. The listening guide allowed me to analyze the data in a deeper manner to understand the full range of participants’ voices.

Understanding the participants' multiple and contrasting realities was essential in fully understanding a faculty member's workplace and personal experiences.

Narrative analytical process. In addition to the listening guide, narrative inquirers can use the narrative analytical process to analyze the data that will be restored. The narrative analytical process is grounded in Dewey's focus on experience being a personal and social phenomenon (Clandinin & Connelly, 2000; Ollerenshaw & Creswell, 2002). This analytical process focuses on the human experience by using three aspects to analyze the data: 1) temporality, 2) sociality, and 3) place (Clandinin & Connelly, 2000; Clandinin et al., 2007; Connelly & Clandinin, 1990; Connelly & Clandinin, 2006). Rather than code the data, researchers analyze the data looking for the three aforementioned elements. Each aspect will be discussed in further detail below.

Temporality. Temporality relates to the notion that narrative inquirers describe a person/event/object "with a past, a present, and a future" (Connelly & Clandinin, 2006, p. 479). The experiences manifested in these time periods are examined throughout the narrative inquiry process. The participants' lives are in constant transition and cannot be studied through a static method (Clandinin et al., 2007). Clandinin and Connelly (2000) further postulated that as researchers, we cannot view events as happening at one moment in time. Instead these phenomena must be examined as, "an expression of something happening over time" (p. 29).

Sociality. The second concept, sociality, deals with context and social conditions (Clandinin et al., 2007). A participant's story cannot be examined as a singular interaction; individuals are social beings (Clandinin & Connelly, 2000).

Personal conditions, such as feelings, hopes, desires, are important to narrative inquirers (Connelly & Clandinin, 2006). However, the social conditions, including institutions, the environment, and people, play a key role in how a person's story is constructed (Atkinson & Delamont, 2006; Connelly & Clandinin, 2006).

Place. The final element, place, deals with the physical boundaries of where the inquiry occurs (Connelly & Clandinin, 2006). Places include the work environment, schools, community, and home. Place "is where the action occurs, where characters are formed and live out their stories" (Connelly & Clandinin, 1990, p. 8). Narrative inquirers are concerned with how these places influence the participant's life story. These places are subjected to temporality. Narrative inquirers realize places change throughout the research process. Even the place where the interview is conducted needs to be considered in terms of the participant's experience.

Using the listening guide and narrative analytical process enabled me to take various pieces of the participants' stories and turn them into a cohesive narrative. These two analysis tools replace the traditional coding method found in other qualitative research methodologies. However, these themes still maintain the stories' integrity, which is an essential piece to narrative inquiry.

Evaluation Criteria

Traditional research studies legitimize their results by following certain guidelines to demonstrate trustworthiness. These guidelines include: validity, reliability, and generalizability (Bailey, 2007). Validity indicates whether what was supposed to be measured was actually measured.

Reliability is concerned with the research project's consistency. Generalizability addresses whether the results of the sample can be generalized to the larger population (Bailey, 2007).

For the purpose of my dissertation, I was not concerned with the above trustworthiness tenets. I followed the trustworthiness guidelines found in arts-based research. While arts-based research aims to be aesthetically pleasing, it has a strong emphasis on quality. The connection between art and science requires this methodology to demonstrate its significance to academia and the general public (Leavy, 2015).

A few areas of evaluation criteria exist for arts-based research. These criteria can be used in narrative inquiry methodology as well. These evaluation criteria include: 1) methodology, 2) usefulness, significance, or substantive contribution, 3) public scholarship, 4) audience response, 5) aesthetics or artfulness, 6) personal fingerprint or creativity, and 7) ethical practice (Leavy, 2015). How this dissertation met each of these criterions will be discussed in chapter 5.

Unfinishedness

The aforementioned methodology and research tools demonstrate how I examined equity issues at a particular university. The chosen methodology and research tools allowed me to critically understand the deeper, nuanced experiences for female faculty at this institution. The representation of the data is not a finite piece. The participants' stories and my story will continue to evolve long after the dissertation process. This unfinishedness relates to Dewey's (1934) belief that, "Where everything is already complete, there is no fulfillment" (p. 16). There is no reason for art and its interpretation if everything is fixed and finished.

During the research process, I became part of the participants' experiences and this process was a learning opportunity for me as well. Experience is essential in narrative inquiry (Clandinin & Connelly, 2000; Clandinin & Rosiek, 2007). However, narrative inquirers must realize experience is not static; it is ever changing (Clandinin & Rosiek, 2007). A person's story does not begin when a researcher enters the field and it does not end when the researcher leaves (Clandinin & Connelly, 2000). According to Clandinin and Connelly (2000), in the constructions of narratives, "there is a reflexive relationship between living a life story, retelling a life story, and reliving a life story" (p. 71). The participants retold their life stories. I also retold their life experiences when analyzing the field texts and writing the interim and research texts. The process was fluid and did not have a definitive ending. We are living during a piece of their story, which has a future beyond the research text. This living, retelling, and reliving provide an opportunity for researchers to *experience the experience* of the participants (Clandinin & Connelly, 2000; Xu & Connelly, 2010).

The next chapter demonstrates how narrative inquiry was applied in this dissertation. It provides visual examples of the listening guide's four steps as well as the narrative analytical process's three steps. In addition, a detailed description of the interview, transcription, and analysis process will be discussed. The findings are also presented. These findings are represented through narrative profiles. Each woman has a narrative profile, which features her individual and unique story.

Chapter 4: Findings

The purpose of this study was to examine equity issues for female faculty. The following research questions guided the study: a) what can we understand about the complexities of equity and inequity for female faculty at this particular university through their storied experiences? b) how does this university's campus climate impact a female faculty's workplace experiences? c) if inequities do exist, what can leaders at this university do to alleviate these inequities? d) how would female faculty and other constituents change the university's campus climate and/or culture to promote equity for minority faculty?

These research questions guided the sixteen interviews I conducted between October 2015 through November 2015. I interviewed five full-time female faculty members at a private university. Pseudonyms are used in place of the participants' real names. The five women I interviewed were: Donna, Ann, Leslie, Lynette, and Meredith. Donna was interviewed two times, Ann and Lynette were interviewed three times, and Leslie and Meredith were interviewed four times. Leslie and Meredith were enjoying the conversations we were having and requested that we meet the fourth time to add additional information to their stories.

Donna's two interviews each lasted an hour, Ann's interviews were 30 minutes, an hour, and then 45 minutes. Lynette's three interviews were an hour each. Leslie's four interviews were an hour each, except for one, which was cut short due to an emergency student meeting. That interview, which was the third interview, lasted 20 minutes. Finally, Meredith's four interviews were an hour each.

The total time for all interviews was approximately fifteen hours. The interviews were voice recorded using my cell phone's Voice Memo application.

Three of the women felt most comfortable interviewing in their closed-door offices. For those three, Donna, Lynette, and Leslie, all two to four interviews were conducted in their offices on campus. Meredith's first two interviews were conducted in her office but she asked that our final two interviews be conducted at a local restaurant to give her a chance to get out of the office, which she does not get to do often. The final participant, Ann, lives an hour and a half away from campus. She does most of her professional work near her home. She has a new baby and is only on campus to teach her classes, attend committee meetings, and conduct office hours. Due to her limited campus time, we conducted two interviews over the phone, during her commute to work. We did another interview at her home. I went to her home after work, during rush hour, taking about three hours to get there.

Field Text

The field texts consist of the transcribed interviews. The interviews garnered sixteen transcripts. The transcripts range from six pages to fourteen pages each. I transcribed the voice recordings myself. The reasoning for this dealt with wanting to get closer to the data. Transcribing each interview manually rather than outsourcing them allowed me to have an additional listening of the stories, which made the analysis process more fulfilling.

While the transcription process was time consuming, it increased my intimacy with the retellings of each story. As discussed later in this chapter, narrative inquiry's analytical process requires a researcher to partake in multiple readings of the transcripts.

Manually transcribing the interviews served as my second listening of the interviews. I had heard the stories twice by the time I started analyzing the data: once during the actual interview and once during the transcription process. Hearing the stories twice prior to analysis allowed me to focus the analysis on listening to the participants' multiple voices as well as the other pieces found within the narrative inquiry analytical process. Transcribing each interview allowed me to know the stories well. This made the analysis process even richer since I delved deeper into the stories due to the fact that I had already heard the story multiple times during transcription. I do not believe I would have had this intimacy if I outsourced the interviews for transcription.

Each transcription took approximately four to seven hours, depending on the tape's length. It took approximately 85 hours to transcribe all sixteen interviews. To transcribe the interviews, I downloaded the voice recordings to my password protected computer and used headphones to listen to each interview. This was done to ensure I was the only one listening to the interviews. I then transcribed the interviews by typing the transcript using Microsoft Word. I had to pause the tape, type what I heard, and then replay the tape throughout the transcription process in order to ensure accuracy.

Due to the sensitive nature of the topic, it was important to ensure the participants' anonymity, including keeping the tapes between the participants and myself. This was another reason I chose to transcribe the interviews myself, rather than outsourcing them to an external transcription company. The transcripts will be kept on my personal password protected computer for five years.

I have chosen not to include an example of a transcript in the dissertation to ensure the participants' anonymity since participants used colleagues' names, the university's name, and the university's leadership names throughout the interviews.

Interim Text

The interim texts were the summaries of the participants' stories. I took the two to four transcripts for each participant and amalgamated them into one narrative. The interim texts were essentially a draft of the story featured later in this chapter. The completed interim texts were sent to each participant for feedback. This process was a form of member-checking. Due to time constraints, this was the only opportunity for the participants to make changes to their stories. The final write-up was not sent to participants prior to submission. I asked the participants to read the summaries to ensure I captured the essence of their story. It was noted that the actual write-up of the findings would be slightly more detailed and in a more storied form. These texts were used to ensure I captured the main pieces of each critical incident correctly while keeping the participants' authentic voice.

Participants were not required to verify the information but sending the summary to each person provided the space for the participants to make changes. These changes included either adding details or asking me to remove information they no longer wanted mentioned in the final write-up. Below is an example of a partial interim text I sent to Meredith, the participant who is a business school faculty:

Transcript Summary:

Participant: Meredith (pseudonym)

Department Affiliation: Business School

Summary Completed: Monday, 11/30/2015

Meredith's earliest memory of gender occurred at a fair in New York. She was around 5 years old. There was a sketch artist who asked to draw her photo. The artist asked Meredith to name an animal to include in the drawing. Meredith liked dinosaurs. She had gone to the New York World's Fair, in 1963. There was a machine there where you put a quarter in and a 3D plastic dinosaur would come out so she thought it was cool. However, instead of saying a dinosaur, Meredith said a bird. She felt the dinosaur wasn't feminine enough. She felt a bird would be girlier so that is what she chose. Meredith denied what she liked because she felt dinosaurs were not girly enough. She believes she would have had a much better picture with the dinosaur if she had listened to what she really wanted instead of doing what she thought was girly.

Another early memory of gender was going through elementary school. Meredith went to Catholic school throughout her elementary and secondary education. She got a lot of messages during her schooling, even in kindergarten. The boys were noisy, talkative, boisterous while the girls would line up quietly. The girls also wore "frilly dresses" and dressed very girly in dresses, hats, and gloves. Meredith does believe she was a pretty girly, girl but felt it came from messages at school and not at home. Her parents did not make a point to have her adhere to gender roles. For example, they are the ones who encouraged Meredith to think dinosaurs were cool. Meredith also noticed that the boys and girls were separated a lot on the playground. She also doesn't remember having boys as friends growing up.

When Meredith moved to 8th grade, the boys were getting ready to go to the all-boys high school and the girls to the all-girls high school. When Meredith was in high school, she did not feel like any roads were closed when it came to careers. She considered herself to be a nerd and part of the smart group. Her parents were always supportive and said she could study any field she found interesting. One area where she challenged gender norms was when she refused to take typing. She felt since guys did not take typing, she shouldn't have to; that was a feminist stance she took. She finds it ironic since she ended up in a field that requires a tremendous amount of typing.

At her high school, the students had to take a year's worth of fine arts. Her friends took sewing, crafts, a musical/glee club course, etc. However, Meredith took an extra year of English Literature. She took all the math and science a student possibly could. They ended up running out of courses because they did not have enough girls in the class to sustain them. This resulted in Meredith not completing advanced physics. However, her college boyfriend who went to the all-boys high school, was able to take all of the advanced science courses so when he went to college as pre-med, he was much more prepared than Meredith was, a girl from a Catholic high school in the 70's. In college she also did not notice too many gender issues. She did see some stuff, like not wanting to get her boy cousin a cup of coffee, but that was the extent in noticing gender issues.

Research Process: Data Analysis

As previously mentioned, the narrative inquiry data analysis tools used for this study included the listening guide and narrative analytical process. The listening guide consists of four steps while the narrative analytical process consists of three steps. The seven steps were used to analyze all sixteen transcripts. It took sixteen hours and 30 minutes to analyze Meredith's transcripts. Donna's transcripts took a total of nine hours and 45 minutes to analyze. Ann's transcripts took thirteen hours and twenty minutes to analyze. It took approximately fifteen hours and fifty minutes to analyze Leslie's transcripts. Finally, it took twelve hours and five minutes to analyze Lynette's transcripts. The total analysis time for the sixteen transcripts was approximately 67.5 hours.

Listening Guide: Step one. I examined the interview transcripts, looking for story content while addressing how my subjectivity influenced my reactions to the text. I read each transcript at least four times to recognize the multiple voices used by participants. These voices contrasted with one another, demonstrating the tension between the participants' workplace experiences. The contrasting voices will be discussed further in chapter five. An example of two contrasting voices included a participant wanting to enact change within the university. However, the participant also said throughout the transcript that she has accepted the situation and will do her job well without challenging administration. The participants' contrasting voices will be reviewed further in the discussion section.

These multiple readings also looked for recurring words, recurring themes, recurring events, chronology of events, protagonists, plot, sub-plots, and key characters. Looking for these aspects allowed me to put together an authentic narrative of each participant's story. Below is an example of how I utilized the listening guide's first step for one of Meredith's transcripts:

Meredith, Listening Guide, Transcript #1. Completed, 11/22	
Listening Guide Step 1:	
Recurring Words:	<p>1). Family, parents, dad, mom (13 times)</p> <p>2). Girlie, feminine, girlier, frilly little dress, frilly dress, girls getting coffee, girls typing, feminist stance, girl from Catholic school (14 times). "I think I was a pretty girlie, girl."</p> <p>3). Offensive (3 times)-when discussing the process of getting her current job.</p> <p>4). Glass ceiling/glass wall (4 times). "But it was really the first time I had seen, everything, glass ceiling, glass wall, everything."</p>
Recurring Themes:	<p>1). Growing up through school and through her multiple degrees, although she noticed gender, no "roads" seemed to be closed career wise. "I certainly didn't feel like any careers were closed off to me, you know when you first start thinking about jobs and careers."</p>

	<p>2). After her first job, that feeling of being able to do anything dissipated. Gender issues became apparent and became a “wall.” “It was the first time everything about gender and the workplace became apparent; I just crashed into this wall and I never knew that this wall existed”</p> <p>3). At current university, participant was hired into one department, which was eliminated shortly after she was hired. She was supposed to be placed in the business school but they resisted. Higher-level men in the university intervened to fix the issue. “I mean it was pretty classic in a sense, a couple of guys rescued you.”</p> <p>4). Perceived difference in the treatment of men. Does not have direct proof but wonders how her treatment at current university would be different if she were a man. It took her three years to get placed in a department after her two original departments were eliminated. “So I don’t know if the element that we were women but I do think men would have been treated a little bit differently and I do think that men would have acted more forcefully and said, ‘This has gone on long enough.’”</p>
<p>Recurring Events:</p>	<p>In the workplace, not being taken seriously as a scholar: first at her first university where she did not get tenure. “My whole first semester, everyone asked me, ‘Which professor I was the secretary for.’”</p> <p>Second, at her next university where she was moved from department to department. “I had a stronger record and then other people tell you things, like, ‘you know, so and so has been yelling at the Dean, like we can’t have those people, and they’re not qualified to teach.’”</p>

	<p>Third, when trying to get in her current business school department. Took a few years and a lot of pushback from business school faculty, who still work with the participant. “From what I understand, of like university rules, if you have people, who are, perfectly trained and have taught this stuff, that’s where you place them. That was really unnecessarily slow and stupid and offensive.”</p>
Chronology of events:	<p>1). Child-first memory about gender was around 5 years old, choosing a bird over a dinosaur since it was more girly. Saw additional gender differences going to a Catholic elementary school.</p> <p>2). Going through high school, identifying a few gender differences between the all-boys school versus the all-girls school.</p> <p>3). First professor job at a university; did not receive tenure. Was also the first time participant noticed gender in the workplace. “There were 6 women at my time and we were all just like 30, maybe 29, maybe 31 but everyone had just finished their Ph.D.’s and we were just, these odd creatures that they felt they had been made to hire.”</p> <p>4). After she did not receive tenure, she had one year to find a new job and had 9 interviews and 3 offers, accepted the job at her current university.</p> <p>5). At current university, after just starting, she was not in the business school and her department was eliminated. “I moved across the country, to a school I’ve never heard of, and I’m already freaked because I’m not in the business school, and now I’m being moved to this thing called Adult Learning.”</p>

	<p>6). Asked by provost at the time to join the business school. Was met with resistance from the business school faculty. “The provost met with us and said, ‘Okay, you guys, just go off and find a school that will, you know, where there’s a fit. You two are business, go talk to business.’”</p>
Protagonists:	<p>1). Parents: Mom and Dad-major piece to participants’ story.</p> <p>2). College professor-mentor and faculty member who introduced her to the field of org behavior/business.</p> <p>3). Former president of the senate who helped get her into the current university’s business school.</p>
Plot:	<p>Begins at first job, private school in the mid-West. First time gender in the workplace was evident.</p> <p>When she did not receive tenure at this university, she moved to a new university. Started out not in the business school.</p> <p>The department she was in was eliminated and she was being asked by the Provost at the time to move to the business school.</p> <p>The business school did not want her and another female colleague. Took 3 years to actually get accepted into the department.</p>
Sub plots:	<p>1). Discovering business/org behavior in college and falling in love with it. Deciding factor in becoming a university professor. “I was a goner. I was just like, and you get to write stuff? And they put it in a book? And you get to talk all the time? And you get to read stuff you find interesting? And I’m like, I want to do what you do.”</p>

	<p>2). Year of the woman at former university as well as the reception where the men were on one side, wives on the other. Where does she, as a female faculty, stand? “I remember one of the first receptions at somebody’s house from the department, all of the men, the faculty, were in one room, all of the wives were in the other room. And I remember standing at the doorway thinking, ‘Now where do I go?’”</p> <p>3). Working in nontraditional department at current university but being happy where she was at. “But life wasn’t miserable. On one hand, the guy kind of left us alone and let us run the program and we had a strong department.”</p> <p>4). Story about being qualified but still not wanted. On paper, perfect fit for the business school. “We had to interview with the business school faculty, which was pretty offensive really.”</p> <p>5). Getting the chance to thank the men who helped get them into the school prior to one of the men passing away; occurred at the hospital. “My colleague and I were able to tell one of the Presidents of the Senate thank you before he passed.”</p>
Key Characters:	<p>1). Participant: Meredith.</p> <p>2). Participants’ Parents.</p> <p>3). College professor-Meredith’s faculty/mentor.</p> <p>4). Current university ‘s former provost.</p> <p>5). Current university’s former dean.</p> <p>6). Current university’s business school faculty.</p>

<p>Two Voices:</p>	<p>Participant has two voices throughout the transcript. One, is, having grown up as a girly girl, in Catholic school. Identifying as feminine. Being the good girl in school, being the “nerd,” going through her degrees. This got her places throughout her life until her first job, when the good girl didn’t matter; it was a patriarchal setting.</p> <p>The other voice almost resents the way females are treated in the professional setting. For example, having to join committees that hurt them more than help them, “Which meant, what few women there were, had to go to everything . . . all of these sort of structural things that were supposed to help, hurt you.”</p> <p>The good girl remained though when she didn’t get tenure; she did not fight like other women and did not file a lawsuit. This continued throughout her time at the current university when she continued there, even through the multiple department changes. While at the same time, feeling frustrated, knowing she belonged in the business school based on the facts, based on her credentials. Struggling to know whether this would happen if she were a man. Would she have fought more? Would she have stuck around?</p>
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Listening guide: Step two. For the listening guide’s second step, I pulled each phrase from the transcript that featured the participants’ use of the word “I.” I turned this analysis into an “I-Poem.” An I-Poem features the “I” phrases along with the verbs.

This poem easily demonstrates the participants' inner thoughts since it eliminates additional words that take away from the participants' narrative (Gilligan, Spencer, Weinberg, & Bertsch, 2003). Below is an example of Meredith's I-Poem from her first transcript:

Listening Guide Step 2:

I have a very vivid memory
Telling a caricature artist
What animal to draw me with
I liked dinosaurs, not feminine
I picked a bird
I thought that was girlier
I denied
What I would have liked
I was five
I was a girly girl
I was a nerd
I never had anyone say
I couldn't go into engineering, anything was open
I refused to take typing
I said, guys didn't take typing
I took extra year of English literature
I took all the math and science
I could
Not enough girls to continue the classes in high school
College boyfriend, was more prepared than I was
I did business
I sensed I would have been behind
If I majored in science
I wanted to be a high school math teacher
I thought business classes were just okay
When I took HR or behavior, I thought
"I love this stuff"
I wanted to be like him, my Org Behavior professor
I came into the final, saw my name on the board
I was sure I failed
I sweated through my final
I went up to him and said, "You put my name on the board, did I fail my paper?"
He said, "No I really liked your case, would you allow me to use it in a textbook?"
I was a goner
I want to do what you do

My first job, I was really excited
So different, from what I had experienced
I crashed into this wall
I never knew this wall existed
I had never seen it
I remember the first work event
The male faculty were in one room
Wives in the other
I remember standing at the doorway
“Now where do I go?”
I got asked
What professor I was a secretary for
I had never seen this.
I had never seen this in my life.
The year I didn’t get tenure
Really the first time I had seen
Everything, glass ceiling, glass wall, everything.
I think my file was tenurable
I had a heavier service load
I went on the market
I had 9 interviews
I had 3 offers
I came here
I would be the person to run a department
I moved across the country
I freaked out
I was moving departments
I’m not in the business school
What am I doing
I need to get out of here
I can’t do this
I stayed, life wasn’t miserable
I moved departments again, was told to talk to business school
I was brought in front of a group
I was grilled, as if, I would be bringing it down
I had a strong record
I had a stronger record
It was very offensive
I am very cautious about some of the folks here

Listening guide: Step three. While reading the transcripts, I also examined how the participants described their social networks. These social networks included relationships with other faculty members, with the participants’ students, and with the university administrators. Some participants also talked about their social networks with their family. The third step also examines intimate relations participants have. For the participants, these intimate relations included spouses, children, family, and some professional relationships. Below is an example of how I utilized step three in analyzing Meredith’s first transcript:

<p>Listening Guide Step 3:</p> <p>Social Networks:</p>	<ol style="list-style-type: none"> 1). Mentor with professor-this led her into becoming a professor. Encouraged her to get her MBA first and then get her Ph.D. 2). Faculty at first university job. 80-90 faculty in business school, 6 were women. “Odd creatures they were made to hire.” 3). Chair at former university put her on a committee that took up a substantial amount of time-especially for someone working toward tenure. “I had a heavier service load. I was only a couple of years there and the Chair made me the chair of the Honest committee . . . it was very time consuming and stressful.” 4). Group of faculty at current university who were in social sciences, but didn’t really belong in social sciences. 5). Social network with the provost at the time-who eliminated the Adult Learning department and encouraged participant to join the business school. 6). Lack of social network with business school faculty; does not engage but is part of the group due to the profession.
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	7). Relationship with deans, former provost, and presidents of the senate during the process of trying to get into the business school.
Intimate Relations:	<p>1). Extremely close to parents. Father is deceased but she is very close with her mom.</p> <p>2). Remembers final in college since it was on her mom's birthday.</p> <p>3). Colleague, who is another female faculty. They both went through the same story at their current place of employment. Have built a friendship out of their experience and are research partners now. "So that's why my colleague and I can never leave each other here alone because we went through that together and you know that could have played out differently."</p>

Listening guide: Step four. The listening guide's fourth step requires the researcher to look for power structures and relations in the participants' stories. These power structures included the university, the specific academic department, as well as the leaders within the university/departments. The power structures/relations impacted each participant's narrative. Below is an example of step four for Meredith's first transcript:

<p>Listening Guide Step 4:</p> <p>Power relations:</p>	<p>1). Power structures of the participant's first university where she worked. Primarily male environment; patriarchal structure. "There were 80-90 faculty in the business school . . . there were 6 women . . . the business school had been around for 75 years, they never tenured a woman."</p>
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	<p>2). Chair at first job who gave her heavy service load. “I had a heavier service load. I was only a couple of years there and the chair made me the chair of the Honest committee . . . it was very time consuming and stressful . . . its not the work someone whose non-tenure should be given.”</p> <p>3). Power structures at current job who decided to eliminate the department she was originally in. “For the business school to get accredited, they had to pull out of all of the academic centers.”</p> <p>4). Former provost asking her to join business school. Dean, changing deans, wavering at her joining business school since the faculty were not supportive of that decision.</p> <p>4a). To placate the faculty, the former provost said the participant and her female colleague would report to the business school Dean, but not actually be in the business school. “The provost tried to placate them by saying we would report to the business school dean but won’t be in the business school, he’ll ease us in that way.”</p> <p>5). Select group of faculty have power in the business school and were able to say these two women could not join, even though on paper, they were qualified to teach in that school. “Being asked by folks who didn’t do any research or whose research had long stopped and you know, sort of being grilled as if, I would sort of be bringing the business school down, in other words . . . that’s why, I am very cautious about some of the folks here as a result of that.”</p>
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Narrative analytical process: Step one. I also analyzed the interview transcripts looking for elements that describe a person’s history, memories, and feelings from earlier times (Ollerenshaw & Cresswell, 2002). These included when participants first noticed gender, discussions of their first jobs, and some critical professional moments that occurred. I also looked for the mentions of the participants’ current experiences and feelings. Finally, I examined any reference to future experiences or goals (Ollerenshaw & Cresswell, 2002). I put the themes related to each transcript’s mention of past, present, and future into a column to reference later. Below is an example of the first step in the narrative analytical process, using Meredith’s first transcript:

Meredith, Narrative Analytical Process Transcript #1. Completed, 11/22: 1.6 hours	
Step 1: Temporality: Past, Present Future:	Past: <ul style="list-style-type: none"> • Childhood memories of gender: drawing at fair, elementary school separation of boys/girls, high school classes, college courses • First job at private university in the mid-West. Stories from that job related to gender, the biggest moment being not receiving tenure, and having a year to find a new job. • At current university the process on how she came on and eventually moved to the business school. Discussion on the resistance felt when trying to get into the business school. • Always felt like the business school faculty were plotting to get her out.

	<p>Present:</p> <ul style="list-style-type: none"> • Doesn't feel the business school faculty are plotting to get her out "as much" now. • No interaction, besides pleasantries, with colleagues; the same people who tried to kick her out years ago. <p>Future:</p> <ul style="list-style-type: none"> • Next year, going to be a high-level leadership position in the business school, as her uncle says, over "those people who didn't want you."
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Narrative analytical process: Step two. The second step in the narrative analytical process looks for the personal contexts in the participants' stories. These contexts included the participants' moral dispositions, feelings, and hopes (Connelly & Clandinin, 2006). It also examines the participants' social contexts including mentions of the university, workplace environment, and family life. I pulled the themes related to these concepts into another column labeled, "context" and differentiated which pieces were personal and which ones were social:

Meredith, Narrative Analytical Process Transcript #1. Completed, 11/22: 1.6 hours	
Step 2: Sociality- Context and Social Conditions	<p>1). Personal contexts:</p> <ul style="list-style-type: none"> • Optimistic before she started her career: "I certainly didn't feel like any careers were closed off to me, you know when you first start thinking about jobs and careers."

<p>Reflection: Constant roller-coaster. You are wanted, then unwanted, wanted, then unwanted. Currently in a school that didn't want her; looks different but a lot of the same people who voted against her are still there. Push and pull between the confidence of knowing you're good enough, but then having so much resistance from colleagues, primarily male.</p>	<ul style="list-style-type: none"> • Optimistic: "I never had anyone say, 'Oh, no you can't go into engineering or you know' so anything was kind of open." • Lack of self-confidence: Had feelings that she wouldn't succeed if she went into a science field, since her high school did not prepare her. • Desire to become a math teacher; loved math; had crush on high school math/science teacher, thinks this could be why she had an initial interest. • Fell in love with business classes with a psychology focus. • Took mentors class in org. behavior, "And I never heard anything more fascinating." • During final, saw her name on the board, immediately thought she failed her paper. Even though, in actuality, the professor wanted to use her case study as an example for his next textbook. • Desire: to become a faculty, after seeing her mentor doing his work. • Excited: To start position at her first school. Then realized, it was so different from her past experiences in college. • Excitement disappeared: "Crashed into a wall." • Feeling uncomfortable: At the reception, where she didn't know where she fit in; with the male faculty or with their wives. • Surreal: Being asked which faculty member she was a secretary for. • Felt her record was tenurable, but she didn't receive tenure. • Stressed: Was put on a committee for integrity/honesty; time consuming and stressful.
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	<ul style="list-style-type: none"> • Terrible: Felt terrible waiting for tenure decision, as it was made at the end of the semester. • Felt happy: Such a big deal to receive so many interviews/offers after she did not receive tenure. • Feeling of excitement again: At the new job at her current place of employment. She would run a program she was passionate about and teach it as an actual degree instead of an elective, like it was at her old job. • Part fear: Scary that she wouldn't be housed in the business school. • Fear: "I'm already freaked out because I'm not in the business school." • Ridiculous: Ridiculous that she wasn't in the business school and now was being moved to another department. • Questioning her decision: "What am I doing? What am I going to do?...so much post-decision dissonance." • Life wasn't miserable: Even with the changes, she enjoyed her colleagues and the independence that came with running the program by herself, without having higher administration overseeing everything. • Stress: During the change and tenure process, "So those were not happy days at all, that was very stressful." • Felt offended: Having to defend career and show why she was qualified to business school faculty. • Cautious: "I am very cautious about some of the folks here as a result of that." • Felt the process, the length of it, was "really unnecessarily slow and stupid and offensive."
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	<ul style="list-style-type: none"> • “That was bad, that was really bad.” • Was cautious/paranoid: For many years, felt like the faculty were plotting to get them out. Not so much anymore. But there were concerns, for four years, that there were plots to get rid of them. • Works together with her female colleague; can never leave each other; will not let people turn them against each other. • No desire to have a personal relationship with colleagues; for happy hour or lunch, etc. <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Parents were always supportive in whatever the participant wanted to do. • Gender was evident in schooling; in the separation of the boys and the girls. • Environment: In high school, wasn’t enough math/science for participant to continue while the boy high school had all of the classes required for someone to become advanced in the subject. • College business school classes: Even number of men and women; maybe more men but nothing major. Had multiple female and male faculty. • First job: 1 out of 6 women in the business school, out of 80-90 female faculty. No woman had been tenured. • First female to get tenure happened the year the participant did not get tenure. • Taught 2:2, had heavy service load, had many preps. Had some male colleagues who taught 1 class in their 6 to 7 years.
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	<ul style="list-style-type: none"> • Relationship with new provost (no longer there): He got rid of the department she was in and encouraged her and her female colleague to go to the business school; it would make the most sense. He was supportive of them. • He fired 6 other faculty and participant and her colleague got tenure. • When going to the business school, dean at the time said okay, but then he left. Had to then interview with the business school faculty. • The former provost, to appease the business school faculty, had participant report to the business school dean but not be in the school yet. • President of the senate told the dean this has gone on long enough, accept them into the school; so he sent an email to the faculty welcoming the participant and her female colleague. • Unwelcoming environment from the faculty that wanted to get rid of them. • Surface interaction with those colleagues now; can be cordial but no real relationship. • Relationship to the president of the senate: Key player in getting them into the business school; was the man who said this is enough to the dean and that was the catalyst for getting them into the school
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Narrative analytical process: Step three. Place was the final piece analyzed in the interview transcripts. Place included the physical university campus itself and the participants' office. Examining how these places influenced the participants' stories was the final way the narrative analytical process analyzes data. As with the other two elements, I created a column labeled "place" with mentions of the various places evident in the field texts. Below is an example of the third step in the narrative analytical process, using Meredith's first transcript:

Meredith, Narrative Analytical Process Transcript #1. Completed, 11/22	
<p>Step 3: Place</p> <p>Reflection: The places where the participant resided represented her professional growth and the struggles faced as a female faculty. They were reminders of how she was tossed between departments. In the case of her first job, the place where she was unwelcomed due to her gender; where she felt like her and the other female faculty where "the odd creatures they were made to hire."</p>	<p>1). Fair or festival in New York: First moment, at 5 years old, where she realized gender. She wanted to pick a dinosaur to be in a picture drawing of hers, but chose a bird because it is "girlier."</p> <p>2). Catholic elementary school: Another place where participant saw gender. Boys were loud and boisterous, girls were quiet. Girls wore frilly dresses, gloves, and hats.</p> <p>3). Catholic all-girls high school: Not enough girls to take math and science so participant wasn't able to accelerate into higher levels unless she took the class at the all-boys high school. She refused to take typing since her male colleagues at the other school didn't have to. Chose to take English Literature instead of a traditional female field, like typing, sewing, etc.</p> <p>4). University where she received her bachelor's degree, MBA, and Ph.D; business school/org behavior. This is where she changed from wanting to be a math teacher and decided to study business instead.</p>

	<p>5). Org behavior classroom where she found her mentor and decided to become a university professor and continue her education up to Ph.D.</p> <p>6). First university she taught at in the business school. University was private institute in the mid-West. First time in the mid-West; new environment for her and different from where she grew up. Was one of 6 women business school faculty. Not one woman had been tenured in the school's 75 years of existence.</p> <p>7). Reception where male faculty were on one side of the room and wives on the other. Where does the participant, a female faculty, stand?</p> <p>8). First department the participant was in at current University. Was not the business school, was social science, which was a non-traditional department for a business/hr person.</p> <p>9). Second department the participant was moved to. Eventually, it became eliminated. Was eliminated by former provost and some of the faculty were either fired or told to go to a different department.</p> <p>10). Room where she had to defend herself/her work to the business school faculty in order to be accepted into the business school, since she didn't have a department anymore and was qualified to teach in the business school.</p> <p>11). Business school, once she was allowed in. This is her current place of employment. Does not talk to colleagues in the department; keeps to herself, the work, and teaching.</p>
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	12). The interview for this transcript took place in her office in the building of the business school.
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Research Texts

The research texts were the final part of the analysis process. These research texts are considered the findings in narrative inquiry. The findings in narrative inquiry are written up as narrative profiles. To put together the research texts, I utilized the participants' two to four transcripts. Using the aforementioned analysis tools, I pulled the stories from each transcript and created one complete storied narrative for each participant. This is considered the participants' narrative profile.

Each participant's narrative profile took approximately eight to twelve hours to write. The narrative profiles of participants who spoke in a more storied form were slightly easier to write than those who spoke in a more prescribed form. The total time to write all five narrative profiles was approximately 43 hours. The information in these profiles was approved via the interim texts that were sent to the participants. However, the participants did not see the final write-up, although I will send the final dissertation to each one after it has been approved.

The following section features the study's findings, through the form of a narrative portrait for each participant. Each portrait begins with a description of the participant and her work environment. The portrait then tells her story, focusing on critical moments in the participant's life. These critical moments include personal and professional stories. For each participant, professional stories regarding gender dominated the narratives.

Each critical moment begins with a childhood story, a high school/college story, a story surrounding the participants' first job/s, and then story/stories related to the participant's current job at the university. The stories are in no particular order. They begin with Meredith's story, then Donna's, then Leslie's, then Ann's, and ends with Lynette's story.

“Someone asked me to be on a committee, and said you really have to do this, as a senior woman, you really have to do this. And I really didn’t like that. What I said back, was, ‘You know, look, I have marched, I carried the flag, and I took the bullet.’ So you can’t really say to me, you have to do this as a woman. I’ve been there. It’s somebody else’s turn now.”

Meredith

Meredith is a Caucasian female in her fifties. She is single and has no children. She is the primary caregiver to her mother. She works for the university's business school. She began working for the university around 1995 as a tenure-track Associate Professor. She is now a tenured Associate Professor and also serves as the leader of a large university faculty committee. She describes her department's culture as "insaneness" and "typical business school dysfunction" (Meredith, personal communication, October 13, 2015). She goes into detail about what she means by this throughout her interviews. The department is male dominated. There is one full female professor and four tenured female professors compared to twenty tenured male professors and seven full male professors.

Meredith's first two meetings took place in her office. Her office is clean, with bookshelves filled with hundreds of copies of a journal she co-edits. It overlooks the back part of campus and is close to the dean's office. She rarely is there between her heavy university leadership commitment and taking care of her mother. We meet before the faculty meeting she runs. She keeps her phone on the table, in case her mother needs to get a hold of her. Even with a lot on her mind, she is focused on our conversation during each interview, discussing a history of issues she has faced as a woman in academia. The last two meetings were conducted at a local restaurant. It was a treat for Meredith to get out of her office and have a sit-down lunch with someone.

Her story begins as a child, where she noticed gender at the age of five. She then discusses college and how she decided she wanted to become a professor. It was at her first job where she noticed the issue of being a woman in the workplace.

She then goes back and forth between discussing two critical incidents, which have shaped her experience at her current university. Throughout her interviews, she always discusses her relationship with her mother. She recalls specific dates, the actual day and year because she correlates those events to her mother's birthday or other family milestones. This intimate relation is a representation of the caring individual Meredith is. **This is Meredith's story...**

Meredith's earliest memory of gender occurred at a fair in New York. She was around five years old, "My family and I had gone to some kind of fair or festival and there was an artist, not a caricature, but like a little sketch artist" (Meredith, personal communication, October 13, 2015). The artist asked Meredith to name an animal to include in the drawing of her. Meredith liked dinosaurs. She had gone to the New York World's Fair in 1963. There was a machine there where you put a quarter in and a 3D plastic dinosaur came out. Meredith loved it.

However, instead of saying a dinosaur, Meredith said a bird, "I remember thinking, 'that wasn't very feminine.' So I said a bird. I thought that was girlier. And it's very strange. . . that a little kid, would have such a kind of gender role stereotype or thought" (Meredith, personal communication, October 13, 2015). She believes she would have had a much better picture with the dinosaur if she had listened to what she really wanted instead of doing what she thought was girly.

Another early memory of gender was during school. Meredith went to Catholic school throughout her elementary and secondary education. She received a lot of messages during her schooling, even in kindergarten, “Like the boys versus the girls you know. The boys were always noisy, talkative, boisterous, and always in trouble . . . the girls would line up and so the teacher would always mention that” (Meredith, personal communication, October 13, 2015). The girls also dressed very girly in dresses, hats, and gloves. Meredith does believe she was a pretty girly, girl but felt it came from messages at school and not at home, “If my parents had a gender thing, they would have said, ‘oh honey, you don’t play with dinosaurs,’ which they would never have done. They were the ones who said, ‘oh look at this cool dinosaur, they’re so cute’” (Meredith, personal communication, October 13, 2015).

When Meredith moved to 8th grade, the boys were getting ready to go to the all-boys high school and the girls to the all-girls high school. When Meredith was in high school, she did not feel like any roads were closed when it came to careers, “I never had anyone say, ‘oh, no, you can’t go into engineering’ so anything was kind of open” (Meredith, personal communication, October 13, 2015). One area where Meredith challenged gender norms was when she refused to take typing, “You know guys didn’t take typing . . . I was like, ‘No, I will not take typing’” (Meredith, personal communication, October 13, 2015). Meredith finds it ironic since she ended up in a field that requires a tremendous amount of typing.

At her high school, the students also had to take a year's worth of fine arts. Her friends took sewing, crafts, a musical/glee club course, etc. However, Meredith took an extra year of English Literature and "all the math and science that you possibly could . . . in fact they ran out, they didn't have enough girls to offer the full year of physics" (Meredith, personal communication, October 13, 2015). However, her college boyfriend, who went to the all-boys high school, was able to take all of the advanced science courses. When he went to college as a pre-med major, he was much more prepared than Meredith was, "He was way more prepared than I was, a girl from a Catholic high school in 1976. But I had taken as much as you could take" (Meredith, personal communication, October 13, 2015).

Meredith went to college as a business major, specifically focusing on human resources and personnel/human relations, which is what it was called back then. Meredith had originally gone to college to become a high school math teacher, "I loved math and I'm pretty sure it's because I had a crush on my teacher . . . I thought he was so cool and he made it so interesting" (Meredith, personal communication, October 13, 2015). Since high school teaching jobs were few and far between, her father encouraged her to take business classes. Meredith thought her business classes were just okay, but she loved anything with a psychology focus, "When it was HR, or behavior, or even marketing, I was just like, I love this stuff" (Meredith, personal communication, October 13, 2015).

She took an organizational behavior course her senior year. Her professor had been named Distinguished Scholar Teacher of the university so his class was large. She had never heard anything more fascinating than this topic. Organizational behavior combined her business classes with a psychology focus.

It was in this class that she realized she wanted to do what her professor did. She came into the final for the class on December 17th. She remembers the date because that is her mother's birthday.

Her professor put five names on the board and asked to see those students after class. She had to analyze a case and it was a big project. She was sure she failed the assignment, which is why she thought he wanted to see her. She sweated her way through the final and asked him after she completed it, "Did I do something wrong in the class? Is that why you put my name on the board, did I fail my paper?" (Meredith, personal communication, October 13, 2015). Her professor said, "No, I really liked your case, would you allow me to put it in my management textbook?" (Meredith, personal communication, October 13, 2015). That is when she realized she wanted to become a professor, "You get to write stuff? And they put it in a book? And you get to talk all the time? And you get to read stuff you find interesting? And I'm like, I want to do what you do" (Meredith, personal communication, October 13, 2015).

To this day, this professor is her mentor. He encouraged her, due to her young age, to earn her MBA prior to getting her Ph.D. He was fully supportive of her getting the Ph.D. but felt she would be a stronger candidate with an MBA. Meredith remembers the details of the final and finding out about her case study so vividly because she had put that story in her tenure file. The story was used to demonstrate how she got to this point and why she decided to work in the academy.

Right after finishing her Ph.D., Meredith started working at her first job for a private mid-west university. It was a big change from where she had gone to school for her three degrees. There were around 90 faculty in the business school.

There were six women during her time there and they were all in their early 30's who had recently completed their Ph.D.'s, "We were just these odd creatures that they felt they had been made to hire" (Meredith, personal communication, October 13, 2015).

This job was the first time gender differences in the workplace became evident to Meredith, "It was the first time everything about gender and the workplace . . . I just crashed into this wall and I never knew that this wall existed" (Meredith, personal communication, October 13, 2015).

An example of when her gender stood out to her was during her first department reception. It was hosted at a colleague's house. The male faculty were in one room and the wives were in the other room, "I remember standing in the doorway thinking, 'Now where do I go?' It was weird. It was so weird" (Meredith, personal communication, October 13, 2015). During her time there, especially the first semester, she was asked which professor she was a secretary for, "I had never seen this. It was 1988 and I had never seen this in my life . . . it was really the first time I had seen everything, glass ceiling, glass wall, everything" (Meredith, personal communication, October 13, 2015).

Meredith went up for tenure at that university around 1993. After a year of evaluation, Meredith was told she did not receive tenure. The committee told Meredith she was not famous enough. However, she felt her record was tenurable, "I think compared to other folks who had tenure, I think that it was okay, that it would have been okay" (Meredith, personal communication, October 13, 2015).

The research was difficult for Meredith to focus on due to her heavy teaching and service loads, “I had a lot of preps, just like here, I had a lot of preps. And then I had male colleagues who taught one class in their 6 or 7 years. I also had a heavier service load” (Meredith, personal communication, October 13, 2015).

For example, Meredith was asked to chair the honesty committee in her first years at the university. This committee dealt with academic dishonesty issues and took a large amount of Meredith’s time, “It was not the work someone who is non-tenure should be given” (Meredith, personal communication, October 13, 2015). Prior to her tenure year, the university decided to have the “Year of Women” to celebrate women on campus. However, with the few women employed there, “It was like, ‘Will you be on the panel for this? Can you attend this event?’ and it’s like, all of these sort of structural things that were supposed to help but hurt you” (Meredith, personal communication, October 13, 2015).

In the end, the additional commitments took Meredith away from her research and she was not awarded tenure. This decision was not too surprising to Meredith since the business school had never tenured a woman in its 75 years. A year after she left, another woman filed a lawsuit and the university’s business school tenured its first female.

Meredith had a terminal year contract after that decision was made. Meredith had nine interviews and three job offers, although she cannot remember where they were from. She decided to accept the offer at her current university. It was an attractive offer and she would be running the Human Resources program.

There was one downside, “The big scary part was, it wasn’t in the business school” (Meredith, personal communication, October 13, 2015). Instead, Meredith would be working in the social sciences department.

A year or so later, the dean of a department focused on adult learning negotiated with the dean of social sciences. He wanted to take Meredith’s program, along with a few others, and house them under his department, “I’ve moved across the country, to a school I’ve never heard of, and I’m already freaked out because I’m not in the business school, and now I’m being moved to this thing on adult learning“ (Meredith, personal communication, October 13, 2015). Even with the changes and uncertainty, Meredith said life was not miserable, “The guy kind of left us alone and let us run the program and we had a strong department and we had good interconnections between the grad programs” (Meredith, personal communication, October 13, 2015). Meredith was able to teach her classes, conduct research, and serve on committees.

About another year later, a new provost started. He wanted to eliminate the adult learning department and move the tenure-track faculty to other departments. He told Meredith and her colleague/friend, “Go off and find a school where there’s a fit. You two are business. Go talk to business” (Meredith, personal communication, October 13, 2015). Meredith received all of her degrees in business and taught business courses at her previous institution. It made sense for her to go to that department.

The business school had rotating deans. The first dean Meredith interviewed with said she could work for the school but then he left the institution. The next step was to interview with the business school faculty, an experience Meredith deems as offensive:

I remember being brought in front of a group, and them sort of just being, ‘Well, where’s your research stream going’ and being asked by folks who didn’t do research or whose research had long stopped . . . sort of being grilled as if I would be bringing it down, in other words (Meredith, personal communication, October 13, 2015).

Her future colleagues were telling the dean to not hire Meredith and her other colleague, who is also female. Meredith could not help but question the faculty’s reaction toward her, “We did come from really good business schools. We used to teach at really good business schools . . . it was very offensive and that’s why I am very cautious about some of the folks here” (Meredith, personal communication, October 13, 2015).

This was not the first time Meredith had to face the business school faculty. About a year before her department was eliminated, she was going up for tenure. Since her department did not have a faculty review committee, they brought in business school faculty to serve as evaluators of her tenure file. Meredith interviewed with the business school dean at the time, “He was nasty . . . it felt arrogant, put me in the defensive to justify myself . . . another male faculty also sat in on that meeting. They acted like jerks, not like, wow, you’ve gotten a lot done” (Meredith, personal communication, October 31, 2015).

Meredith went to another meeting with tenured business school faculty: there were eight men and one woman. The men “were just asking why should you receive tenure? Which was pretty much the theme of the conversation . . . pretty much hostile” (Meredith, personal communication, October 31, 2015). During this time, Meredith had discovered she had cancer and underwent surgery. In addition, her father was in hospice, “Those were bad years. Dad was dying. I had found the lump in my leg . . . I was eventually tenured to the university, so it kind of took away something that should have been joyful” (Meredith, personal communication, October 31, 2015).

Even with the tenure appointment, the business school faculty were reluctant to accept Meredith and her colleague as part of their department, “From what I understand, of university rules, if you have people who are perfectly trained and have taught this stuff, that’s where you place them. That was really unnecessarily slow and stupid and offensive” (Meredith, personal communication, October 13, 2015). After waiting for a year or so, Meredith and her colleague were still without a department.

To placate the situation, two years after their second department was eliminated, Meredith and her female colleague were told they would report to the business school dean but not actually be part of the school. Finally, the presidents of the senate, two male faculty in another department, told the provost, “Enough, you have to fix this now” (Meredith, personal communication, October 13, 2015). The business school dean sent an email to the faculty that day telling them to please welcome Meredith and her colleague to the school, “I mean it was pretty classic in a sense, a couple of guys rescued you . . . that’s pretty classic damsel in distress, which is interesting and not how I see myself” (Meredith, personal communication, October 13, 2015).

It took three years from finding out their department was eliminated and being told to go to the business school to actually be placed in that school.

Meredith does not know how much of this incident was due to gender. However, she has to wonder if this would happen to a man or if a man would be so patient to not be part of a school for so long:

What is the gender component?
Would it have happened to men?
Taking so long
To put us in the business school
It's hard not to feel
Gender was a piece of that
It's two women
From very good schools
Who taught at very good schools
Being talked about
"How would we really fit in?"
"We're not qualified"
But that's just factually wrong
So how much of that is gender?
I have to wonder
Would it have taken so long
To get two men placed?
There's a humiliating aspect to it
There's no question of our background
I have to wonder
How male professors would be treated
I have to wonder
What male professors
Would have done in that situation

Meredith and her colleague were able to thank one of the men who helped them before he passed away, “My friend and I did get to tell him thank you before he passed. You know we visited with champagne and said, ‘you probably don’t even remember this time in our lives but you really came along and rescued us’” (Meredith, personal communication, October 13, 2015). In retelling this story, Meredith wishes someone spoke up sooner than they did:

Why other people weren’t stronger at just saying, ‘Look, according to the American Association of University Professors, when a department is closed, if they have the degrees and qualifications, they go to where they fit.’ That’s all that had to be done. Why didn’t they do that? (Meredith, personal communication, October 31, 2015).

At the same time, Meredith wonders if she could have done more, “I wish I had been a little more forceful . . . it was more than a couple of years not being in a school . . . most people would have filed a grievance” (Meredith, personal communication, November 19, 2015). Meredith feels she did not push hard enough. She says that personality trait is not in her nature, “I’m probably not very good at standing up for myself, which is primarily gender . . . I think almost all of it is just being a woman” (Meredith, personal communication, November 19, 2015). Although two men ultimately pushed the decision along, Meredith is clear she was not waiting for that to happen, “I’d like to think I wasn’t waiting for a big daddy to come along and fix it. That’s not really my style” (Meredith, personal communication, November 19, 2015). Looking back on the situation, the business school’s constant change in leadership and her not pushing hard enough would be something she wishes she could change.

A positive thing to come out of this incident was becoming closer to her female colleague. They both were moved from the social science department to the adult learning department. They both experienced the elimination of the adult learning department. They both received pushback from the business school. They went through that experience together, as women, “We can never leave each other here alone because we went through that together . . . It could have turned out very competitively but we support each other and did not let people set us against each other” (Meredith, personal communication, October 13, 2015).

About three years later, in 2005, Meredith was faced with another incident that shaped her workplace culture. It was in May after the school’s graduation ceremony. Meredith ran into the university’s president. He shook Meredith’s hand and said, “Congratulations on becoming associate dean” (Meredith, personal communication, October 31, 2015). Meredith smiled, nodded, and said thank you. This was the first time Meredith heard of her new role.

Meredith immediately went to the business school’s dean; “The president just congratulated me on being associate dean. Is there something you want to talk to me about?” (Meredith, personal communication, October 31, 2015). Her dean said he could not talk to her about it for two weeks. She then went to the provost who said he wanted Meredith to be the business school’s new associate dean. She told him, “You know the history here. This is not going to go well. You know the history here” (Meredith, personal communication, October 31, 2015).

The provost knew the history since he was there during that time. However, he felt Meredith would be the right fit for the job. He reiterated that she would be the business school's new associate dean. Meredith did not want to take the provost's word until she met with her dean. She waited two weeks to have her meeting. Her dean told her point blank, "I don't think this is a good idea. I don't think this will be right for you. They weren't nice to you. I don't think it's a good idea" (Meredith, personal communication, October 31, 2015). Meredith does not remember any other details about that meeting, "I had to block it because it was so upsetting" (Meredith, personal communication, October 31, 2015).

About a week later, Meredith met with the provost again. He continued to say he wanted Meredith to be associate dean. However, her dean was not doing anything to move the process along, "I had a lot of meetings but I didn't feel like anything was getting resolved" (Meredith, personal communication, November 19, 2015). After her second meeting with the provost, a business school colleague approached her in the hallway. He told her he wanted her to serve on the associate dean search committee. Meredith replied, "Well, that's kind of weird, because I'm under the impression that I'm going to be the associate dean" (Meredith, personal communication, October 31, 2015).

Her colleague quickly replied, "The provost told me that I'm going to be associate dean" (Meredith, personal communication, October 31, 2015). He then told Meredith they would have to wait until the provost left and a new provost was hired on before starting the search committee. At that point Meredith felt, "I'm done. I'm out. This is too weird for me. Forget it" (Meredith, personal communication, October 31, 2015).

The acting provost called Meredith and encouraged her to apply, “I officially applied, to a job I was told I had and later learned that my name wasn’t brought forward by the committee” (Meredith, personal communication, October 31, 2015). Even though Meredith was told she had the job and congratulated by the university’s president, the search committee did not bring her name into the candidate discussion. After the new associate dean was appointed, “the acting provost said he and the president were sorry for what happened” (Meredith, personal communication, November 19, 2015). Since then, there has been at least five or six associate deans, all men except for one woman:

I again, can only ask
Would a man
Have that happen to him in the business school?
That at the time
Had fewer women
Than we have now
I’m going to lump that
Into the gender category
Because I am a female
I could go through
The protective characteristics
That are under Title VII
I’m pretty sure
It’s not my race
It’s not my national origin
It’s not my religion
I think that
Because of the patterns in business schools
Gender is the most logical explanation
For the things that happened

Meredith still works with the people who did not want her to join the business school. She is cordial to her colleagues but does not have a personal relationship with them, “I can chat about nothing. I’m pretty talkative so I can happily . . . keep it at that level completely” (Meredith, personal communication, October 13, 2015). She does not have time, between her work and caregiving role to her mother, to engage socially with her colleagues, even if she wanted to. Her female colleague is the one person she sees outside of work, even though that interaction is also limited due to busy schedules.

Even with being cordial to her colleagues, Meredith felt “they were always plotting how to get us out . . . I was always concerned, for a good four plus years that there were plots” (Meredith, personal communication, October 13, 2015). As the years have passed, issues with her colleagues are less overt, “They’re not yelling out at faculty meetings, ‘They’re not management’ . . . it’s less overt” (Meredith, personal communication, October 31, 2015).

Meredith’s uncle occasionally asks if she worries these colleagues would try getting rid of her, even today. Meredith says it is possible, although it would be difficult to do, “I don’t mean to sound arrogant, I think having served as president of this group, having a relationship with the chancellor, where he knows how hard I work, I think he’d just be like ‘Are you crazy? Get out of my office’” (Meredith, personal communication, October 31, 2015).

Even with these two critical moments, Meredith has stayed with the department, primarily due to her family. Her mom moved across the country, along with her dad before he passed, to be with Meredith near her work. Her uncle and aunt also moved to be near her. She has family ties keeping her in her current city.

Tenure is also a big hold for Meredith, “Having done it twice, go up for tenure twice, I wouldn’t want to do it again. I would only move with the guarantee that you’re coming in with tenure” (Meredith, personal communication, November 19, 2015).

Meredith also genuinely enjoys what she does. She enjoys teaching the students, especially the graduate students who have an interest in human resources. She has also developed a network outside her department, “I like this place, for the most part. I like the people, not in the business school but at the top . . . I would be miserable to be here with tenure and hate it. So I’ve never felt that” (Meredith, personal communication, November 19, 2015).

During her time in the business school, she has stayed true to herself by not toning down her gender in anyway. She says in the beginning of her career, in the 80’s, she definitely dressed in a more masculine style, “I wore matching skirts, blazers, even a horrible floppy tie” (Meredith, personal communication, November 13, 2015). Those days are gone. Occasionally Meredith wonders if she should dress in more business attire, especially in meeting with the chancellor, “I mean, should I have worn a suit because I’m meeting with the chancellor today?” (Meredith, personal communication, November 13, 2015). However, overall, Meredith does not want to “look like I completely lost my femininity” (Meredith, personal communication, November 13, 2015). She is cautious to dress conservatively, although that is more due to her upbringing than being female.

Moving forward

Meredith laughs at the irony, thinking about her past and what is in store in the future. The current dean asked Meredith to serve as the school’s associate dean in 2016. She did not tell him about the associate dean story she experienced ten years ago.

Meredith is not the only one amused by the irony of the appointment, “Next year I’ll be associate dean, over you know, as my uncle would say, ‘Those people that didn’t want you?’ Yep . . . he likes that” (Meredith, personal communication, October 13, 2015).

Meredith has a few concerns about her upcoming associate dean appointment. For one, she is not a full professor but would like to be in the future, “How will I do cutting edge research as associate dean to make full? I’m worried about that” (Meredith, personal communication, October 31, 2015). Meredith sees becoming a full professor as a challenge in itself, let alone while holding a leadership role.

After this year due to retirement, the business school will have no full female professors. This “voting block” worries Meredith based on her interactions with the men who are full professors, “I have been in meetings so I know what they think is good and what they think is crap research . . . I don’t think they’re going to like the kind of work I do” (Meredith, personal communication, November 13, 2015). Unless the school hires a woman as a full professor, the committee voting on full professors will remain solely male, specifically white men. Meredith sees the committee’s demographics as a barrier to her advancement to full professor:

Would I actually use the term ‘glass ceiling?’ Yes, I see it as a glass ceiling in the business school. Absolutely, I do not see myself being able to get full. I would hope the dean would support me. But I don’t see myself getting out of the full professor review committee (Meredith, personal communication, November 13, 2015).

If she does not receive full, Meredith would consider a lawsuit. To her, that is the only way to enact change, “It feels like the only lever you can use to try to make some change. That you say enough. I sat in these meetings. I heard the sentences people said . . . how else can you make change?” (Meredith, personal communication, November 13, 2015). Meredith hopes she would not need to go that route since it “taints it . . . it’s always that stigma” (Meredith, personal communication, November 13, 2015).

In addition to becoming full, Meredith also wants to be sure she can balance her caregiving role for her mother with the workload of being associate dean while still doing scholarship. She made that point clear with the chancellor and business school dean before she accepted the position.

Meredith has always balanced a caregiver role to her parents and family. She describes her work-life balance over the past twenty years as “awful” in dealing with two sick parents (Lynette, personal communication, October 31, 2015). When she started at the university in 1995, her parents moved across the country to be near her. During that time, her father became ill and was put on dialysis, “I kind of always half lived at their house and then I’d go home to get more books, more clothes . . . I’ve always had a big caregiver role from that moment” (Meredith, personal communication, October 31, 2015). Her father passed away in April 2002. The next month, Meredith was diagnosed with a sarcoma. She had her surgery, treatment, and tests, while going up for tenure.

Things were relatively quiet health wise until 2010, when her mother was diagnosed with aortic stenosis, “She was in the hospital for 8 days, like heart ICU. Then regular care and then almost a month in a nursing facility . . . that’s a lot of caregiving” (Meredith, personal communication, October 31, 2015).

Fortunately, Meredith was granted a sabbatical during this time. This allowed her to take care of her mother while working on her book. To this day, she is thankful the sabbatical worked out the way it did.

Her mother had a scare last January, when she went into atrial vib and fell in the process. She had to receive seventeen stitches in her leg and have a pacemaker inserted. This past year, Meredith has been going to the wound doctor three to four times a week with her mom. She is the sole caregiver and takes her to all of the doctor appointments. However, Meredith still maintains her scholarship in order to build her full professor file, “If we take two hours in the middle of the day, I need to make up for that two hours sometime later that day” (Meredith, personal communication, October 31, 2015).

The dean and chancellor understand Meredith’s caregiving responsibilities and assured her they can be flexible with her schedule in the new position. Meredith cannot help but be grateful for the flexibility her work grants her. She always tells her mom, “We have to be really grateful to have a job where no one asks me ‘where were you Thursday?’ So in that sense, an academic job has really been a blessing, to sort of balance the responsibilities” (Meredith, personal communication, October 31, 2015).

In thinking about her current leadership role and future role, Meredith is surprised at how her leadership style has changed. She has always been collaborative and is influenced by servant leadership. Meredith also follows the Vroom-Yetton Decision Making Model, asking herself, “Do I know enough? Is it a crisis? Do the other people care a lot?” and then she involves people in the decision (Meredith, personal communication, November 13, 2015).

She strongly believes her leadership style represents the Myers Brigg indicator, INFP, “The P wants to gather all of the data . . . I have no problem asking the group, ‘What have we missed?’ . . . I don’t see that as a weakness” (Meredith, personal communication, November 13, 2015). However, due to her role this past year, Meredith has been surprised that she has been firm in saying no to things. She describes herself as a, “Typical good girl. Kind of nice. Don’t want to upset people. So I’ve been surprised that I could be, kind of firm, and make judgments” (Meredith, personal communication, November 13, 2015).

In terms of the university leadership, Meredith believes the new president is “open in supporting a diverse playing field . . . not just women, but diversity across the board” (Meredith, personal communication, November 13, 2015). Hiring more senior women would improve the voting block Meredith discussed with going up for full professor. The university as a whole lacks full female professors, as well as tenured female professors, so this issue is not solely within the business school.

Meredith does caution senior leadership to be careful on relying on senior women to champion gender issues. She saw how this backfired at her first place of employment, “Some of the senior women and the rest of the university wanted to help us out. And they wrote a letter to the dean about how the business school treats women and we all paid the price for that” (Meredith, personal communication, November 19, 2015). She tells the leadership at her current university this, especially as they create a women’s faculty group dedicated to discussing these issues.

Meredith believes, “Whenever we want to help junior women, we have to be very aware, a lot of times their schools don’t like it when you try to intervene” (Meredith, personal communication, November 19, 2015). The only reason Meredith speaks out on this, was due to her experiences as a female in academia, “You are what your experiences are, there’s no way around that. I wouldn’t bring it up if I hadn’t experienced that, so I am very sensitive to . . . that double-edge sword” (Meredith, personal communication, November 19, 2015).

“My husband was always the bread winner and my money was supplemental. And then all of a sudden, for over a year, we’ve had to live off my salary and we can’t make it. We are sweating bullets. And that’s a really sad statement when I do all that I do. And it’s not just me, I hear other females say the same thing, I really think we are underpaid.”

Donna

Donna is a Caucasian female in her early forties. She is married with a son under the age of ten. Her husband currently lives about eight hours away due to work. He commutes home every couple of weeks to be with the family. Donna is short, something she mentions multiple times in her interviews.

Donna works as a non-tenure track Assistant Professor in the university's math and science department. She works in a building that is not on the main campus. She shares her building with other departments' faculty. The structure of the building demonstrates the autonomy the math and science professors have. They are displaced from each other in terms of location.

Donna's office has a window and is bright with the natural lighting. Her certificates and diplomas line the walls. She is the only participant who has any photos of her family up. She has photos of her and her husband as well as her son. She also has newspaper clippings of her son's accomplishments from elementary school and some of his artwork. The other photos that line the wall feature her and her students.

During one of our interviews, her husband called to talk about a potential job offer closer to home. She apologizes for the interruption but says she really needs to take it since they do not get to talk often due to the job arrangement. During another interview, Donna let me know she had to leave exactly after an hour to pick-up her son from school for a doctor's appointment. It is evident Donna puts her family first.

Donna was soft-spoken and was not as forthcoming with information as the other women. This tepidness came from her going up for promotion in the spring. Donna was worried that any information discussed in the interview could potentially get to the people determining her promotion. Even with reassurance of the study's confidentiality, much of what Donna and I discussed could not be used. After she would tell a story or reveal information, she would ask that I did not include that piece or remove an identifying point.

Even with the edits, Donna tells a story about her journey as a junior female faculty in academia. She begins by briefly discussing when she first noticed gender. She then talks about graduate school and her post-doc work. During this time, the notion of gender and mentorship had a major impact on her life. Donna then discusses her journey in her current position, which has had its ups and downs. She ends by discussing where she hopes to be in the future and how changes in the university can improve its overall climate for faculty.

This is Donna's story...

Donna recounts noticing gender as a child in terms of biological differences, "I remember, as any other little kid, playing what is it, doctor in the closet when we were already in grade school" (Donna, personal communication, October 13, 2015). Donna had always been a tomboy but knew boys and girls were biologically different. She never felt the effects of gender differences until she was in her high school Calculus course. The instructor would put the student's name on the board who had the highest score. Donna was consistently featured on the board.

The boys in the classroom would get angry, saying things like, “How dare a girl get a higher score than us” (Donna, personal communication, October 13, 2015).

Donna experienced this same scenario in her graduate school courses. In her Ph.D. program, there were five students: four males and one female. Donna, once again, consistently had the highest scores in the program. She attributes her high marks to attending an undergraduate school that taught her critical thinking skills rather than rote memorization. The first two years of the program required the students to regularly meet in study groups. The men in the group, knowing Donna had the highest scores, would get upset, “One, in particular, made it so awful that I seriously considered dropping out and just stopping at the master’s level” (Donna, personal communication, October 13, 2015).

The student made Donna feel awful with his constant bullying. This student would make constant comments, essentially saying, “how can a woman” get better scores in the program than he did (Donna, personal communication, October 13, 2015). One time, during one of their study sessions, the men huddled in the corner. The one male, who Donna describes as “so chauvinistic,” was talking about how women are inferior to men; all while Donna was on the other side of the room, “It happened multiple times but that’s the one I really remember . . . I just felt so awful” (Donna, personal communication, October 13, 2015).

Donna’s future husband, at the time, told her not to quit. He reminded her that after two years of classes, Donna would be working independently on her research in order to graduate. Donna agreed and decided to stick with the program. However, she wanted to find a female mentor to guide her through the process.

Donna describes this decision as “the stupidest thing I ever did because she was just awful” (Donna, personal communication, October 13, 2015).

Donna had originally applied to work with a male professor. His research was in her specific field and she was accepted to work with him. However, due to the experiences she had, she decided to go with a female mentor instead. This female professor had interesting research but it was not Donna’s first choice. Still, she felt having a female mentor in a predominantly male industry would be extremely beneficial for her career.

However, Donna’s female mentor did more to hurt her self-esteem than build it up. During Donna’s last two years in the program, her mentor began drinking heavily, “I could smell this very strong scent of alcohol in the morning, very early in the morning. And her hands started to shake . . . she’d have no idea what I did the day before” (Donna, personal communication, October 13, 2015). Donna kept this information to herself. She was young and close to graduating, “I didn’t want to narc on her” (Donna, personal communication, October 13, 2015).

A year into working with her, another colleague in her Ph.D. program decided he wanted to work under this professor’s mentorship as well. Donna did not want to tell him about her mentor’s drinking. She did try to discourage him by saying they did not have good funding or resources. Her classmate decided to join them anyway.

One day, her classmate, who she describes as a football jock type, came into the graduate student offices crying. He told Donna, “You know she is a drunk” (Donna, personal communication, October 13, 2015). Donna finally felt comfortable talking about the situation.

The other student also knew they could not tell anyone about this woman's behavior, in fear of it hurting their graduation. She was married to a famous scholar and had a lot of influence in the math/science industry. However, for Donna, it felt good to be able to talk to someone about what she had been dealing with.

More problems occurred during this time with Donna's mentor. Her mentor got into a car accident due to her drinking, "I was the one who had to go and give her flowers and be the representative from the school" (Donna, personal communication, October 13, 2015). Still, Donna was focused on finishing her research paper in order to graduate. Donna had spent six years on this paper, researching and analyzing the data.

There was one piece of the analysis Donna needed assistance with. It was dealing with a computer program and Donna did not have the time to work on it. She asked her male classmate, the same one who approached her about the mentor's drinking, to see if he could help. He was more proficient with the computer program and could finish it faster. He replied, "I've got time on my hands. I'll do it for you, it's not going to take me much time" (Donna, personal communication, October 13, 2015). He told their mentor he was going to help with this "tiny little" piece of Donna's project. The mentor responded, "You're going to be second author" (Donna, personal communication, October 13, 2015). He refused. He let her know it is a miniscule task of the whole project and did not feel comfortable being a second author. Donna suggested that he receive an acknowledgement, which he agreed was more than enough.

Their mentor responded, "No, I demand you're going to be second author" (Donna, personal communication, October 13, 2015). Donna said she would just do the computer piece herself, in order to keep her research paper her own.

However, the mentor said Donna's colleague should still do that piece and remain second author, "Sure enough, on my main graduate study, that I spent nearly six years on, it's myself, this guy, and the professor. He did nothing but enter something, which I could have done myself" (Donna, personal communication, October 13, 2015).

In the end, Donna graduated but she still had a post-doc program to apply to. She needed her mentor to write a recommendation letter for her. While she was not her first choice to write the letter, it would have looked strange to the post-doc program to not have a letter from the person Donna had been researching with. Donna went to her mentor's house to finish up a paper they were working on. Her mentor had her laptop on, with Donna's letter on the desktop. Donna's mentor left the room for a few minutes, "I'm not a looky loo type person but I didn't trust her" (Donna, personal communication, October 13, 2015). Donna decided to read the letter, "And sure enough, it was a letter she wrote way back when to the graduate committee, no changes" (Donna, personal communication, October 13, 2015).

When Donna's mentor returned to the room, Donna informed her she took a look at the letter. She politely asked her if she could change the information since it was outdated. Her mentor, in a loud tone replied, "I don't have time for this. You know how to get into my office, make the changes, forge my name" (Donna, personal communication, October 13, 2015). Donna refused to do this and ended up not having a recommendation letter from her.

This mentor taught Donna what not to do. That was the only positive learning tool Donna gained from this experience. The years under her mentor ultimately hurt Donna's self-confidence:

I left my undergraduate school feeling very good about myself. I had professors that believed in me . . . I left that institution feeling like I was nothing because she was so awful. I mean the school was good but she was just the worse (Donna, personal communication, October 13, 2015).

Even without the letter, Donna was accepted to a post-doc program. She applied to a male professor's research group, "I felt so stupid. I applied to this guy, blindly, and thinking he's my top choice, and this was a far reach and I'm not going to get in" (Donna, personal communication, October 13, 2015). These self-doubting thoughts stemmed from having worked under her previous mentor's dysfunctional leadership for so long.

The male professor running that program ended up becoming a strong mentor who Donna still speaks with today. She decided to do an additional post-doc program after she completed his research. A woman ran this post-doc program. Donna did not enjoy the research as much here and decided she was going to reduce her time with the group to start teaching. Donna applied to be a part-time faculty member at her current place of employment. It also happened to be the institution she received one of her degrees from. Her post-doc professor said, "They'll never hire you full-time or tenure-track because you came from within" (Donna, personal communication, October 13, 2015). Once again, Donna had a female mentor "trying to burst my bubble and say I'm not going to get very far" (Donna, personal communication, October 13, 2015).

Donna was hired at the institution as a part-time faculty member. She was going to continue some research in the post-doc program but decided to quit the program. She would work part-time as a faculty member and focus on starting a family. Three days after making this decision, Donna received a call from the math and science department's dean. A full-time, non-tenure track position opened up. The university and department wanted Donna to fill the position, "I didn't get to live this calm life . . . I mean I did have the summer I guess and then I ran right into starting the full-time position" (Donna, personal communication, October 13, 2015).

Donna put her family planning on hold. This resulted in her and her husband having to adopt rather than conceive naturally, "The family didn't happen in time, so we had to go through specialists. We ended up adopting our son" (Donna, personal communication, October 13, 2015). Donna settled into her new life. She had her family and was enjoying teaching in a non-tenure track role.

After a year or so into her job, Donna was attending a baby shower for one of her colleagues. Her husband was joining her and the whole department would be there. Donna was speaking with her dean on the way to the shower. Informally and not in writing, Donna's dean told her, "Hey, I was speaking with the provost and he is giving us a tenure-track line" (Donna, personal communication, November 17, 2015). The provost suggested to the dean that Donna's role be converted to fill this tenure-track position. The dean went to each faculty member in the department to see if they approved this transition. Everyone approved and the dean informally offered the promotion to Donna. Donna was thrilled, "It was all exciting news . . . it was a big excitement" (Donna, personal communication, November 17, 2015).

The dean told Donna they would work out the specifics later. Donna was experiencing many feelings, “Wow, I’m going to finally get the increase I deserve. I’m going to finally get research resources. And I’m going to get start-up funds” (Donna, personal communication, November 17, 2015). Donna had received external grants for her research, so she felt confident her department would give her the resources from their own funding since they knew she was already conducting research as non-tenure track.

Donna was even more excited for the news since she had recently come back from a contract negotiation training. This training was held at a conference and focused on negotiation skills for women in academia. The take home point of the training was, “Negotiate when you get the job offer, that’s the very best time. You can do it. We can do it. Just like anybody else” (Donna, personal communication, November 17, 2015). Donna felt she gained a skill set from that training that provided the tools for her to get what she wanted or at least partially what she wanted out of the new appointment.

A few days later, Donna sat down with her dean. Donna had written down a list of her expectations in terms of start-up funds, salary, and so forth. She understood she probably would not receive everything on her list, but she thought she could get at least some of them. Donna asked her dean, “I am going to get an increase right?” and she proceeded to list the other items she was hoping for (Donna, November 17, 2015). Donna was proud of herself for applying what she learned in the negotiation training to her contract. The training could not have happened at a better time.

The dean responded, “Nope, we don’t have any research resources for you. Maybe at some point we will” (Donna, personal communication, November 17, 2015). She also informed Donna that since she was an internal hire, she would not be receiving additional pay. Donna ended up negotiating “a whopping \$1,000, something silly, just to quiet me down” but that was the extent of the resources she received in the new role (Donna, personal communication, November 17, 2015). Donna was insulted by the meeting but she also could not turn down the job, “I couldn’t say, ‘hey, if I’m not going to get all this, I’m going to stay on non-tenure track.’ At that time I had my son, it was pretty much, take it or leave it” (Donna, personal communication, November 17, 2015).

Donna accepted the conversion, even with the terms. About a year or so into the new position, Donna did receive some minimal research resources. However, between teaching a heavy course load, serving on committees, and having limited resources, Donna was not publishing at the rate the university wanted. During her third year critical review, Donna’s teaching was excellent but she had no publications except for one. The one publication was in an education journal and not in Donna’s field. She was working as best she could but between teaching, raising her son, and the lack of resources, she was not publishing her work. During her five-year critical review, the department informed her she would be removed from tenure-track:

I literally rolled
From non-tenure to tenure-track
They gave me no increase in pay
I did not receive any resources
I tried
I had gone to a meeting on negotiating
I had just left that meeting
I can do it
I came in feeling positive
I'm going to do it right
I tried my darndest
I got zero
I was to fail
I was to fail as tenure-track
I didn't overcome that
I had no start-up funds
I think six months or a year
I got research resources
I didn't get any start-up funds
I taught a lot of students
I wasn't getting published
I couldn't compete with
The big people at the UC's
I was truly set-up to fail
I already knew
The possibility of me getting tenure
Was going to be pretty impossible
It was going to be impossible
Because of my situation

The lack of resources was not the only reason Donna was unable to receive tenure. The demanding schedule and the ticking clock also hindered Donna, due to her raising a young son. For Donna, her son was her number one priority. If that meant spending less time at work and more time with him, then that was what Donna had to do:

I'm not going to kill myself
And lose time with my kid
I work like crazy
I wasn't pulling what some people do
I wasn't pulling 80 hours around the clock
So I knew
I'll try my best
I wasn't going to kill myself
I just didn't have any publications
They never gave me funds
I wasn't too upset
I knew that I was set-up to fail

Usually once a professor is removed from tenure-track, he or she is asked to leave the university after a year. However, with Donna's non-tenure track position open, the department needed to fill it with someone who had expertise in teaching a variety of courses. Donna essentially created the curriculum for the courses and knew them well. An external reviewer brought Donna's name up. This reviewer told the department Donna would be the best fit in that role since she knows the program so well.

The university opened the position up for a national search and Donna applied, basically to her former position. Donna was hired for the job, again. For Donna, the way she was rehired was ironic, “Finally, it took an external reviewer, for these people, my internal people, to see the value of who I am and how I helped the program” (Donna, personal communication, October 13, 2015).

Soon after being rehired as a non-tenure track Assistant Professor, Donna was asked to serve as chair of the faculty for her department. The two men, who were the chairs at the time, said they no longer had the time to hold this role. It is rare for a non-tenure track faculty to take on this role. Donna had challenges with it, especially from her older male colleagues. People would miss meetings or not complete the required work, “Some were very supportive of me but some of them, I could sort of tell, were thinking, this young chick, what is she doing telling me what to do” (Donna, personal communication, October 13, 2015).

When Donna was appointed faculty chair, she felt it would be advantageous to ask for the increase in salary she was waiting to receive. She met with her dean again to see if a salary increase was a possibility, especially with the chair appointment. Her dean’s response was, “Nope, you cannot receive an increase in pay. There’s nothing we can do, you were extended, just be happy with the extension” (Donna, personal communication, November 17, 2015).

Besides these past experiences, one area Donna has felt supported with is taking care of her son. Even now that her son is older, she still finds support from her department. Sometimes she will bring him with her to class, especially during summer courses or if he has a day off.

Recently, Donna had to take her son to a doctor's appointment. It was with a specialist so it could not be rescheduled. Instead of cancelling class, Donna asked her colleague to teach the class for her. Even if she cancelled class that day, Donna says the university would have been supportive, "I don't think the university, if they had found out that I cancelled this class to go to a doctor's appointment for my son, I don't think the university would have said how dare you" (Donna, personal communication, October 13, 2015).

While Donna has settled into her non-tenure track position for over ten years now, she still notices the salary difference from her other colleagues. Each year, the university shows the average salaries of the faculty in other departments. The purpose of the presentation is to show how the university pays compared to the national average. The statistics are broken down by Assistant Professor, Associate Professor, and so forth. Donna, each year, is reminded about her lower salary, "I'm now 12, 13 years in. And I'm still well below the average" (Donna, personal communication, November 17, 2015).

After viewing other faculty's salaries, Donna cannot help but feel insulted. She had been converted to tenure-track and given no resources, resulting in her ultimately being removed from tenure-track. She then had to reapply to her non-tenure track position. All at the same salary she started with. The feeling of being insulted continues to this day, "Especially as years go by and I see what these new tenure-track faculty are getting, they're getting \$70k or more in start-up funds. . . and then they expected me to get high quality publications? I was just trapped" (Donna, personal communication, November 17, 2015).

Due to Donna's low salary, her husband has had to move about eight hours away to get a job. The family tried living on Donna's salary but it was impossible, "It's a pretty sad statement where my husband has to work so far right now . . . that's where he was able to get a job. Because we can't make it on a professor's salary, a family of three" (Donna, personal communication, November 17, 2015).

Regardless of her salary, Donna works hard for the university. Her husband and mom tell her that the university takes advantage of her, "They are using nice words but they say they take advantage of me. And I let them" (Donna, personal communication, November 17, 2015). Donna lets them because she genuinely enjoys her job. All that she asks for is her department to recognize her value, "All of my juniors who are now my seniors got promoted years ago. These guys, six years, seven years, they are Associates. I don't care about the tenure thing. I care about being valued for what I do" (Donna, personal communication, November 17, 2015). She seeks this value by serving the university in a variety of ways, "I am a program advisor to over 200 plus students. I keep getting asked to serve, it never ends. It's all important causes to me" (Donna, personal communication, November 17, 2015).

While Donna accepts these tasks, she does step back and analyzes her workload. She realizes how much she gives to the university, which explains why she is so tired all of the time. She also thinks about the equity of it all, "I feel very valued they are asking me to do all of this but it's hard to balance equity, am I getting paid for doing all of this stuff? But I just have to do it because I love what I do and I never went into it for the money" (Donna, personal communication, November 17, 2015).

Still, every time she looks at her work it is a “wake-up call to see how low my pay is. And I mean, I’m writing this big thing on myself for promotion and it’s like, my god, my worth is way more than this” (Donna, personal communication, November 17, 2015).

Donna has even discussed her busy schedule with prospective faculty candidates. Donna is on the search committee for non-tenure track and tenure-track positions in her department. She and some of her colleagues recently had a phone interview with a potential candidate. The candidate asked about the workload. Donna responded, “Every night, I’m on the computer until midnight when I fall asleep on my computer . . . there’s just never enough hours to get it done” (Donna, personal communication, November 17, 2015). Donna continued to discuss the heavy workload she takes on before her male colleague interrupted her and asked for them to talk about something else, “He didn’t want me to paint a bad picture. And I realize, maybe I was painting a bad picture and I quickly stepped back” (Donna, personal communication, November 17, 2015).

Donna took a step back because, “Despite how overworked I am, I could not imagine a more wonderful place. I love my students. I love my colleagues” (Donna, personal communication, November 17, 2015). Donna also feels the value she has been waiting for. Her colleagues cite her as the person in the department who knows the most. She is asked to serve on all of the committees. This has been a turning point for Donna, “For me, that’s been huge, that I finally feel valued” (Donna, personal communication, November 17, 2015).

While Donna enjoys teaching her students, she does experience a lack of respect from some of them. She is unsure if this has to do with her gender, her short stature or both. Either way, she wishes some of her students spoke to her with more respect.

Some of her students refer to her by her first name or her initials, even though Donna has requested they call her professor or doctor. Although students do not say things directly, Donna feels there is a sense of them looking down upon her, “I’m extremely short, but sometimes, they’ll try to not be mean, but I can tell they are just like you’re a female” (Donna, personal communication, November 17, 2015).

At the same time, Donna says some of her students are afraid of her. She is unsure why they feel this way. Perhaps it is how she carries herself in class where she is straight to the point. Donna does not purposively act this way but she finds it amusing since she does not see herself in an intimidating manner.

Part of this intimidating manner could deal with the way Donna presents herself. She has very short hair, wears no make-up, and is always in a plain shirt and pants. Donna has always dressed this way. Growing up, her mother was “a real girly girl” (Donna, personal communication, November 17, 2015). Her mother always wore dresses and tried to get Donna to wear dresses as well.

It was not until Donna was in graduate school that her mother realized her daughter would never dress in a girly way. Her mother read an article in the newspaper about a woman scientist or mathematician and there was a photo of the woman. The woman looked similar to Donna. Donna’s mother immediately called her, “She looks just like you . . . I finally realize you guys are just plain Janes. You guys are different. You’re not really into fashion. You wear short hair, simple, glasses. That’s why you are who you are” (Donna, personal communication, November 17, 2015). Perhaps it is this “plain Jane” appearance that intimidates students. However, Donna believes it is because of the way she manages her classes.

As a professor, Donna leads her students in a fair way. Based on past experiences with female mentors, Donna has learned what not to be. She is extremely empathetic to the point where, “sometimes I have to pull away from crying when I hear some of the students’ stories, when I hear the struggles for how they came to college” (Donna, personal communication, November 17, 2015).

She is also a self-described cheerleader. She gives the students something to think about, asks them to meet in groups, and then report back. This develops the student’s critical thinking skills, the same skills Donna received as an undergraduate. Her leadership skills are relatively similar with her colleagues. However, she tends to take on additional work if someone is not pulling his or her weight, “I get the work done but when I was head of the faculty, if people didn’t do their part, I had to unfortunately pull the slack and finish up” (Donna, personal communication, November 17, 2015). She has never thought of herself as a leader, which is why she would rather do the work than ask someone else to do it.

Moving Forward

Donna experienced critical incidents in her graduate studies with her classmates devaluing her and a female mentor who decreased her self-confidence. Once she began working, she was faced with another incident of not receiving the fair pay or resources she believed she deserved. Through all of this, Donna continues her job at the university due to her connection to the students and colleagues. Donna feels that some of the experiences of not being valued are due to her being non-tenure track rather than a female, “I don’t feel like I’m looked down upon because I’m female. It’s more the non-tenure track status” (Donna, personal communication, October 13, 2015).

This next year, she hopes to be promoted to Associate Professor. She feels her accomplishments over the last thirteen years should speak for themselves in her promotion, “I do a lot of stuff because I want to get promoted . . . Hopefully, they realize that” (Donna, personal communication, November 17, 2015).

Donna also hopes the new university leadership addresses this issue by ending the divide between non-tenure track and tenure-track/tenure professors, “The bigger issue at the university is the respect of non-tenure . . . we are the step-sisters of the school but they don’t realize how much we work” (Donna, personal communication, November 17, 2015). Immediately after Donna says this, she realizes that gender is also an issue at the university. She says the majority of the non-tenure track applicants for the search she is on are females while the majority of the tenure-track applicants are males. This trend is also evident throughout the university’s departments:

If you look at the numbers
Here at the university
Who are on contract positions
There’s a disproportionate number of females
Those who have made it through tenure
It’s a disproportionate number of males
If you look at who has made it to full
It’s a totally disproportionate number of males
We have a problem here

“I’d hate to think that I’m a victim of gender discrimination. But it’s hard to imagine, that if I were say, a white guy in his sixties, who looks like the dean and my chair and were their age, would they be pushing me around in the same way?”

Ann

Ann is a Caucasian female who identifies as a butch lesbian. She is small in stature with short hair and dresses as a typical tomboy. She is in her late thirties, is married, and has one child, a newborn baby. Ann works for the university's film school as a tenure-track Assistant Professor. She has worked for the university for approximately seven years. She was initially hired as non-tenure track and was recently converted to tenure-track.

Ann describes the film department's environment as a typical Hollywood studio, "There's a culture that comes from Hollywood of machismo, sexual objectification of women and just a lack of respect for women as qualified filmmakers that pervades the culture" (Ann, personal communication, November 10, 2015).

The meetings with Ann were nontraditional. Two of them occurred over the phone during her commute to work. One of the interviews occurred at her house, a serene location an hour away from campus. Driving to her home in rush hour traffic, it was unclear why she would commute so far. However, seeing her home, nestled in the mountains, it was evident why she chose such a tranquil place to raise her family. Sitting at her kitchen table, we whisper, to not wake her baby. Throughout her three interviews, Ann primarily focuses on one critical incident that only recently happened and has shaped her workplace environment over the last few months.

Ann begins her story by briefly discussing when she first noticed gender as a child. She then discusses her career in the professional film world, prior to working at the university. Ann also discusses the microaggressions she has witnessed within the department.

The rest of the discussion, for all three meetings, was focused on a critical incident that happened this past year. It has surprised Ann and changed the way she views her work environment's climate.

This is Ann's story...

Ann grew up outside of Boston. She has two brothers, one older and one younger. It was through her brothers that she first noticed gender. At the age of three, Ann started to notice the biological differences between her and her brothers, "I noticed gender from a really, really young age, probably three years old" (Ann, personal communication, October 19, 2015). She became even more aware of these differences as she got older. Noticing the girls and the boys at the playground, Ann started to constantly think about gender, as early as five years old. When she was around five, she would play in the bathtub, look in the mirror, and try to do her hair like a boy, "I identify as a lesbian and I do identify as butch. So gender has been something that I've always thought about" (Ann, personal communication, October 19, 2015).

While Ann knew she was gay around four or five years old, she did not come out until she was fifteen. It was either in 1992 or 1993 when she came out; she does not remember exactly. She went to a liberal high school and her parents were extremely accepting of the news, "My parents were really accepting so I never felt much discrimination, if any for being gay" (Ann, personal communication, October 19, 2015). Her brother, on the other hand, gave her a hard time. He would tease her about it and say obnoxious things. Even with the jokes from her brother, Ann never felt discriminated against because she was gay. She never faced any issues regarding her gender or sexuality throughout high school and college.

The film industry overall is male dominated. However, the specific genre Ann works in is primarily female and relatively equitable, “I didn’t feel in the film world that I was kind of an outsider” (Ann, personal communication, October 19, 2015). When she started working as a professional in the film industry, she did notice subtle gender differences between the men and the women. She noticed women filmmakers tended to be editors and did the majority of administrative work while the men were behind the camera. However, overall, Ann did not feel discriminated against in the professional film industry.

At 31, Ann launched her professional career and made a couple of films. However, she was still only getting started in the industry. She saw a job open up at the university, where she would co-run a program that specializes in her genre of filmmaking, “I just felt it was an opportunity I couldn’t pass up” (Ann, personal communication, October 19, 2015). Ann did not think she would settle into teaching or start at such a young age. Ann thought she would teach for a couple of years and then go back to doing freelance work. However, it is now six or seven years later and she does not see herself leaving academia anytime soon, “I’m very comfortable with the lifestyle. I enjoy teaching and I enjoy my students” (Ann, personal communication, October 19, 2015). Ann misses the freelance world but she appreciates the flexibility teaching at a university offers, especially with her newborn baby.

While Ann enjoys teaching, she notices gender all of the time in her work environment, “I’m very aware of being a woman in this department; with there being a certain position for me and a certain place. And it definitely has to do with my gender” (Ann, personal communication, October 19, 2015).

When Ann first started, she had a male colleague who constantly bullied her. A lot of the bullying was a result of Ann having a successful film that was garnering press and accolades, “I had a film that was really successful then, it was nominated for an Emmy and I was on the front page of the school website . . . I was sort of in the press and in the news and very threatening to him because he’s not doing any work ” (Ann, personal communication, November 10, 2015). This male colleague brought Ann down in the process of her success, “He really seriously bullied and intimidated me, for a couple of years . . . it was not a hospitable environment for my first couple of years in my department” (Ann, personal communication, November 10, 2015).

Another moment when Ann noticed gender at work was during her first semester working in the department. The same male colleague who created a hostile environment for Ann runs an application only program with her. Students apply to the program and only a few are selected to join. Ann’s colleague was rigorous in the selection process, focusing on the students’ technical skills. If a student is not technical enough in his or her skills, this professor will not accept him or her into the program.

One day, Ann was in her colleague’s office, discussing the latest pool of program applicants. Her male colleague accepted a female student into the program, which he rarely did. This colleague traditionally avoids accepting female students since he feels they are not technical enough. However, he was eager to accept this particular female into the program.

He told Ann he accepted this student “because she had big breasts” (Ann, personal communication, November 10, 2015). Ann was shocked. Everything happened so fast and she did not know how to respond to this comment. Ann ended up not saying anything, “I was so new, so I didn’t feel that I really had the agency, even if it happened now, I doubt that I would say something to that professor, because he’s my colleague who I run the program with” (Ann personal communication, November 16, 2015). Ann wondered why he would make a comment to her about another female. After thinking about it, she felt her colleague made the comment to her because she is queer, “Because I’m a lesbian, an out lesbian, men know I’m into women, which has always been a problem because they think they can objectify women to me. As if I’m one of the guys” (Ann personal communication, November 10, 2015).

Ann classified this comment as a microaggression. A microaggression is “the brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual-orientation, and religious slights and insults to the target person or group” (Sue, 2010, p. 5). While Ann did not experience the microaggression directly, she took issue with the comment since it felt like an attack against her gender, “That definitely felt like a microaggression to me. Again, it wasn’t about me but it was about my gender” (Ann personal communication, November 10, 2015).

The breast comment was not the only microaggression Ann witnessed. A portion of the film school’s female students aspire to work on-camera. Desired career paths for these students include being actresses or news reporters.

In faculty meetings, Ann's male colleagues make derogatory comments about these students, "They call them the 'weather girls' in a very disdainful way. It kind of assumes they don't want to do any real work, they just want to look cute" (A Ann, personal communication, November 10, 2015). These weather girl comments happen all of the time and Ann hears them constantly since she is seen as one of the guys. Ann witnesses these microaggressions, along with others, on a weekly basis. She sees them so much that it is hard to articulate or remember all of them, "I think there are major gender issues. I don't feel a lot of them personally but they are there" (Ann, personal communication, November 10, 2015).

Most of the gender issues that have directly impacted Ann started this past year. Ann gave birth to a baby girl last fall. She was fortunate enough to take a full semester off, with pay, in the spring for maternity leave. Ann was extremely grateful for the time she had with her baby, especially since she was breastfeeding, "I was glad to take the leave. I felt very supported" (Ann, personal communication, October 19, 2015). She took that time to relax and focus on raising her baby, enjoying the time with her partner as a family of three. Once the semester was over, Ann was looking forward to getting back to work. She set-up her schedule in a way that allowed her to be on campus a few days a week, giving her an opportunity to be at home some days for her baby, "I'm down at school three days a week: Monday, Tuesday, and Thursday. I work really long days. I have a nanny who takes care of the baby and I take care of her on Wednesdays and Fridays" (Ann, personal communication, October 19, 2015).

Ann returned from maternity leave in the fall of 2015. She felt refreshed and was eager to get back to teaching her students. However, when she returned, she received an email from her dean that was sent to the department. The email discussed the topic of trigger warnings, in response to an article discussing the controversial issue facing higher education institutions. The email said trigger warnings “are basically ridiculous and our people should feel free to say what they want in the classroom and not worry about offending students” (Ann, personal communication, November, 16, 2015). This written statement upset and surprised Ann since her dean had never come out and said anything quite like that before regarding diversity issues.

A few weeks after the email was sent, the dean held a meeting to follow-up on his discussion about trigger warnings. Ann was sitting next to an African-American male colleague during this meeting. She told her colleague, “You know, I’d raised my hand to say something if I were tenured and not tenure-track” (Ann, personal communication, November 16, 2015). Her male colleague responded, “No you wouldn’t.” He explained further, “At some point, it’s just not worth the fight” (Ann, personal communication, November 16, 2015).

Ann thought about it for a moment. She agreed with what her colleague was telling her, “It’s just not worth it and I don’t want to develop a reputation within the film school, especially before I’m tenured, as someone who is argumentative and always kind of preaching about treating people fairly” (Ann, personal communication, November 16, 2015). After thinking about it, Ann said she might have said something if she had read the article the dean was referring to. She felt she did not have enough knowledge on the topic to challenge what he was saying in that meeting.

After the trigger warning email was sent, Ann was confronted with more issues, which made her work environment completely change for her, “My biggest issue these days, is this glass ceiling, not being given the resources that other professors, especially older men, receive” (Ann, personal communication, October 19, 2015). Prior to going on maternity leave, Ann’s contract changed from non-tenure track to tenure-track. She had been a non-tenure track Assistant Professor for five years. The promotion gave her a slight increase in pay and the opportunity to receive tenure.

Part of the agreement in the conversion was the dean would honor Ann’s contracted five years since she had been teaching, doing service, and producing films during this time, “I signed a new contract and the dean said, you’re supposed to be going up for tenure in 2019/2020 but I’m gong to honor your 5 contract years” (Ann, personal communication, October 19, 2015). This meant Ann would go through an accelerated tenure process. In addition, due to the accelerated tenure timeline, the dean and Ann’s chair agreed to give Ann development leave. This leave was necessary for Ann to finish her next film, which would need to be finished prior to going up for tenure.

In late September, Ann set-up a meeting, with the associate dean, to discuss a few items. She wanted to review her tenure-track status and show her progress as well as discuss some unrelated items. The associate dean started the meeting by saying he did not have good news to share. Ann promptly asked, “What are you talking about?” The associate dean replied, “Well the topic came back the other day regarding your development leave. The dean and your chair don’t want to give you one until next fall” (Ann, personal communication, November 16, 2015).

Ann was shocked. Having the development leave was essential in ensuring Ann could complete her next project prior to going up for tenure, while still balancing her new family life (Ann, personal communication, November 16, 2015). The associate dean continued, “They’re willing to give you the leave after this new Master’s program has gone through its first two year cycle.” He told Ann she should be grateful for the new terms and take it.

Ann was shocked and upset. She countered, “Well that’s not what we agreed on, we talked about something different” (Ann, personal communication, November 16, 2015). She then asked about her accelerated tenure timeline. Surely after losing her development leave, the dean and her chair would still honor that term of her new appointment, “I’m supposed to be going up for tenure in two years as we agreed on as far as accelerating me and honoring my contract years, so I need to have my leave so I can finish my film before I go up for tenure” (Ann, personal communication, November 16, 2015).

The associate dean delivered more bad news, “The dean doesn’t want to accelerate you. He feels you should go the full term, up to five years” (Ann, personal communication, November 16, 2015). Ann became visibly upset. Not only had the dean and her chair gone back on their word, the associate dean had been a friend to her. She invited him to her wedding and looked up to him as an advisor. Throughout this meeting, he was “pretty aggressive” in his communication toward Ann (Ann, personal communication, November 16, 2015).

Ann informed him a second time she did not agree to those terms originally. The associate dean told her, “Well I think you heard what you wanted to hear.” After that discussion, he encouraged Ann to follow-up with her chair. Ann still needed to finish the meeting to review the items she had originally wanted to meet with the associate dean about. She had to let go of the unpleasant conversation she just had and have a business as usual meeting to finish the other agenda items.

However, Ann did not drop the issue after that meeting. She contacted her chair but she would not give Ann a direct answer, “She was very inconclusive and didn’t tell me ‘no’ in person. And I kept following up. And she kept saying she had to talk to the dean” (Ann, personal communication, November 16, 2015). Since Ann did not hear the news directly from the source, she continued to work on her development leave application. She spent a day putting together her application. All that was remaining to complete the application was a letter of support from the dean and her chair. Ann still had not received a direct answer from them on whether or not they approved the leave, so she submitted the application to the university without the letters.

A few weeks later, the associate dean called Ann in for another meeting. She had initially avoided his calls. It got so bad that at one point, while hiking in the mountains, Ann told him she did not have service, even though she did. She simply wanted to talk directly to her chair to discuss the decision. Ann reached out to her chair multiple times.

Her chair avoided Ann's phone calls, "I had tried to avoid his phone calls to get my chair on the phone and make her tell me herself that she wasn't going to give me the leave she had promised me but she didn't do it; she avoided me" (Ann, personal communication, November 16, 2015). Finally, the chair sent Ann and the associate dean an email saying, "Please meet with Ann" (Ann, personal communication, November 16, 2015).

This email further upset Ann. Ann wanted to hear the news from her chair and the dean, since it was their decision to change what they originally promised her, "My attitude was, if they were going to go back on their word and not do what they said they'd do, at least have the balls to tell me in person" (Ann, personal communication, November 16, 2015). Ann felt many emotions during these few weeks of going back and forth.

She realized during this time that the chair saw Ann's maternity leave as her development leave, "My chair basically saw that as my development leave, which is totally illegal and I don't feel supported anymore" (Ann, personal communication, October 19, 2015). Ann also felt that "part of the reason they did not give me the development leave is because they are thinking, how much work can she be doing, she just had a baby" (Ann, personal communication, October 19, 2015). The initial support Ann felt prior to her maternity leave quickly dissipated. Ann now realizes the discrimination she faced by no longer receiving the development leave and accelerated tenure-track upon her return from leave.

Prior to this fall, Ann generally felt the climate of her work environment was personally fine. Most of her older male colleagues see her as a daughter, treating her with some respect, “I mean certain men that I work with see me as a daughter figure and I’m the same age as their kid” (Ann, personal communication, October 19, 2015). Due to her androgynous appearance, Ann also felt her gender was not at the forefront of her colleague’s mind:

I don’t overfeminize myself
I don’t wear short skirts
I’m just a person
I make a point
To look like a colleague
Not a sex object
I feel like when I talk
People listen
They aren’t looking at my gender
It’s too bad
I have to androgynize myself for that

However, after the incident, Ann could not help but feel “toyed with and manipulated, in a way that I feel none of the men, specifically men who are older have experienced” (Ann, personal communication, October 19, 2015). She moved from feeling like one of the colleagues to feeling belittled in the department, “It’s a real lack of respect for my work and a real, I would say, exploitation of me” (Ann, personal communication, October 19, 2015).

This was not the first time Ann’s department’s leadership went back on their word. Ann was hired at a certain salary level. During her fourth year at the university, she realized she had been underpaid her first two years in the department.

She was told she would start at \$75,000 a year but ended up being paid \$63,000 a year. The university moved from paying her based on a calendar year to paying her based on an academic year, which altered the total payments received. Ann went to her dean since she was technically owed an additional \$12,000. Ann's dean told her to go to the chancellor with the complaint. Ann's chair quickly added, "If you want to get tenure, you'll drop this" (Ann, personal communication, November 10, 2015). Ann's chair also let her know that Ann has developed a reputation in the department as "someone who asks for too much" (Ann, personal communication, October 19, 2015). To avoid being seen in this light, Ann did not bring up the salary issue again.

A year or so later, Ann is now seeing her department's leadership go back on their word again. After the chair insisted Ann meet with the associate dean a second time, Ann agreed. This meeting took place a week or two after their first meeting during the fall of 2015. This second meeting had a different tone. During the first meeting, the associate dean was strictly business. His demeanor was cold with no emotions. During this second meeting, the associate dean broke down that wall. Ann realized during the first meeting, the associate dean was "just having to do the unpleasant sort of hedge man, dirty work as the associate dean instead of the dean himself or the chair" (Ann, personal communication, November 16, 2015).

In an apologetic tone, he told Ann, off the record, that he fought for her in a meeting with the dean and her chair. He went on to give her advice, off the record again, to go to the chancellor and see if he would support Ann, at least for the development leave. He also warned Ann, that her following up after the first meeting upset the dean and the chair.

Due to this, they are not willing to be flexible in their decision, “If I had just dropped it the first time rather than following up with the chair, then I would maybe have my development leave. But because I had, they decided not to give it to me at all” (Ann, personal communication, November 16, 2015).

Although Ann felt slightly better with the associate dean after the second meeting, she felt the fall-out of her meeting a few days later. She attended an event where students in her department showcase their work. The event is held off-campus, at a chic location, with a full red carpet and a large audience. Ann was with a few donors and was looking forward to the evening, as it is a tradition within her department to honor the best of the best in student work. Ann was trying to avoid the associate dean, who was in attendance as well. She had not seen him since the meeting.

Ann had “felt so unpleasant toward him, so much negativity, really someone who had just been a friend and mentor over the years, that’s kind of the hard part” (Ann, personal communication, November, 16, 2015). To make conversation, Ann told the associate dean, along with other members in the group, the school needed to showcase a particular genre of film; the genre of film Ann specializes in. One of Ann’s student’s echoed this statement and said, “Yeah, why isn’t there ever any films from our department?” (Ann, personal communication, November 16, 2015).

The associate dean looked at Ann and the student, and said in a negative tone, “Oh, when you finally do something good, maybe we’ll get it in there” (Ann, personal communication, November 16, 2015). At first, the comment did not shock Ann. The associate dean is known for being cynical and critical of students’ work; it is part of his MO.

However, this comment felt different to Ann, “In the past, I just would have . . . ignored it in a way, but in that moment, based on the context of what had just happened, it just really felt like a dig” (Ann, personal communication, November 16, 2015).

The disappointing piece of the comment for Ann was the associate dean did not say this comment solely to Ann and the student. He said it loudly to a group of people, including donors, other faculty, and students. For Ann, she felt betrayed, “This is the associate dean of the film school, he is my boss and my advisor, he should be bolstering my work and the students’ work, and make them feel good about what they do, and not criticize me and them” (Ann, personal communication, November 16, 2015). The whole situation further affected Ann’s experience in her work environment:

I feel sad
I feel sad that friendship
Lost the potential that it had
I feel sad that our school’s leadership
Is so critical of the students’ work
And I feel sad for myself
That I’m not in an environment with leadership
Who are more supportive of our program

Throughout the past few months, in receiving the news about her leaders going back on their word, Ann has been keeping a file on gender discrimination, “I’ve been very manipulated. I have a file I’m keeping for gender discrimination . . . if I don’t get tenure when I’m due for it, I will sue” (Ann, personal communication, October 19, 2015). The file contains specific information regarding the gender issues she experienced including the salary issue, no longer receiving development leave, and no longer being accelerated on tenure-track.

While Ann does not have definite proof the retracting of her accelerated tenure-track and development leave is related to her gender, she cannot help but feel this way based on her male colleagues' career progression:

I have no proof
I don't know
If it's because of my gender
I don't know
If it's because of my age
I don't know
If it's because of my work
My associate dean doesn't like my films
Who knows
But I can definitely say
I've seen multiple male colleagues
Who have been in the same position
As I am
Who have been pushed ahead
Accelerated on tenure-track
Given development leave
Given raises
When I haven't

Ann understands that in order to receive tenure, she needs to put in the work. If she does the work and does not receive tenure, then she will file a lawsuit:

I have to do my service. I have to do my work. I have to do my teaching. And if I do all of those well . . . then I would get tenure. And if I don't get it, I would have a gender discrimination lawsuit on my hands . . . to be in that position, I have to teach great, do great service, make great films (Ann, personal communication, November 10, 2015).

Ann has felt defeated based on what has happened in the past few months. These two meetings and not hearing the news from the dean and the chair directly changed how Ann viewed herself in the department. She once felt respected and supported by the leadership she saw as mentors, “My chair has always been somewhat supportive, but she’s extremely invested in me doing things for the film school” (Ann, personal communication, October 19, 2015).

Ann now realizes, “The film school is happy for me to be around and generally, I am respected as long as I stay in my space and don’t get too big for my britches” (Ann, personal communication, October 19, 2015). Ann feels this lack of support will be reflected when she eventually goes up for tenure, “They want their professors to get tenure, if nothing else, so it doesn’t make the department look bad. But I don’t think they truly care about my welfare like I used to think they did” (Ann, personal communication, November 10, 2015).

However, Ann can only say so much because of her position, “There’s a desire as a junior faculty member, and a junior faculty woman, who is in the minority, to go with the flow” (Ann, personal communication, November 16, 2015). At the same time, Ann is coming to terms with her new agreement. Her anger has moved to acceptance, which has been empowering for her, “It’s been both really upsetting and also a tiny bit freeing because I can prioritize my work and not have to run around kissing their asses like I’ve been doing and look at where it’s gotten me” (Ann, personal communication, October 19, 2015).

Ann started the interview process by saying about her dean, “I’m on his good side. He made me tenure-track, he basically supports me” (Ann, personal communication, November 10, 2015). However, at the end of telling her story, she has decided to take the issue regarding her development leave to the vice chancellor this coming spring, “You know someone who is in an abusive relationship, who lives in fear that the abuser will find out and abuse you more? I’m not going to do that” (Ann, personal communication, November 16, 2015). Ann is unsure if anything will result from the meeting. However, letting someone outside the department know what happened, in a way, would be therapeutic for Ann.

Moving Forward

Even with the gender issues Ann has seen and faced, Ann enjoys working at the university as a whole, “I feel lucky that I have a full-time job, that pays me well, that I more or less love, and sometimes work on my films and have quite a bit of time with my daughter. I kind of feel like I have it all” (Ann, personal communication, October 19, 2015). Another reason for this enjoyment stems from working with the students and members of the university community outside of her department, “The more of that I do, the happier I am. It’s at the film school I have issues with, it’s an old white male environment” (Ann, personal communication, November 10, 2015).

In the larger university community, Ann serves as a leader on service committees and for her students. Ann describes her leadership style as engaging and she “includes people and has them really generate a lot of the content of whatever we’re doing. It’s definitely more collaborative rather than authoritative” (Ann, personal communication, November 10, 2015). Ann also leads by example by ensuring she does not perpetuate gender discrimination in the classroom.

When she grades papers, if she is grading the males stronger than the females, she critically examines her grading, “I really look hard. Are these students actually better? Or is it because I’m favoring them?” (Ann, personal communication, November 10, 2015). She also challenges her female students to speak up in class and participate in the more technical assignments; a skill many women in the film industry lack, “I want the women getting on the camera, I make a specific point to have them do the technical roles” (Ann, personal communication, November 10, 2015).

Ann’s story does not end here. She consistently looks for other university teaching jobs, although it is difficult due to her genre and desired area of living to find any. If she does not find something else, she plans to continue working for the university until she receives tenure. Based on the new timeline, this will occur during the 2019/2020 academic year. Assuming she becomes tenured, Ann will stay in her role for a few years before going back to the professional film industry, “Then at some point, my daughter will be going off to school and I will be able to give more time to my career . . . so I think at that point, I will go back into practice and production” (Ann, personal communication, November 16, 2015).

Overall, Ann hopes the university can improve its equity issues by adding diversity to schools, specifically her own department, “Of 40 people, we have one African-American, one Asian, one out queer, no Latino professors, and about 4 women, that’s it. Everyone else is an old, straight white man” (Ann, personal communication, November 10, 2015).

A new University president will be coming to term in the next year, which may elicit change in terms of diversity, “I think he’s a fairly reasonable man. He’s not perfect, but I think he’s aware and supportive of diversity issues, including gender and diversity” (Ann, personal communication, November 10, 2015). Ann is hopeful this change in leadership will cause “the climate at the university to change for the better” (Ann, personal communication, November 10, 2015).

“Being equitable is so important but in reality, it doesn’t happen. I hate to say that, it doesn’t happen. In dealing with the male dominance in the department for so long, even they cannot see the pattern of behavior they have been doing for so many years because they have been so close to it for so long.”

Leslie

Leslie is an African-American female in her late forties. She is married with no children. She started working for the university's performing arts school in the 90's. She began as a non-tenure track Assistant Professor, converted to tenure-track, and is now a tenured Associate Professor. She describes her department as male-driven. There are eight women out of twenty-one faculty. Her male colleagues, two in particular, tend to control the department, partly due to their gender and partly due to their close relationship, "When you're in a male dominated room, the colleagues in the room who have known each other for a long time, they will support each other . . . they don't realize they're doing it" (Leslie, personal communication, October 22, 2015). She also describes the culture as a "good old boy's club" that results in a few men in leadership positions making departmental decisions (Leslie, personal communication, October 29, 2015).

Due to the department's male dominance, Leslie keeps to herself. This is evident in her office location. When you walk into the school's building, the offices are lined along a hallway. Students and faculty fill the corridors. To get to Leslie's office, you turn left. Once you do this, the hallway becomes quiet. Her office is the only one in the hallway and is directly next to the exit. She is in the corner away from everybody else.

This seclusion works for Leslie. Our four meetings were conducted in her office. Each time I met with her, she either had a student in her office prior to meeting with me or a student scheduled to meet after our meeting. During our third meeting, a frantic student knocked on her door. Leslie politely finished our conversation and said she had to help the student; she never turns a student away.

Being student centered is evident in Leslie's office design. Student playbills line her office walls, along with artwork and posters. There is a couch where students sit to discuss their issues, "This is the place where I connect with students in the human experience" (Leslie, personal communication, November 12, 2015). It is also the place that reminds Leslie "of the journey that I've taken . . . now I'm tenure and I sort of sit here in a more comfortable position versus when I wasn't tenure" (Leslie, personal communication, November 12, 2015).

It is clear Leslie works in the arts. She is animated throughout all of our interviews, utilizing hand motions and facial expressions to get her points across. Leslie's story begins by briefly discussing when she first noticed gender as a child and in high school. She then discusses her early career before obtaining her current job at the university. She discusses three critical moments. One of these moments deals with going up for tenure. The other two focus on two stories where Leslie felt betrayed by her colleague. Leslie ends her story by discussing where she sees herself in the future as well as how the university will change with a new leader.

This is Leslie's story...

Leslie grew up in Houston, Texas. She first noticed gender in her household as a child. Growing up, there were all girls, her mom, and her dad. Her dad ruled the roost, "There was a difference, it was my dad's way or the highway... there was always a distinction between, okay, 'mom says this' but then we have to have permission from dad ultimately to do something" (Leslie, personal communication, October 22, 2015). Other than seeing it in her house, Leslie did not notice gender throughout her time growing up.

She did start noticing it more in high school. Leslie noticed the difference in the ratio between men and women in her classes, especially her English and Chemistry classes, “There were more women than men in my English classes . . . I also noticed in Chemistry, when I had chemistry there were more men than women” (Leslie, personal communication, October 22, 2015).

The culture of growing up in Houston, TX perpetuated this idea that men would take responsibility for education and providing for the family where the women would get married and have children. Leslie remembers one friend in particular. She was in Leslie’s Chemistry class and was Iranian. One day, they were talking and Leslie still remembers the conversation today. Her friend looked very sad, and Leslie asked her, “What’s wrong, you look so unhappy.” Her friend replied, “Well, I’m getting married right after I graduate.” Leslie said, “You’re getting married? You’re only 17” (Leslie, personal communication, October 22, 2015). Leslie’s friend explained to her it was an arranged marriage and had been arranged since she was born. This stuck out in Leslie’s mind in realizing that most of her female classmates, whether they wanted to or not, were going to get married and have children rather than go to college.

The notion of relying on men in the relationship was also evident through Leslie’s aunts. She had two aunts, who were extremely beautiful. Growing up, she saw how her aunts “used men for their money” (Leslie, personal communication, November 18, 2015). Leslie knew she wanted to go to college, specifically after seeing her aunts behave this way and hearing her female classmates discuss marriage.

She did not want to go to any college. She wanted to go to college out-of-state:

My family was basically highly separated and dysfunctional in many, many ways.

And so it was me, mostly pushing myself to get out of a situation that I wanted nothing to do with. It was me and my drive, and a lot of my spirituality to help me to get to where I am. I wanted to leave Texas altogether and I knew education was the only way to escape that (Leslie, October 22, 2015).

Leslie applied to multiple schools. She ended up attending college in Southern California, where she majored in a form of the arts. She initially thought of doing Biology because she loved Biology throughout school. She also loved English and the arts. The arts won out and she ended up studying that field. Going through her undergraduate degree, Leslie felt she “wanted more training. I’m not ready to go out into the world” (Leslie, personal communication, October 22, 2015). Leslie ended up auditioning for a company. She changed her path and decided to apply to a Master’s program. She received nine offers for graduate school and decided on a large institute in California.

Once Leslie graduated, she immediately started her professional career. She did television, commercials, infomercials, whatever job she could get. During this time, she was also teaching as an adjunct professor at multiple universities, “I used to be a freeway flyer . . . I was literally flying freeways all the time to teach part-time” (Leslie, personal communication, October 22, 2015). In 1994, Leslie met a professor at a showcase. This professor worked at the university Leslie now works at. He was the department chair at the time and he hired her on as an Assistant Professor.

When Leslie started working in her department, it was a male driven department, “It was an all male department. I was the only woman working here” (Leslie, personal communication, October 22, 2015). Three more men were hired before another female was hired. Due to this environment, she felt the male professors controlled the department, “You have all these men and there’s only three women. They ran the department. They ran it. It’s very interesting how the department was ran because it was switched off between those two men” (Leslie, personal communication, October 22, 2015).

Having these two men switch off in the leadership role was interesting, especially during department searches. Leslie cites many faculty searches with these individuals, “Some of the people that were qualified to teach here, even if they were men, there was this sense of, in my opinion, are they like us?” (Leslie, personal communication, October 22, 2015). This comment was made not just in terms of demographics but also in how a person thought or acted, “We often went with the person who was very much like us . . . it’s dangerous to do that, because you’re basically saying, we want a team player but we don’t want a team player necessarily better or different” (Leslie, personal communication, October 22, 2015).

Seeing how the searches were handled made Leslie think to herself, “I don’t really want to be in this department without tenure” (Leslie, personal communication, October 22, 2015). Since Leslie does not look or act like her colleagues, she had this feeling that if she did not have tenure, “they ultimately would try to get rid of me for some reason” (Leslie, personal communication, October 22, 2015).

During her first years in the department, Leslie felt this uneasiness quite a bit with a male colleague. He no longer works in the department but he was quite difficult to deal with while he was there. Anything she would say, he would respond with, “That’s not true. That’s not what it is” (Leslie, personal communication, November 18, 2015). There was a specific story that she thinks about from time to time. She was creating a syllabus for a new course she was going to be teaching. The course dealt with movement. In the syllabus, she wrote the movement would be taught in consecution, which means sequence.

Her colleague said, “That’s not a word.” He proceeded to argue with her, continuously saying, “You are wrong. You need to look in the dictionary” (Leslie, personal communication, November 18, 2015). Leslie took out a dictionary and showed him the word, “SEE” she said loudly (Leslie, personal communication, November 18, 2015). This was a weekly occurrence between Leslie and this colleague; he constantly tried to prove her wrong.

Leslie experienced another incident where one of these male colleagues made clear to Leslie her place in the department. While telling this story, Leslie breaks down in tears. She has never told it out loud to someone. After pausing for a few minutes, Leslie recounts a specific instance when her trust was broken with the colleague who hired her into the department.

About six years after starting her position, Leslie was going through a difficult time with her family, specifically her father, “I was going through a series of long, long events with my dad, who was imprisoned” (Leslie, personal communication, October 22, 2015). Leslie was very moody during this period and decided to tell someone in the department.

She went to two colleagues: the male chair and a female colleague. She wanted to let them know why her behavior was slightly off during the past few months. Leslie told them, “Please do not share this with anybody. This is really personal. I’m just sharing with you because that’s what I’m going through, that’s what’s happening” (Leslie, personal communication, October 22, 2015). Leslie did not want anyone else in the department to know due to the situation’s extremely personal nature.

A few days after that meeting, Leslie was coming out of a lecture hall. She was on her way to get some food on-campus in between her classes. One of her students was sitting on the steps outside the building. The student had recently finished a class with the professor who was also the chair of Leslie’s department. This student told Leslie, “You know, Professor X told our class if we want to know about anyone who has been imprisoned, we should ask you because your father is in prison” (Leslie, personal communication, October 22, 2015). Leslie was in shock.

The professor the student mentioned was the male chair, the person Leslie had just told not to tell anyone. Leslie did not have a response for the student and was completely shocked the professor would go and tell a group of students; a group of students that Leslie also works with, “This is shared by all the students in the class. They heard that . . . I remember that student, I remember who he was . . . I was so shocked because I had just told the chair that” (Leslie, personal communication, October 22, 2015). Leslie said she could not come back from this moment:

That’s why I say
Trust is very precious
I respect my colleagues
But trusting them, I do not
I respect them
But the trust thing, no
I always thought about that
If I was the kind of person who came in
Because I’m very strong willed
I have strong opinions
If I was going to offer compliments
Bow down and kowtow
I thought that I would be different
I’m not that kind of person
I felt this was a way
To get a one-up
Not knowing
The one-up would get back to me
I respect him as a professor
But I don’t trust him
After that
I basically had to not share things

Even with this incident, there is still a professional relationship between Leslie and her male colleague. She respects him as a professor but she does not trust him, “I always say, that phrase, ‘keep your enemy closer,’ you really do. There are people who do not wish you well even though you may smile with them or you may laugh with them” (Leslie, personal communication, October 22, 2015).

This was the first time Leslie had a colleague stab her in the back. Another time a colleague stabbed her in the back, was in 2007. It happened to be the same colleague who was the key character in the previous incident. Leslie was working on a show, which was in a specific genre. Her piece was entered into a prestigious festival that showcased top higher education performing art school’s pieces. Individuals from different schools attended the festival to judge the pieces.

Each judge was assigned to a specific school. When Leslie went to the festival, another professor from a different university, who is mutual friends with Leslie’s male colleague, approached her. This woman also happened to be on the festival’s board. She would be a deciding factor in what pieces would be chosen to move to the finals. This woman told Leslie, “Aren’t these the same pieces that you’ve always done? No changes, just the same pieces you’ve always done?” (Leslie, personal communication, October 29, 2015). Leslie remained calm. However, her husband was ready to inform the woman that Leslie’s work was always original and diverse. Leslie held him back and thought for a moment.

She was puzzled. She always does original pieces and had never spoken to this woman, especially about her work. In addition, this woman had never seen any of Leslie's shows before. Leslie then realized her male colleague had been telling this woman negative things about her work, "'Why did she say this? . . . why would she make that statement?' . . . I immediately thought, 'Oh my gosh! Because her and my colleague are like this [puts fingers together]'" (Leslie, personal communication, October 29, 2015).

When they announced whose pieces were chosen as winners of the festival, Leslie's work was not chosen, "I was so upset and I immediately thought back to what she had told me and it felt like another back stabbing thing . . . Because, he was telling her things that weren't true about my work" (Leslie, personal communication, October 29, 2015). The woman had never seen Leslie's work, she was only repeating what Leslie's male colleague told her, "He was telling a friend at another university about my work, that it's the same work, that it's the same play" (Leslie, personal communication, November 18, 2015).

Leslie's first reaction was to come back to campus and "tell the professor off" (Leslie, personal communication, November 18, 2015). Instead, Leslie did something she had never done before, "I bought a bottle of Jack Daniels and started drinking half of it before I got home. I was that depressed" (Leslie, personal communication, November 18, 2015). This was the first and last time Leslie did that. However, the feelings she felt during that time have not gone away, "How could a colleague go behind my back and say things that just aren't true" (Leslie, personal communication, November 18, 2015).

These two incidents demonstrated to Leslie she could not trust certain people in her department. Prior to these experiences, Leslie had another professional incident that shaped her career trajectory. Leslie was hired into the department as an Assistant Professor. When she was hired, the rule was a professor could go up for promotion after five years. At the five-year mark, in 1999, Leslie was eager to get a promotion. She put together a promotion file, which was similar to a tenure file, “I went out and actually did my tenure file. It was like a tenure file. I’m serious because that’s what it was. I got my outside external reviewers. I had it all planned” (Leslie, personal communication, November 18, 2015).

Leslie went to her dean at the time, and told him about her file. Although she was going up for Associate Professor, she thought since it had been five years and she essentially had a complete tenure file, that she could go up early as other colleagues had, “I said, I’d really like to go up for tenure with this, I think I have a really good file” (Leslie, personal communication, November 18, 2015). Her dean replied, “Well, you know if you don’t get tenure you won’t be able to work here again” (Leslie, personal communication, November 18, 2015).

Leslie was floored at that response; it was not the response she expected based on what she put together, “It wasn’t outright unsupportive but it was this person saying you won’t work here if you went up for tenure . . . I thought why would he tell me that . . . when I just said I think I have a really good chance at it” (Leslie, personal communication, November 18, 2015). Leslie continued with this thought process:

And then he told me that
And I realized
Out of all the things
He could have told me
Why would he say that
To me
Being the only female
At the time on the faculty
Why would he say that to me?
There were no other females on the faculty
Three men and me

Four years after that meeting, Leslie went to talk to the new dean. She spoke to him about her tenure process, the work she was doing, and the work she had done. She also told him the story about how she inquired about going up for tenure early but was told not to. The dean responded with, “You know, you really could have sued the university . . . you’re a woman you could have done that” (Leslie, personal communication, November 18, 2015). Leslie sat in his office and was quiet.

For Leslie, the interesting part was that she was in a position to potentially move ahead quicker, “You’re working so hard and doing your best and people just don’t want to help you or for some reason they have some kind of male bonding thing . . . I don’t know whatever it was” (Leslie, personal communication, November 18, 2015). She further felt the former dean was “trying to maintain a certain outlook for the department” in keeping the tenured faculty at the time male (Leslie, personal communication, November 18, 2015).

Even though Leslie had a strong tenure file four years prior, it took an additional six years to receive tenure. The lengthy time was due to changes in leadership and the department's ever changing organizational structure. Looking back, Leslie wishes "I would have gone higher up to see if I could have been able to do it. I really wish I would have not listened to him because I trusted him. I thought he had my best interest at heart" (Leslie, personal communication, November 18, 2015). Leslie strongly believes that if she had female mentors guiding her, she may have gone up for tenure much earlier.

These critical incidents have made it difficult for Leslie to interact with her colleagues. She believes "there are certain people on the faculty, who even though they are really good colleagues, they would stab you in the back" (Leslie, personal communication, October, 22, 2015). She attributes most of this backstabbing to her gender, although she feels race plays a part as well. Being the only person of color in her department, it is difficult not to think race plays a part:

I think it would be different
White male or white female
I totally think that
And it's not a racism thing
I don't point fingers
Because of race
I don't like doing that
It's just
In the sense
The mindset of who I work with
That's how they think

Leslie wants to have a strong rapport with her colleagues but at a certain point, she has cut it off. This is evident when she partakes in faculty or department meetings, “I just shut down. . . . the chair has his own agenda . . . he is driving the boat . . . I shut down because of that. Because it’s not like you’re going to listen anyway” (Leslie, personal communication, October 29, 2015). Leslie says the way her colleagues behave is unconscious, “Like I said, it’s unconscious. They don’t know that they’re doing certain things or they are saying certain things” (Leslie, personal communication, October 29, 2015).

A recent example of this unconscious behavior was during a meeting that happened this past October. The meeting focused on obtaining the rights to use a song in a production. A professor was arguing about the issue, saying the rules were incorrect. The department chair said, essentially, there has to be a way around the rules. Leslie gave the chair a look, a non-verbal cue indicating there is not a way to go around it. The chair snapped, “Don’t look at me that way Leslie” in front of the entire group (Leslie, personal communication, October 29, 2015). Leslie shut down for the rest of the meeting. This is one example of many of how she interacts with her colleagues.

These critical incidents have impacted how Leslie experiences her workplace culture. However, Leslie genuinely enjoys her job, “The best part of my day is not when I’m dealing with a lot of people in this department. The best part of my day is when I’m working with the students” (Leslie, personal communication, October 29, 2015). The students are the reason Leslie comes to work everyday.

Leslie also enjoys working with other departments, specifically the dance department. She sometimes teaches in the dance department building. She enjoys the atmosphere there and has made social connections with some of the female colleagues. Leslie also enjoys working for the university overall:

The students are the reason why
I love the university
As an institution
Because it's very geared toward the students
There are so many things
I love about the university
I love the fact
That we are supported as faculty
By the upper administrators
I believe that
I don't feel that within my unit
It doesn't filter down

Leslie counts this support, along with academic freedom, as reasons for still teaching in the department, "If it wasn't for academic freedom and me having that to support what I do, then I would probably find a way to get the hell out of here" (Leslie, personal communication, November 12, 2015). One of Leslie's favorite places to be is in the classroom with her students.

It is in the classroom where Leslie demonstrates her leadership to her students, "I always tell students, you have to own your education" (Leslie, personal communication, November 12, 2015). To accomplish this, Leslie tells her students to ask questions. She also asks the students to be with her in the classroom, "I always tell my students. We are going to be with each other" (Leslie, personal communication, November 12, 2015).

This means students need to recognize that Leslie is in the classroom with them and not simply talking down to them. This leadership inspires Leslie and makes the classroom the place where she is happiest on campus.

Another aspect that keeps Leslie content in her work is dealing with the individual who will soon be the new university president, “I would truly like every male encounter to be like what I have with him. He is a neutral man all around. He doesn’t care if you’re female or male. He looks at you as an individual” (Leslie, personal communication, October 29, 2015). She is hopeful his open-mindedness will assist in issues of diversity on-campus. One area that needs improvement, for Leslie, is the university providing more mentors. Leslie is confident that if she had a female mentor, she would have gone up for tenure much earlier based on her file.

Moving Forward

Leslie continues to work hard, even after receiving tenure. Most of her colleagues work a few days a week, with barely anyone in the office on Friday. For Leslie, a Monday through Friday schedule is an obligation she feels she owes to her work, “I don’t understand that because Fridays are a work day . . . it’s not like it’s an unspoken vacation day” (Leslie, personal communication, October 22, 2015). Her days usually begin at 11 am and she leaves around 8 pm. She is willing to come to campus on the weekends in order to help her students. She also serves on multiple committees, usually with the same faces each semester, “There’s so many positions to fill on committees and you always see the same people volunteering . . . out of 400, maybe 50 people really serve all of the time. What happened to the others? Where are they?” (Leslie, personal communication, October 29, 2015).

While Leslie works all the time, she is actually working less than when she started. It was during her tenure process that she realized she needed to slow down. She was getting sick from the stress, to the point where she developed ulcers. She had not been married to her husband for that long during her tenure process, “That’s what’s nice. The tenure process didn’t ruin my marriage. It was stressful and it strained it . . . but the majority of the time he was with me” (Leslie, personal communication, October 29, 2015). Between the sickness and stress on the marriage, Leslie’s husband told her that after she received tenure, things needed to change. She has slowed down since then, but still works over 40 hours a week.

This hard work is all for the students, “The students appreciate it. The thing is, the students appreciate it, I don’t think the department gives a shit. They couldn’t care less” (Leslie, personal communication, November 12, 2015). Even with the experiences Leslie had, her future remains teaching in the department at the university. She plans to apply for full professor when she is able to and when she feels ready. She does not want to have the same stress level she had during the tenure process. She will also continue to teach but hopes to teach in a different capacity, by focusing on a designated area rather than doing a variety of courses. Getting to the future requires Leslie to understand why her colleagues behave the way they do toward her, “If you’re going to excel in something, there is always going to be somebody who looks at you and says nothing about it because there’s always the green eyed monster. And the green eyed monster is envy” (Leslie, personal communication, November 12, 2015).

“And then one person says you suck, basically, and that was it, that was going to be the end of my career, seriously, I was looking at, ‘Okay, I’ll go live with my parents, I’m fifty something years old, I’ll work at Starbucks and that’s how it works.’ It’s a terrible process that way.”

Lynette

Lynette is a Caucasian female in her fifties. She is single and has no children. Lynette works for the university's humanities department. She has worked for the department for eight years, starting as a tenure-track Assistant Professor. She is now a tenured Associate Professor. Lynette describes the department environment as autonomous, "It's kind of a strange department in the sense that everyone comes in and teaches their classes and doesn't do much" (Lynette, personal communication, October 6, 2015). While the department has a culture of sticking to teaching/research, Lynette takes on additional work through advising multiple senior theses, serving as an advisor on various student clubs, and teaching around six independent study courses each semester. These duties are conducted on top of her service on university committees, her regular teaching schedule, and the research she conducts.

Sitting in Lynette's "messy," office, she tells her story. Surrounded by paraphernalia given to her by hundreds of students throughout the years, it is clear by viewing Lynette's office her dedication to her students. Books on teaching line the bookshelves. Student paperwork, gifts, and drawings surround the office. For Lynette, it feels like home. As an outsider, it seems like a place of comfort, a reminder to Lynette why she does her job. Each meeting she seems at peace, telling her story about issues she has faced as a female in academia.

Her office overlooks the main part of campus. As she looks out to see students, staff, and faculty walking to their morning classes, she thinks back to the times that were not so great, as she made her journey to where she is today. Each meeting with Lynette looked the same.

It was at the same time, during the same day of the week for all three meetings. This consistency is due to her busy schedule. She apologized for having to take a break between our interviews; she was getting surgery. Even with that setback, she was back to work within a week and meeting with me the week after. Before even knowing her full story, it is clear Lynette is dedicated to her work.

Her story begins as a child, noticing gender differences between her and her male classmates. It then transitions to college and graduate school, where she found her passion in the humanities. She talks about her first two jobs, although briefly. She describes the first time she noticed gender differences in the workplace. This leads to her current position and the struggle she faced on her road to becoming tenured. The critical incident she speaks of occurred in the department she works in now. She moves from the past to the present to the past again and ends with the future, where she sees herself and the university going forward.

This is Lynette's story...

Lynette first noticed gender in elementary school. She attended a Catholic school in the sixties. During that time, only boys were allowed to be altar servers, "I remember thinking, that's not fair. Why do boys get to do that and girls don't get to do that?" (Lynette, personal communication, October 6, 2015). This questioning continued throughout Lynette's elementary school years. The girls had to wear dresses while the boys wore pants and different types of clothing to school. Lynette thought, "It's not fair, it's not fair. I never wanted to be a boy or anything like that, but I wanted to be able to do the same things that boys did" (Lynette, personal communication, October 6, 2015).

Going through high school, Lynette was not specifically aware of gender issues but she became interested in studying them in college. Lynette was a nontraditional college student, “I didn’t go to college right out of high school. I worked for 10 years, because it just wasn’t the thing to do in my family” (Lynette, personal communication, November 17, 2015). To save money for college, Lynette moved her way up the corporate ladder in the finance and banking industry, “I kept moving up to the top. It got to the point where I had people working for me who had MBA’s and I didn’t even have a bachelor’s degree” (Lynette, personal communication, November 17, 2015). Lynette’s company told her to go back to school. She worked while going to school at night, taking business courses, “They were so boring . . . then I took my GE courses, which was philosophy, religion, and English and it was like, this is what I want to do” (Lynette, personal communication, November 17, 2015).

Lynette made an impulsive decision to quit her job. She took her retirement out and went to school full-time. She was almost in her thirties when she restarted her higher education path. The initial plan was to complete her degree in philosophy because “I loved it so much” (Lynette, personal communication, November 17, 2015). She would then return to her business career. However, her undergraduate professors saw a different path for her, “The professors in my undergraduate classes were like, ‘you should do graduate work.’ I was like oh me, do graduate work? Because that wasn’t something that was in my family” (Lynette, personal communication, November 17, 2015).

Halfway through Lynette's graduate program, she realized a Ph.D. was required to obtain a job in her field. She applied to one Ph.D. program, which looking back, she realizes was not the most strategic choice, "I applied to one school, which is really stupid, you don't do that. But I didn't know because no one gave me advice" (Lynette, personal communication, November 17, 2015). Lynette got in and she began her Ph.D. program. It was during this program that she discovered teaching.

The program required the students to student teach, which Lynette did not immediately take to, "I thought it was going to be the most awful thing. Right before I had to student teach for the first time, I literally went to the bathroom and threw up because I was so nervous" (Lynette, personal communication, November 17, 2015). Her nervousness with teaching caused her to feel "like a fraud . . . they shouldn't have accepted me, they made a mistake" (Lynette, personal communication, November 17, 2015).

Lynette's feeling like a fraud slightly dissipated when she realized she genuinely enjoyed teaching and was good at it. After graduating, she applied to various faculty positions. Her first teaching job was at a state school. Lynette did not see or experience any gender issues at this institution, although, "I did notice that a lot more students came to me with different problems that they didn't come to my male colleagues with" (Lynette, personal communication, October 6, 2015). These students also asked Lynette to serve as an advisor for the women's studies group and to become involved in various campus activities.

While Lynette was happy to help, it did become problematic, “It’s a good thing but as a professor, it takes a lot more of your time than a male professor who can just do his research and get promoted faster” (Lynette, personal communication, October 6, 2015). After a few years, she left the school and started teaching at another large university out-of-state.

Her second place of employment was where she experienced subtle gender issues in her work environment. Lynette co-taught a course with a male colleague. Whenever Lynette taught, “Many of the students wouldn’t listen to me, but when my male colleague said it, even though he’d say the exact same thing, they’d listen to him” (Lynette, personal communication, October 6, 2015). Her students also called Lynette Miss or Mrs., even though she has never been married. However, the male professor was always addressed either as professor or doctor, “Even though both of us said, call us by our first names or call us Dr. or Professor. Across the board, they called me ‘Miss,’ which really pissed me off . . . or Mrs. even sometimes, they’d assume I was married” (Lynette, personal communication, October 6, 2015). The students’ opinions of Lynette were evident in her evaluations as well. One student wrote in a course evaluation for Lynette, “Oh she’s a real nice lady but she knows nothing about the course topic” (Lynette, personal communication, October 6, 2015). Lynette could not help but laugh at this statement. She earned a Ph.D. in that topic and studied it extensively.

The second institution also required a lot of service work from Lynette. It was at that moment Lynette realized that having multiple service commitments was part of the job for women in academia, “Women in higher education, traditionally, do more service and are on more committees” (Lynette, personal communication, October 6, 2015).

Lynette does not blame the institutions for this trend but rather the nature of being female, “It’s just something in our nature where we can’t say no or whatever but it keeps us away from our research more than others” (Lynette, personal communication, October 6, 2015).

Due to personal reasons, Lynette decided to leave her out-of-state position and accepted a position at her current university. She wanted to be closer to her family. When Lynette started her position, “I was in bliss. I didn’t really know what was going on here and I was just happy to be here” (Lynette, personal communication, October 6, 2015). It was during Lynette’s second year at the institution, when she started her tenure file, she began to notice issues surrounding gender.

Lynette started to feel her male colleagues had more advantages than her:

I was teaching more classes
And more different preps
I thought
That’s not fair
I applied
For a course reduction
I remember being denied it
Then somebody that was a male
Almost in the exact position as me
Got it
And I thought
That’s not right

Lynette was “thinking as a woman. This happens a lot, where you feel you are not good enough. So I was thinking, ‘maybe I’m not good enough. Maybe I didn’t write a good grant proposal’” (Lynette, personal communication, October 6, 2015).

This situation happened a few other times where Lynette applied for funding and she did not receive it but her male colleagues did. She had to apply for external grants since her department never awarded her any internal grants. Lynette began talking to other women at the university, “I started seeing women not receiving tenure. Women filing lawsuits, etc. I started to feel it more” (Lynette, personal communication, October 6, 2015).

It was during Lynette’s own tenure process where she experienced “one of the lowest parts of my career” (Lynette, personal communication, October 6, 2015). Lynette’s tenure process occurred roughly two years ago. When she began the tenure process, she was feeling good about herself, “I was like, I’ve done a lot of accomplishments. I’ve done so much. And it’s in all of the areas. So I was feeling really good” (Lynette, personal communication, November 17, 2015). Lynette received the letters from external reviewers back. All of the letters came back great and Lynette was feeling even more confident.

About three or four months into the process, Lynette was not worried, “I mean I was nervous because you’re always nervous but I was feeling pretty good about it” (Lynette, personal communication, November 17, 2015). She went through another round of reviews, this time by her department peers. Those reviews also came back “stellar. So I was just set. I was happy” (Lynette, personal communication, November 17, 2015).

Come November of that year, Lynette went away to a conference with a few of her students who were presenting their work. She was taking care of the students, mentoring them, and was proud she had the opportunity to do this work. On a break, Lynette checked her email. She received one from her dean.

He wrote something along the lines of, “Your tenure file is not good enough. You don’t meet the standards of the university so I’m not going to recommend you” (Lynette, personal communication, November 17, 2015). Lynette was devastated, “Because I was far away. I got it by email. And I had to put on a happy face for all of the students” (Lynette, personal communication, November 17, 2015).

Lynette felt her job was over. She had never seen someone get tenure without his or her dean’s support. Lynette’s confidence quickly disappeared, “I went from being completely thrilled at this conference because one of my students had won an award for this great research to this devastation” (Lynette, personal communication, November 17, 2015).

Lynette was also confused. She had received strong marks from external reviewers and her peers. She was also at a conference supporting the development of students, “Here I am at a conference with students presenting research, which is what the university is all about. Then somebody says you’re not good enough to be here? I was so confused and I was so devastated” (Lynette, personal communication, November 17, 2015).

When she got back from the conference, she reached out to two senior female colleagues in the department, “They said they would go in and give the good fight for me” (Lynette, personal communication, November 17, 2015). These two women presented documents to the dean demonstrating Lynette’s value but he would not change his mind. Lynette had to let it go and let the process continue until she heard the official news. While she was waiting, she was looking for new jobs.

Lynette internalized her feelings during the time she received the dean's email until she found out the ultimate decision. She blamed herself, specifically during the November through March months of the tenure process:

I was taking it internally
Feeling bad
And then everything
Feeling like
Oh, it's not just that
I'm not a good scholar
I'm stupid
I'm not a good teacher
I'm fat
I'm this or that
Everything came in
It was during
November, December, January
It was just awful

Lynette never heard the news directly from the dean in-person, only via that email. He never set-up a meeting with Lynette and she never requested one, "I was too embarrassed to go in . . . you feel terrible. Why do you want to go in to see somebody who hates you? Sorry, I'm emotionalizing it" (Lynette, personal communication, November 17, 2015). Lynette felt her emotional state of mind would have discounted her in the eyes of the dean. Lynette could not help but be emotional about the situation, "It's what I trained for my whole life. It's my whole career" (Lynette, personal communication, November 17, 2015). Even if she spoke to the dean, Lynette does not think it would have made a difference. To Lynette, the dean's personality could not be changed.

While Lynette was waiting for the final tenure decision, her colleagues were encouraging her to sue for gender discrimination. Based on the university's track record with women not receiving tenure and seeing men with similar files get tenure, Lynette had colleagues encouraging her to file a case. Some even sent her attorney names while others encouraged her to go to the American Association of University Professors (AAUP). Lynette is not sure she would have sued, "I'm not a suing kind of person. But I don't know. I really honestly don't know what I would have done if I had gotten to the end and didn't have a job and had to move back in with my parents at 55 years old" (Lynette, personal communication, November, 17, 2015).

Lynette accepted in her mind that she was done with the university and she would be moving on. Even though she was upset, she did not want her students to know about the situation, "I'm done with the university and I'll be moving on. I had that already accepted in my mind . . . because I mentor so many students, I did not want them to know" (Lynette, personal communication, November 17, 2015). In front of the students, Lynette acted like she would still be teaching next year and continued to work on their theses/projects.

During the time she was waiting for the final tenure decision to be made, Lynette started a travel course. She developed this course with four students, deciding the curriculum and structure of the course together a year prior to this incident. The course traveled abroad and was a major success. Lynette received the best teaching evaluations she had in her career and the students genuinely enjoyed the course.

Working on that course gave Lynette mixed feelings. She was excited and thought to herself, “Wow, I’m doing something fabulous and I’m not going to be here anymore” (Lynette, personal communication, November 17, 2015). It was difficult for her but she made the trip for the students with a positive attitude. After she returned from that class in January, she had a turning point, “I’m like, this is crazy that the university doesn’t want to keep me. Then I realized I have a lot to give to another university. So it was after that class I had that turning point” (Lynette, personal communication, November 17, 2015).

Lynette moved forward with this mindset for the rest of the tenure process, which went through March. Even with her new positive outlook, there were times where Lynette would come to her office and cry. These incidents occurred when a student would say, “Next year, can we do this class? Can you work with me on my thesis next year?” (Lynette, personal communication, November 17, 2015). Even through the sadness, she kept telling herself she had a lot to give to another university.

Lynette also considered other career options. Perhaps she would leave academia altogether; she did have experience in the private sector, “I decided the first career option was to get out of academics all together. I have a business background . . . I could fall back on that. Even though I hated it” (Lynette, personal communication, November 17, 2015). Lynette starting looking at jobs that were not academic but she could not make that leap. Then she came to the conclusion, she could take some time off and start over again, “So I was content” (Lynette, personal communication, November 17, 2015).

Then in February, she received a letter from another faculty committee. This letter was extremely positive; stating how great she was, “It denied what the dean had said earlier” (Lynette, personal communication, November 17, 2015). Still thinking she was not going to receive tenure, Lynette was thankful for these great letters since she could use them when applying for new jobs, “Wow, well you know, when I go in for a new job, I’ll have all of these great letters” (Lynette, personal communication, November 17, 2015).

During that same time in February, a student found out the university may not promote Lynette, thus causing her to leave. Many people on campus knew about Lynette’s situation so she was not surprised the student found out, “This is a small campus. Somehow one of my favorite students found out. And they were ready to go in with a petition” (Lynette, personal communication, November 17, 2015). This student and some other students brought up other female professors they had lost over the years due to not receiving tenure. Lynette explained to them, “No, no you can’t bring in a petition. Every case is different” (Lynette, personal communication, November 17, 2015). Telling the students this was difficult for Lynette, “Here I am, defending the institution that was basically screwing me around but you have to do that for your students” (Lynette, personal communication, November 17, 2015).

Come March, Lynette was content with knowing she would not receive tenure due to her dean not wanting to recommend her. Then she received a call from the chancellor: she was going to receive tenure, “I was in shock. Literally in shock. I couldn’t believe it. I didn’t believe it until a couple of months later” (Lynette, personal communication, November 17, 2015). Lynette felt great because she trusted the process and let it work itself out.

Her dean was the only person who did not want to recommend her. The faculty review committee recognized this and it was presented to her as, “Sometimes deans make mistakes” (Lynette, personal communication, November 17, 2015). She knew there was more to the story but she accepted that explanation and had to let it go, “It was literally from being in the depths of despair to being so completely thrilled” (Lynette, personal communication, November 17, 2015). Now Lynette is a tenured professor who no longer reports to the dean, “I kind of wonder if that was a political move done to help me out too” (Lynette, personal communication, November 17, 2015).

Lynette later found out that some external reviewers went to the administration. Examining files of men who received tenure and comparing their achievements to Lynette, it was clear Lynette qualified for tenure. Lynette thought that since her case could have resulted in a gender discrimination lawsuit, “maybe that’s why I was granted tenure” (Lynette, personal communication, November 17, 2015). However, Lynette truly feels that based on the chancellor’s character, he approved her tenure due to her merit.

Since she became tenured, Lynette feels there is a sense of gratitude toward the university, “Well they gave it to me, I feel like I owe it to them” (Lynette, personal communication, October 13, 2015). In the beginning, she thought even with tenure, she would leave, “I was like, I’m going to show them and I’m going to leave but finding a job as a faculty member is a difficult process” (Lynette, personal communication, October 13, 2015). Overall, she likes her job. She enjoys where she lives and working with her students. However, she has known other women faculty who left after their tenure process, “I know other people who go through it and have a horrible experience and eventually leave, but I like where I’m living. I like everything about it so I don’t want to look for another job. So that’s kind of why I stayed” (Lynette, personal communication, October 13, 2015).

The situation, although difficult, “Has made me stronger. And has made me supportive of other females” (Lynette, personal communication, November 17, 2015). With the tenure process behind her, Lynette focuses on the students and helping the university. Lynette is the main faculty in her department who works with the students. This work includes advising them, serving on their senior thesis projects, conducting external research with them, and conducting independent studies. Lynette even has students come to her house to study advance topics in more depth.

On top of this work, Lynette continues to serve “on hundreds, and I’m not exaggerating, service committees. Top level university committees” (Lynette, personal communication, October 6, 2015). She notes that most of her male colleagues do not partake in this service work. Some also come in two days a week while she is in the office Monday through Friday for at least eight hours a day.

For Lynette, that is part of the job, “There are male colleagues that have been here longer than me that probably never advised a senior thesis . . . Where I feel, that’s what I’m here for, that’s why I became a professor” (Lynette, personal communication, October 6, 2015).

Seeing other people in the department, specifically men, not taking on this additional work can be frustrating at times for Lynette. However, she attributes her work commitments to not being able to say no, “It does frustrate me . . . I feel overworked. But then I realize, *I* should have said no, I can’t do this. I don’t know if it’s a gender thing, but I have a hard time saying no” (Lynette, personal communication, October 6, 2015). Lynette continues:

I feel that since I am a woman, I am singled out to serve on committees. And because I’ve been doing it, they know I’ll do it, that I’ll say yes. It’s usually the same people that are on all of these committees . . . I’m not saying they are all females, but a lot of them are females and are on them over and over again (Lynette, personal communication, October 6, 2015).

Working constantly has affected Lynette’s work-life balance as well. Since Lynette works so much, “That’s why I don’t have a husband and children. It doesn’t mean I’m not open to it, it just means that I’m so busy I don’t have that” (Lynette, personal communication, October 6, 2015). This lack of work-life balance was part of Lynette’s devastation when she thought she was not going to receive tenure, “I had spent 100’s of thousands of dollars going to school, put in the time, and gave up my child bearing years” (Lynette, personal communication, October 6, 2015). Lynette stresses she does not want to paint a picture that she has no social life.

She visits her parents, who live about five hours away, during her university breaks. However, even during those visits, Lynette cannot leave her work behind, “I’ll always have my computer and I’ll always be working but I’ll make time for them and I’ll actually physically leave to separate” (Lynette, personal communication, October 6, 2015). Lynette also makes it a point to go out with friends on the weekends. Many of these friends are female faculty at the university who she has become close with while sharing professional struggles as women in academia, “I have a large support of women friends that are faculty and staff who we get to process this information and talk about it” (Lynette, personal communication, October 6, 2015).

While Lynette’s critical incident dealt with her tenure process, she has another story of experiencing subtle gender discrimination when presenting her research to the outside world. In graduate school, Lynette felt like a fraud; someone who did not belong with her classmates, “Because my colleagues in my class were really smart and they said intelligent things and I felt like I didn’t belong there” (Lynette, personal communication, November 17, 2015).

This feeling still occasionally exists today. Lynette does not feel like a fraud in her job, but she does when she presents her work at conferences. Lynette is confident she knows what she is talking about but she is terrified for the moment after the presentation is over and the floor is open for questions. She gets nervous if there is a question she does not know how to answer. Her usual response is, “That’s a great question, but I haven’t researched that aspect of it yet, so if you could give me some advice” (Lynette, personal communication, November 17, 2015). However, she had two conferences where the individuals asking the questions challenged her knowledge.

Lynette did a conference overseas a few years ago. She presented on an ancient text and its interpretation of a strong female character, “Later interpretations of the text talk about her negatively, they call her bad names. They make fun of her” (Lynette, personal communication, November 17, 2015). While Lynette was presenting, a male audience member stood up and said, “All you’re telling us, is that these women get made fun of. You’re not telling us anything” (Lynette, personal communication, November 17, 2015). Then another guy spoke up, then another guy, and so on. Lynette was utilizing feminist theory, which the audience did not understand. She did not know how to respond. She ended up looking at the conference program and saw 30 men were presenting while only 3 women were presenting. After her presentation, one of the female audience members told Lynette, “You’re a brave woman to take that topic on with those men” (Lynette, personal communication, November 17, 2015).

This past summer, Lynette had another incident where a male audience member challenged her knowledge on a topic. It was another overseas conference. She was giving a presentation, using feminist theory to analyze a historical male text. In the middle of what she was saying, a male audience member slammed a book on the table, opened it up, and started speaking to her in another language, “He was trying to prove to me that I translated a word wrong” (Lynette, personal communication, November 17, 2015). Lynette explained to him that translation varies and she was not even using her own translation, she was referencing a translation from a common source in the field. His response to this was, “You’re an idiot. You should know better, you are not a scholar” (Lynette, personal communication, November 17, 2015). Once again, she did not know how to respond.

These two incidents, which do not happen a lot (she has been to 50-60 conferences), made Lynette “feel bad about myself . . . I realize I do a subject that’s touchy, for men, based on my discipline” (Lynette, personal communication, November 17, 2015). She also loses confidence anytime she receives a rejection from a publication. However, she has been accepted more often than being rejected, “I feel very lucky. Wait a minute, I shouldn’t say that. I’ve been very good” (Lynette, personal communication, November 17, 2015). Even with her strong track record for conference and publication acceptances, Lynette still views the process as “pretty scary. You know it’s natural but I shouldn’t feel that way, but I do” (Lynette, personal communication, November 17, 2015).

Moving Forward

Even with the critical tenure incident, Lynette genuinely enjoys her job and sticks with it for the students, “The students have learned and they’ve learned things that they take with them forever and forever” (Lynette, personal communication, October 13, 2015). Lynette recently accepted a higher-level administrator position, which she will start next year. The chancellor, the same person who gave her the good news two years ago about her tenure, offered this position to her. Being offered this position, boosted Lynette’s confidence, “I was really thrilled. I got tenure and then two years later, I was asked to step into this pretty prestigious position so it made me feel even better about myself” (Lynette, personal communication, November 17, 2015). Lynette also plans to apply for full professor when she is eligible, although she recognizes it will take a bit longer since she will have less time for teaching and research with the new position.

Lynette is looking forward to taking on a leadership role since she believes more women need to be placed in higher-level leadership roles on her campus, “Speaking from the academic side, we should see more women in leadership positions . . . I think that would be something other women faculty can look up to and aspire to” (Lynette, personal communication, October 13, 2015). Having more female leaders in turn, could help with more women getting promoted and receiving tenure, “I also think we could do more to get women tenure and promoted . . . I think a mentoring system, which we want to try and put in place will help” (Lynette, personal communication, October 13, 2015).

As for her own leadership style, Lynette is direct with students but “I’m careful not to take away their own voice and their own power” (Lynette, personal communication, October 13, 2015). For example, Lynette had a student, who had just graduated, and she was a business major, but very creative. The student’s goal was to attend law school. Lynette felt the student should be doing something different but Lynette did not say anything. This year, the student was studying for the LSAT and changed her mind. The student said I think I need to go to graduate school for a more creative endeavor. Lynette knew that would happen, but she said the student needed to figure that out for herself.

With her colleagues, Lynette describes her leadership style as more aggressive, “I use that word but I don’t think I’m being aggressive. I think I’m being forceful and saying this is what I think” (Lynette, personal communication, October 13, 2015). Lynette does get pushback from male colleagues when she voices an opinion.

The comments range from “Well you’re being too easy” or “You don’t truly understand this” to “You’re being like a mother” (Lynette, personal communication, October 13, 2015). Lynette wishes she had a response when her colleagues say these things, “I need to have a comeback for that, for when they say you’re being too motherly or you’re being like a mother, but I just don’t know what to say” (Lynette, personal communication, October 13, 2015).

Receiving these motherly comments is a result of Lynette not toning down her gender, “I haven’t toned down my gender because I won’t do it, I’m really stubborn that way. I know there’s women that do that in a way of coping. Becoming more of a man. I won’t do it” (Lynette, personal communication, October 13, 2015). However, Lynette has “paid the consequences of not being aggressive enough, I should ask for more . . . If I did turn on that role, I could be more successful but I just won’t do it” (Lynette, personal communication, October 13, 2015).

Lynette stays authentic in her leadership style by not only staying true to her gender but also serving as a mentor to her students and other women both on and off campus. One of the ways Lynette serves as a mentor is through archeology digs, something she does as part of her research.

The dig directors are usually male. However, Lynette and a group of her friends got together to start their own excavation, which was started about 5 years ago, “I had to work extra hard on one of my digs, but because I was a female, I was never going to move to the top. But when my two friends . . . started doing their own excavation, they immediately started bringing in other females” (Lynette, personal communication, October 6, 2015). This same group of women also gives scholarships to female students who want to further their education.

While Lynette has experienced issues related to her gender, she does not dwell on them, “I see it all the time in my field. So I guess I’m just so used to it” (Lynette, personal communication, October 6, 2015). Instead of letting her experiences negatively define her, Lynette is “trying to make the best of it. Thinking I’m going to make a difference for the next generation for females that come up. So they don’t have to go through what I had to” (Lynette, personal communication, October 6, 2015). Staying at the university as a mentor and advisor is Lynette’s way of enacting this change for her students.

Next Steps

In this study, I set out to partake in narrative inquiry in order to understand equity issues for female faculty at a particular institution. The narrative inquiry methodology was used in order to gather participants' unique stories. These stories were collected via sixteen semi-structured interviews that mirrored reciprocal conversations. These stories were then restoried into a narrative profile for each participant.

The five narrative profiles featured vivid individual narratives surrounding critical incidents of gender experienced throughout the participants' lives. The stories featured the participants' current place of employment, although additional moments of gender incidents were discussed as well. Much of what was captured kept the intent and integrity of each story. The essence of each story could have been easily escaped or lost using other kinds of research. Even the case study approach does not capture the aesthetic and personal way we each construct our storied lives. These rich stories demonstrate the equity issues that have occurred and continue to occur at this particular institution. In addition, they provide ways in which the university's leadership can enact change to create an equitable climate for all individuals.

A discussion of the narrative profiles and how they contribute to the literature on equity issues for female faculty will be examined in the next chapter. This discussion includes how the stories relate to past studies on female faculty equity issues. It also provides new information on ways in which these stories add to the literature.

The discussion also focuses on how feminist theory was evident throughout the stories. In addition, leadership theory and how the participants as well as university leaders can move toward change are examined. Finally, the study's limitations as well as my researcher reflection will be discussed.

Chapter 5: Discussion and Conclusion

This dissertation sought to answer the following research questions regarding equity issues for female faculty: a) what can we understand about the complexities of equity and inequity for female faculty at this particular university through their storied experiences? b) how does this university's campus climate impact a female faculty's workplace experiences? c) if inequities do exist, what can leaders at this university do to alleviate these inequities? d) how would female faculty and other constituents change the university's campus climate and/or culture to promote equity for minority faculty?

The participants' narrative profiles describe overt and covert incidences of gender inequities. The stories demonstrated some of the equity issues women face in academia. They also demonstrated how these women have recognized and experienced gender issues outside of their workplace, as early as elementary school. These issues include not being able to do the same things as boys in elementary school, not having enough math classes to take at the girl's school, being bullied in graduate school, and having negative experiences within their first places of university employment including not receiving tenure. In addition, the stories showed the importance in leadership, both at the department and university level. Changes in leadership styles would be necessary to create an equitable climate for the university's various departments.

This chapter will discuss the dissertation's findings. It will begin by discussing the work-life balance issues participants experience. It then looks at the promotion barriers some of the women faced. It then discusses the idea of being valued in the workplace as well as the campus climate experienced by these women. The chapter then describes how the women cope with gender stereotypes and enact feminist theory through their experiences. It then reviews how the women and university leaders can enact change regarding equity issues within the institution. The chapter ends by justifying the research methodology as well as reviewing the study's contribution to the literature and limitations. My researcher reflections about the dissertation process will also be discussed.

Equity Issues for Female Faculty

The five women have experienced equity issues in some way at the university. According to the women, the issues stem from their department rather than the larger university. These equity issues include: work-life balance, lack of promotion opportunities, and a chilly climate within the specific academic departments.

Work-life balance. Work-life balance was discussed by a few of the faculty members. Ward and Wolf-Wendel (2004) suggested that academic work never ends. Lynette described this notion, saying she works non-stop. When she takes time to see her family, who lives a few hours away, she brings her laptop to continue her work. Meredith is the primary caregiver to her mother. When she takes her mother to the doctor, she knows she has to stay up late in order to make-up the work she missed during the day.

Leslie worked so hard during her tenure process that her husband made her promise she would adjust her work schedule once she received tenure. The demands of academic work never end, especially when women have other responsibilities, such as Meredith taking care of her elderly mother (Ward and Wolf-Wendel, 2004).

Additional researchers have said the tenure clock causes women to make decisions about whether or not to have a family (Bain & Cummings, 2000; Maranto & Griffin, 2011; Mason & Goulden, 2004; Philipsen, 2008). The demands of earning tenure, between publishing, teaching, and service, are difficult during the allotted time without familial responsibilities. Adding a family could hurt a faculty member's chances at promotion. This was seen in Donna's story.

Donna wanted to conceive naturally. She was ready to start a family when she was offered the non-tenure track position. Although not on tenure-track, she worked as if she was building a tenure portfolio to become a better candidate for promotion. Donna put the family planning on hold while she juggled the new academic lifestyle. She waited too long and ultimately, even with seeing specialists, she was unable to have a baby, which resulted in her adopting. When she was converted to tenure-track, besides the lack of resources, she also chose to be part of her son's life. This affected her research schedule and was another reason she was unable to receive tenure.

While the lack of resources affected Donna, putting her son first was a decision she would not change. As seen in chapter two, female faculty must decide if they should postpone having children, attempt to balance the work, or stay at the junior faculty level (Connelly & Ghodsee, 2011; Mason & Goulden, 2004). Donna made the choice to stay at the junior faculty level to be an active parent in her son's life.

Her devotion to her family was evident in her office. She was the only participant who had any photos of her family in her office. Photos of her husband, child, and the child's accomplishments, lined her office walls.

Fox-Cardamone (2010) found female academics may chose not to have children in order to move up the faculty ladder. Meredith and Leslie do not have children but they did not want any. Lynette said she was not opposed to being married or having children. However, she chose her career in order to move up the academic ranks. This is why the possibility of not receiving tenure was even more difficult for Lynette. She had given up her childbearing years to work toward tenure and one person was trying to vote against her.

While Leslie, Lynette, Donna, and Meredith discussed the difficulties of work-life balance, Ann appreciates the flexibility she receives in having a newborn while working in academia. While she has experienced discrimination after returning from maternity leave, she feels she is fortunate in having a job that is flexible. This is the main reason Ann stays with the university, even when currently dealing with gender issues. It is still early in the tenure process for Ann, she is only a month or two into it, so it is undetermined if she will experience difficulties down the road, with raising a family and earning tenure.

Although she cites her work-life balance as *awful*, Meredith tells her mom how fortunate they are that her job does not require her to be there 9-5. The flexibility of the job is an appealing aspect of academia (Frechette, 2009; Ward & Wolf-Wendel, 2004). However, the childbearing years and causing women to make a choice about having a career or children needs to be addressed by institutions (Connelly & Ghodsee, 2011; Mason & Goulden, 2004).

Promotion opportunities. Bain and Cummings (2006) described the path to promotion in academia as the *old-boys network*. DiNitto et al. (1995) also suggested the research for tenure is evaluated on publications in “journals in which the ‘old boys’ publish” (p. 266). Meredith understands this old-boys network firsthand as she prepares to go up for full professor. While she has a couple of years left before she applies, the business school’s full professor committee is entirely comprised of white men.

There is one full female professor in the department. However, she is retiring within the next year. Akin to DiNitto et al.’s (1995) findings, the full professor committee also looks highly upon the journals the men in the department publish in. Meredith has sat in meetings with these men and has heard the comments they have said about other faculty’s research. She truly believes she will not make full professor under this committee. The only way the committee can become more diverse is if the business school hires a full professor who is a minority.

Leslie also found this old-boys network when she approached her dean about going up for tenure early. Her dean discouraged her, telling her if she did not receive tenure, she would no longer be able to work for the university. During this time period, Leslie was the only female in the department.

She believes her dean was trying to keep a certain outlook for the department. To this day she describes her department in this way: the male dominance determines the course the department is going.

Ann is currently experiencing the old-boys network. Her accelerated tenure-track and development leave were revoked. Without this leave, Ann will have a more difficult path to tenure, especially with balancing her new role as a mother. In addition, Ann consistently sees her male colleagues receiving tenure early and/or development leave. Roos and Gatta (2009) found this trend in their study on gender inequities in academia. The male faculty were described as *academic stars* and encouraged to apply to tenure early, while the female faculty were encouraged to take the traditional tenure path.

These promotion barriers led to what some women described as a *glass ceiling*. Ann and Meredith both used this term to convey the promotion barriers within their departments. Ann's glass ceiling is seen through the lack of resources she has received, specifically the development leave. She consistently sees her male colleagues receive this leave during the same point in their careers that Ann is in. She cannot help but see this as a glass ceiling due to her gender. The all male full professor faculty committee, who will ultimately decide Meredith's future, is her glass ceiling. As mentioned, she does not see herself getting past this ceiling without help from external leaders, such as her department dean.

Lack of support. The old-boys network is not the only aspect in academia that hinders female academics. A lack of support also contributes to the dearth of female promotions in academia (Cress & Hart, 2009; Lee & Won, 2014; Roos & Gatta, 2009; Trix & Psenka, 2003; Umbach, 2006).

Leslie believes if she had a mentor, specifically a female one, she would have handled her attempt at an accelerated tenure differently. Ann also says she will be her own guide when working towards tenure. Although they will write letters of support, there will be no guidance from her dean or chair.

Lynette demonstrated how beneficial mentors are, especially during the tenure process. After returning from the conference, she confided in two senior female colleagues about her dean's email. These two colleagues spoke to Lynette's dean to show him how valuable she was to the department. While they did not change his mind, having that support system and mentorship during that time was extremely valuable for Lynette. She also sees herself as a mentor, which is one reason she stays at the university. She enjoys advising and mentoring female students, "No one is going to have to go through what I went through" (Lynette, personal communication, October 13, 2015).

Meredith did caution about providing mentorship, where the mentorship is specifically used to *help* other women. She mentioned how at her previous institution, helping women in departments backfired, "The last time people tried to 'help me,' it didn't go well" (Meredith, personal communication, November 19, 2015). She also said it is important not to task senior female faculty with too much mentoring since it further perpetuates the *service trap* female faculty experience, which pulls them away from research (Gerdes, 2003).

Finally, although not at the institution under study, Donna demonstrated how having a female mentor could actually hurt rather than help. Donna's interactions with her mentor can be seen as internalized sexism, where women do not support each other (hooks, 2000).

According to hooks (2000), competition between females is a result of patriarchal society, “. . . we had been socialized as females by patriarchal thinking to see ourselves as inferior to men, to see ourselves as always and only in competition with one another for patriarchal approval” (p. 14). Rather than mentor Donna to become her own success, Donna’s graduate school mentor destroyed her confidence. She even went so far as to put a male colleague as Donna’s second author on her main graduate paper, even though that colleague admittedly did not do enough work to earn the authorship.

Lynette demonstrated that female mentorship is important but it is important to define this mentorship delicately to avoid Meredith’s concerns. It is also important to ensure the mentorship for females is a sisterhood that “is rooted in shared commitment to the struggle against patriarchal injustice” and not a competition between one another (hooks, 2000, p. 15).

Heavy teaching and service loads. As discussed in chapter two, heavy teaching and service loads also impede female faculty’s promotion opportunities. Valian’s (2004) study on gender equity demonstrated how a female faculty in the science department had a larger teaching and prep load than her male colleague. She taught multiple courses outside her specialty, causing a need for more preps while her male colleague only taught two courses under his area of expertise. Lynette and Meredith discussed having higher preps than their male colleagues. This ended up taking them away from research.

All of the women discussed serving on committees. In Gerdes’ (2003) study, senior female faculty warned aspiring female academics to be weary of the *service trap*. Being tasked with too many service activities or high teaching loads did not increase these women’s chances for promotion (Gerdes, 2003).

As Meredith enters the later stages of her career, she recognizes the difficulty service traps leave women, which is why she cautions tasking senior women with too many service tasks such as mentoring junior female faculty.

Lynette has served on hundreds of committees. Leslie also serves on many committees. She states the university's committees consist of the same forty to fifty people every semester. Even as tenured professors, Lynette, Leslie, and Meredith continue their committee work. They all mentioned they believe this work is part of their job requirements. Seeing other faculty, particularly men, not serve on these committees in the same capacity can be frustrating for the women. Meredith is currently a leader on a large university faculty committee. She has seen other women serve in this role as well as the associate dean role, which she will take on next year. She cannot help but worry that she will no longer have time for research with these additional commitments.

While Lynette, Leslie, and Meredith spoke about their committee work as a hindrance to their research, Donna felt valued for being asked to serve on committees. This feeling of value is important to Donna. Traditionally, women tend to be viewed in academia through a gender schema that stereotypes women as less valuable than men (Gerdes, 2003; Hult et al., 2005; Roos & Gatta, 2009; Vaccaro, 2011). While her pay is low and she was taken off tenure-track, being valued is more important to Donna. Being asked to serve on these committees makes Donna feel like the department truly values her.

In looking critically at Donna's service role, when she is one out of sixteen females in a department with fifty-seven males, why is she the one who is advising the over 200+ students she mentions and serving on all of the committees? While she is non-tenure track, she is going up for promotion to Associate Professor.

Service is part of this promotion but her teaching and research will also play a role. At the conclusion of this dissertation, it is unknown whether she will receive the Associate Professor appointment. However, it would be interesting to see how her large service role hindered or helped in the promotion process.

Salary. Summer research funds, discretionary funds, and other monetary resources are also found to be lower for female faculty (Perna, 2002; Roos & Gatta, 2009; Umbach, 2006). These monetary resources are necessary for faculty advancement as they allow faculty to attend conferences, conduct research, and publish (Binder et al., 2010; Perna, 2002; Roos & Gatta, 2009). The two junior faculty participants were the only ones who discussed salary. Ann was hired at a certain salary but then found out, two years later, she was paid \$12,000 less than what she should have been receiving. She did not fight the salary discrepancy, since her chair told her if she wanted tenure, Ann should drop the issue.

Donna did not receive an increase in salary when she was converted from non-tenure track to tenure-track. She eventually negotiated a small increase, which she felt was given to her in order for her to drop the issue. Since it is a private university, I cannot compare her salary with her male colleagues. However, based on the annual report the university shares, Donna says her salary is consistently below the average, even for non-tenure track professors. Her salary cannot even support her family of three. She believes her salary rate is inequitable, especially when examining her workload and high teaching marks.

The only other participant to mention anything related to funding was Lynette. She always applied for department grants for funding but never received any. She was never told a reason why she did not receive the funding. Akin to Hart's (2011) study on gender equity, Lynette finds her own funding for conferences in order to continue her scholarship, even without the department's support.

A Chilly Climate

Another theme evident in the findings is the notion of a *chilly climate*. Researchers have defined a university's climate for female faculty as a *chilly climate* that promotes "informal exclusion, devaluation, and marginalization" of women (Maranto & Griffin, 2011, p. 140). According to Vaccaro's (2010) study, women described the university's campus as chilly due to the subtle stereotypes men have against diverse individuals.

The women said the climate issues did not occur at the university level. Instead, the women's negative climate occurred within their specific academic departments. Meredith experienced this chilly climate when she first started at the university. When her original department was eliminated, the provost told Meredith to go to the business school due to her strong business background. However, she was met with resistance. This resistance challenged her worth and devalued her credentials. This resistance occurred for three years. Once she joined the department, Meredith experienced more marginalization when senior university leaders said she would be the new associate dean. However, Meredith later found out her name was not brought forth within the search committee. Ten years later, the discrimination is less overt but Meredith is still cautious around her colleagues.

Leslie regularly experiences a chilly climate in her male dominated department. She specifically experiences bullying. She cites two stories from the past about the same male colleague. The bullying she experienced was her male colleague spreading rumors about Leslie “to undermine a colleague’s credibility” (Fogg, 2008, para. 3). Although it was not a rumor, this colleague told a class of students about Leslie’s father being imprisoned. Leslie believed this was a way to “one-up” her (Leslie, personal communication, October 22, 2015). This action can also be seen as the colleague trying to undermine Leslie’s credibility to an audience that is supposed to respect Leslie.

Raineri et al. (2011) found the most common form of academic bullying to be non-physical bullying that devalues a colleague’s credentials. This type of bullying includes “discounting a person’s accomplishments” by hindering a faculty member’s career advancement and publically criticizing the victim (p. 26). This was seen when Leslie’s same male colleague told a female colleague at another institution that Leslie does not do original work. Leslie felt this information resulted in her play not being chosen for a festival since the female colleague was on the voting board.

These two instances of bullying can both be categorized as the male colleague trying to undermine and devalue Leslie’s credentials. He did this in front of two influential social networks for Leslie: her students and another female academic.

Ann experienced bullying as well. During the film festival a few months ago, the associate dean devalued Ann’s work by telling a group the reason the festival does not play Ann’s students’ films is due to them not being good enough. This comment can be seen as bullying for two reasons.

One, it devalues Ann's work and her students' work. Secondly, he made this comment only a few weeks after their meeting regarding Ann's development leave and accelerated tenure-track terms being revoked. The associate dean utilized his power during the meeting. He reinforced this power by bullying Ann in a public forum.

Lynette also experiences subtle bullying in meetings where male colleagues make comments related to her gender. The comments range from, "well you're being too easy" or "you don't truly understand this" to "you're being like a mother" (Lynette, personal communication, October 13, 2015). These comments are made when Lynette advocates for a student. These comments are forms of bullying since the men are discrediting Lynette's opinions. When she says something, rather than listen, the men tell her she is being easy or like a mother. Since Lynette is not a mother, she feels that comment is particularly offensive.

Tenure. Researchers have also found that academic bullying occurs during the tenure process, which "gives administrators and senior faculty very specific powers to make life-altering decisions about co-workers" (Dentith et al., 2015, p. 29). Although Meredith received tenure, the business school committee she had to present to challenged her credentials. This all-male committee utilized their power to minimize Meredith's accomplishments.

Leslie's former dean used his power to discourage her from going up for tenure early. She had a tenure file she put together for her Associate Professor promotion, which included external reviewers. Rather than give her advice or mentorship, he simply told her if she did not receive tenure, she could no longer work for the university.

These two stories occurred in the late 1990's and early 2000's. However, female faculty's experiences of bullying in the tenure process still exist today. Lynette's tenure story is only two years old. Lynette's dean utilized his power to make a life-altering decision by informing Lynette, via email, he would not support her for tenure. His power as the department dean could have determined the rest of her career. Fortunately for Lynette, the tenure process worked and her high marks from external reviewers and peers overruled the dean's decision. However, the dean's behavior and the way he delivered the message demonstrated his attempt to use power in order to control Lynette's future in academia.

Ann is currently in the beginning of her tenure story. Once again, her department's chair and dean are utilizing their power to determine Ann's tenure path. While initially promising her an accelerated tenure timeline and development leave, those promises were rescinded upon her return from maternity leave. These tenure stories demonstrate how the women in this study have experienced bullying due to a person or persons utilizing their power to make decisions that impact their professional career.

Coping with Stereotypes

There is a body of research on female equity issues in academia, which focuses on female faculty coping with gender stereotypes. Monroe et al.'s (2008) study found a female faculty member would not wear feminine colors to avoid being discriminated against. Bruni and Gherardi (2002) further suggested female academics tone down their gender, especially during the tenure process.

Part of this toning down is physical, with women desexualizing their appearance. However, another piece in toning down one's gender deals with respecting a principle of order. This order places female academics as second to their male colleagues.

The five women said they do not feel they tone down their gender in the workplace, at least physically. Meredith says she wears feminine colors, since that is what she enjoys wearing. In the beginning of her career, she was more aware of her gender and wore dark colors, suits, and even ties. However, now that she is established in her career, she says she does not have time to change the way she dresses for others. She does think about dressing in a more business attire fashion when meeting with the university's senior leadership.

Leslie says the only way she tones down her gender is by shutting down in meetings. Akin to Bruni and Gherardi's (2002) study, Leslie is respecting a principle of order within her department. She does not speak her mind during meetings as much as her male colleagues. She feels she cannot speak up due to the male dominance in the room. Lynette also does not physically tone down her gender. She does respect the principle of order by not speaking up as much as she would like. She believes this behavior has hurt her in the long run by not speaking up for herself. Even with this statement, Lynette would not change the way she behaves.

The two junior faculty said their department colleagues do not look at them through gender stereotypes in a physical sense. While they have experienced professional setbacks, they do not feel noticed as *females* in the department. Ann feels her colleagues do not look at her gender.

Donna made a similar statement. Ann further stated the microaggressions against women she has witnessed have been male colleagues making comments to her about other women, as if she is one of the guys.

It is positive that the two junior faculty, beside their professional setbacks, do not feel objectified in their department based on being female. However, it is important to note these two women's appearances. Ann identifies as butch. She keeps her hair short, wears stereotypical male clothing, and has a deeper voice. Donna also has a more stereotypical masculine look. She also has short hair, wears no makeup, and only wears pants. Both women have always dressed this way and do not feel they have changed their appearance to fit in professionally.

The two females who feel comfortable in terms of gender within the department both have an androgynous look. Ann stated, "It's too bad I have to androgynize myself" in order for her colleagues to look past her gender (personal communication, October 19, 2015). While Ann and Donna do not tone down their gender to fit in, naturally doing so has allowed them to exist within their departments without worrying about their appearances impacting their work.

Damsel in distress. The notion of being rescued is another way the women enacted gender stereotypes. This theme is primarily derived from Meredith's story about the business school taking her after three years without a department. She uses the term *damsel in distress* to describe her story. Two men, at the time the leaders of a university faculty committee, told the business school dean to fix the situation.

Meredith refers to these men as having rescued her and her female colleague. She is clear in her statement: she does not identify herself as a woman needing rescuing. However, having these two men come in was the only way to rectify the situation.

Lynette also saw the notion of an external group rescuing her. In Lynette's case, it was the external reviewers and her senior department peers who ultimately overruled the dean's decision about Lynette's tenure. Finally, Donna saw this notion of someone coming to her rescue when she was removed from tenure-track. She should have been required to leave the university. However, a male external committee member demonstrated to the department Donna's value. This person demonstrating Donna's value was the catalyst in Donna being able to apply to her old non-tenure track position, which she was ultimately hired back into.

These women would not categorize themselves as needing someone to rescue them. However, having someone intervene is not uncommon for women. From a young age, as women, "The role you have been given is a passive one; you can't go out and promote what you want, but must think fast and grab it as it flies past" (Tax, 1970/1973, p. 24). The three story plots: being accepted into a department, receiving tenure, and applying to a position were all critical moments for these women. It took an outside person/s to, as Meredith says, *rescue* the women in order to fix the situations. The damsel in distress imagery, although not internalized by the women, demonstrates how using one's own voice when a minority is not an option when moving toward changing an unjust situation. Receiving support from a person of power is necessary in order to enact change.

Feminist Theory in Higher Education

The aforementioned themes support the literature on equity issues women face in academia. Feminist theory was also seen throughout the women's stories. Throughout the interviews, the women had a secondary, conflicting voice that lacked self-confidence. This voice differed for each woman and did not dominate the transcripts. However, it was evident throughout each participant's story. Some of the stories relating to lacking self-confidence occurred in the past. During Meredith's undergraduate final, her professor wrote her name on the board and asked to see her after class. She immediately thought she failed the paper. Instead, he wanted to feature her paper in his next textbook. Lynette felt like a fraud throughout graduate school. She believed she did not belong with her classmates, who she felt were smarter than her.

As seen in chapter two, this feeling like a fraud is common among women, including college women and women in academia (Committee on the College Student, 1975; McIntosh, 1985). The Committee on the College Student (1975) argued that female college students struggle between two contributing influences. The first influence is what the college student expects of herself. She believes she should utilize her talents in order to obtain a career. However, "unconsciously, she may devalue those talents to such a degree that she perceives a serious career as impossible" (Committee on the College Student, 1975, p. 149). Lynette demonstrated this unconscious devaluing of talents when she discussed her application to a Ph.D. program. She only applied to one school, which she felt was "really stupid" since she believed she would not be accepted (Lynette, personal communication, November 17, 2015).

Donna also exhibited this devaluing of talents when she applied to a post-doc program and was confident she would not get in. During the interview, when Lynette and Donna said they were accepted into the Ph.D. and post-doc programs, they both made the statement in almost a whisper. Lynette and Donna focused on thinking they would not get in and discounted the achievements that warranted acceptance into the programs.

Meredith's story of self-doubt in undergraduate school occurred almost thirty years ago. Lynette's and Donna's stories of self-doubt in graduate school occurred over fifteen years ago. However, the women expressed self-doubt in their work and voice recently as well. Ann says the reason she did not speak up when the faculty member made the comment about the student's breasts was due to the lack of agency she felt within the organization.

During Lynette's tenure acceptance, she discovered a female faculty had presented to the university administration male tenure files that were approved. Lynette's file was stronger than these files. Lynette had a brief feeling that this was the reason her tenure was granted, for the university to avoid a potential gender discrimination lawsuit. She quickly added she does not think the university's senior leadership would push anyone through who did not deserve it. However, even slightly thinking her tenure decision could have been based on an avoidance of a lawsuit crossed her mind rather than fully attributing her tenure to her hard work. Lynette also refers to herself as lucky when talking about her numerous acceptances into conferences and publication journals. She immediately realized she used the word *lucky* and corrected herself, saying she worked hard to receive those acceptances. However, her first inclination is to say she is lucky, which devalues the work she has done.

Meredith demonstrated a lack of self-confidence when discussing her past leadership role in the business school. She did not see herself as a leader in that department. She also does not believe she will make full professor, even though she has more than enough qualifications. This is partly due to the demographics of the full professor committee but this doubt also stems from a fear this committee does not value her research.

Donna showed a lack of self-confidence to speak up against her department leaders when she was being promoted without additional pay or resources. Donna combats this self-confidence issue by seeking value in the department. To receive this value, she accepts numerous service commitments and advising responsibilities. Lynette's confidence was recently boosted when she was asked to serve in a prestigious administrator role starting next year. Akin to Donna, the value she finally feels is the reason for the increase in self-confidence.

The self-doubt and lack of confidence the women experienced were not a result of their home life. This feeling of self-doubt and lack of self-confidence stems from patriarchal society consistently painting women as inferior to men, "Losing has been equated with femininity for so long in our culture that it has become a virtual definition of the female role" (Brownmiller, 1970/2000, p. 119). Brownmiller (1970/2000) also suggested women tend to "admire individual achievement in men, but deny it for yourself" (p. 119). Lynette and Donna were particularly quick to deny their achievements throughout the interviews.

Participants blaming themselves for situations they have experienced was also evident throughout the interviews. This internal blame was seen in the three tenured women's stories. According to Booth, Goldfield, and Munaker (1968/2000), "The common understanding, whichever the perspective, is that part of the way women are oppressed is that they see their problems as personal ones and thus blame themselves" (p. 62). This blaming was seen when Lynette went through an internal dialogue when she thought she was not going to receive tenure. She started thinking not only was she not good enough for tenure, but she was also fat, stupid, and so forth. She internalized feelings of inadequacy that the dean painted of her rather than realizing he was simply using his power to discount her strengths.

Meredith states she is "partly a good girl" which is why she did not push "hard enough" to get placed sooner in the business school (Meredith, personal communication, November 19, 2015). Rather than blame the slowness on institutional structures, Meredith internalized her inability to not be forceful enough as a main reason it took three years for her to get placed in the school.

Leslie feels her strong personality and unwillingness to *kowtow* to individuals in her department is the reason for the chilly climate she experiences. While Leslie does not apologize for her behavior, she believes her actions are the reason her male colleagues create a negative environment. Rather than blame or challenge the structures that have created a chilly climate, the women internalize their situations, often saying, "That's what we do as women" (Lynette, personal communication, November 17, 2015).

This internalization is a result of having “lived so intimately with our oppressors, in isolation from each other, we have been kept from seeing our personal suffering as a political condition” (*Redstockings Manifesto*, 2000, p. 223). In this study’s case, the political condition is the treatment of women in academia.

Intersectionalities. The framework guiding this dissertation was critical feminist theory. As seen in chapter two, this theory challenges earlier feminist theories that only focused on gender, specifically addressing issues experienced by white women. According to hooks (1984), “A central tenet of modern feminist thought has been the assertion that ‘all women are oppressed.’ This assertion implies that women share a common lot, that factors like class, race, religion, sexual preferences, do not create a diversity of experience” (p. 5). This study sought to ensure the women’s multiple identities were addressed throughout the process.

Due to a limited diversity pool, which will be discussed later in this chapter, there were four white participants and one African American participant, Leslie. Leslie only briefly mentioned her race. Overall, she feels the chilly climate she experiences in her department is due more to the department’s male dominance and her being female. However, she did briefly mention that her being an African American woman creates a different experience from white women, “I think it would be different if I were a white male or white female. I totally think that. It’s not a racism thing. . . it’s just . . . the mindset of who I work with, that’s how they think” (Leslie, personal communication, October 22, 2015). Although briefly mentioned, Leslie supports researchers claims that gender is not the only oppressor experienced by women (Collins, 2000; Harrison et al., 2001; hooks, 1984; Romany, 1997; Young, 2003).

Ann was the other participant who has another piece of her identity that can be viewed as an oppressor. This piece is her sexual orientation. However, Ann said, even growing up, she has experienced little to no discrimination due to her sexuality. In her department, she feels her sexuality and her identification as a *butch* or masculine lesbian has made her experience different in a better way. She is seen as one of the guys. The comments her male colleagues make about other females are said to Ann rather than about Ann.

Leslie and Ann are examples of why intersectionalities of oppressors are important when addressing feminist theory. It is essential not to assume all women live the same experiences. Their gender, race, sexuality, ability/disability, religion, and so forth can cause a woman to experience a multitude of oppressors.

Silencing the Self: The Role of Contrasting Voices

The five participants have different backgrounds, including marital status, age, levels in career, and so forth. The disciplines the women work in are also different: performing arts, film, science, the humanities, and business. While the women differ in their backgrounds, they share a similarity: utilizing contrasting voices throughout their interviews.

All the women, at some point, mentioned experiencing negative feelings during a critical gender incident. Donna felt insulted she was going to receive no resources when converted to tenure-track. Ann felt exploited by her leaders when they removed her from an accelerated tenure-track timeline and revoked her development leave. Lynette described her experience with her dean almost not granting her tenure as unfair and one of the lowest points of her career.

Meredith felt offended when the business school took three years to accept her, even though she was more than qualified. Leslie was depressed after finding out her colleague spoke negatively about her work to another professional in her industry. These negative feelings were discussed throughout the interviews. Anger, depression, and sadness were some of the emotions expressed by the women. Ann and Lynette, in particular, discussed how they wanted to enact change in order for the gender inequities at the institution to end.

However, a second contrasting voice was interwoven throughout the transcripts. This second voice can be seen as self-silencing (Jack, 1991; Jack and Dill, 1992). Self-silencing suggests that, “cultural norms and prescriptions for women promote the development of restrictive templates about how to create and maintain partner relationships, which can lead women to withhold feelings” (Hurst & Beesley, 2013, p. 313). Withholding feelings comes from a place of fear or mistrust within a relationship. This self-silencing can be applied in the workplace to maintain interpersonal relationships with colleagues and supervisors (Jack, 1991).

Donna self-silenced herself when she was on tenure-track. When she was removed from tenure-track during her fifth year critical review, Donna accepted this decision. She did not talk to the department or university leaders to discuss the lack of resources that ultimately affected her publishing rate. This self-silencing resulted from a place of fear. Fear of losing her job if she chose to say something or challenge the administration’s decision.

Lynette had a similar experience by self-silencing during her tenure process. She did not want to speak to her dean about his decision because, “I would have been too emotional. And I think that I would have been emotional and it would have discounted me” (Lynette, personal communication, November 17, 2015). Lynette’s self-silencing also came from fear. Fear that her dean would view her as emotional and not take her concerns seriously.

Leslie self-silenced herself by not approaching her male colleague who shared her family secret and spoke negatively about Leslie to another colleague. This self-silencing stemmed from mistrust. The trust Leslie placed in her colleague was instantly destroyed after he shared her confidential information. This mistrust has caused Leslie to retreat from the department. She is friendly with her co-workers but she does not engage with them on a personal level.

Meredith exhibited self-silencing by disengaging with the business school. She did not challenge the department or dean when they made her wait three years to join the department. Most of the colleagues who did not want Meredith to teach in their department still work with Meredith. To this day, she still does not trust them. This mistrust was exemplified during the period she was told she was going to be associate dean but the search committee did not bring her name into the candidate pool. She did not challenge the committee when her name was not brought forth, even though the university’s president and provost wanted her in the role. Akin to Leslie, Meredith copes with this mistrust by disengaging with the department.

Meredith recognizes she partakes in this self-silencing, although she does not name it directly. She attributes her self-silencing to her being “a good girl . . . not very good at standing up for myself” (Meredith, personal communication, November 19, 2015). This good girl concept is seen in self-silencing, when women use cultural norms to decide what it means to be a “good woman” (Jack, 1991, p. 85).

Ann currently struggles between her contrasting voices in relation to her critical incident. While she maintains a file on gender discrimination, she ultimately struggles with speaking her mind, “I don’t want to develop a reputation within the film school, especially before I’m tenured, as someone who is argumentative” (Ann, personal communication, November 16, 2015). Similar to Donna, Ann is fearful her speaking out will hurt her reputation within the department, which could ultimately hurt her promotion opportunities.

Ann even accepts her new tenure terms in her second interview, saying it might be better to have more time for tenure, even though she knows she is ready. She goes back to being upset about the situation in the third interview, after recounting the story in more detail. This second self-silencing voice tries to overpower her desire to speak up about her situation with higher-level university officials. It is unclear which voice will triumph since she was in the midst of deciding whether or not to take her story to the chancellor when we ended our interviews.

This self-silencing voice caused Lynette, Donna, Leslie, and Meredith to not speak up against the power structures that created a negative workplace culture. This lack of voice stemmed from a place of fear and mistrust. The non-tenure and tenure-track participants demonstrated how fear played a role in their self-silencing.

Although Lynette is now tenured, her self-silencing moment during her tenure process was a result of fear related to not receiving a promotion if she was viewed to be too emotional about the dean's decision. The place of mistrust was found more vividly with Leslie and Meredith, who no longer trust the men in the department after their numerous critical moments.

Self-silencing does not just occur when the women withhold their feelings. The women also demonstrated self-silencing by maintaining employment in the department. While some participants mention they continue to deal with everyday issues, these participants, such as Meredith and Leslie, choose to disengage from the department rather than leave their positions. Lynette says she is used to the treatment. For the participants to stay happy in their positions, it is easier to deal with their workplace culture by accepting what happened to them and remain silent rather than challenge the dominant ideologies. This silence supports the idea that self-silencing occurs when women are quiet in order to avoid negative consequences:

When a woman fears the consequences of voicing her own perspective – whether from an abusive husband, a business that expects her to perform just like men, a classroom that negates her orientation, a culture that has devalued her – then she becomes quiet in order to not draw negating attention (Jack, 1991, p. 103).

Remaining silent can also be described as a coping strategy, which stems from “the historical power imbalance between men and women” (Kass, 2015, p. 488). This historical power imbalance causes women “to develop coping strategies that involve being accommodating and supportive towards others, that is, by self-silencing, rather than by acquiring and asserting power” (Kass, 2015, p. 488).

Self-silencing was not only evident in the participants' stories. The women also self-silenced themselves when answering questions. Donna, in particular, would stop mid-sentence when discussing details of a story and would abruptly end the thought. After saying something negative, she would also add she does not think the situation was a big deal or she still enjoys working for the university. Lynette caught herself self-silencing a few times. She would discount her feelings or opinions, especially the confidence she has in her work. At one point, she said she was lucky to have been published. She quickly caught what she said and corrected herself, saying she is not lucky, she is a hard-worker.

During Ann's first interview, she said she wanted her piece of the dissertation to be presented to the university's chancellor. She felt the university's senior leadership needed to understand the issues female faculty face at the institution. By the second interview, she changed her mind. She also needed reassurance each interview that no names would be used in the final write-up.

Ann and Donna, the two junior faculty, were most cautious about someone in their department reading this study and identifying them as participants. This concern caused these two participants to hold back information or not elaborate on certain stories in order to leave out identifying information. Once again, this concern was a result of fear for not obtaining promotion if they shared their authentic story.

Meredith was the only person, who did not worry about confidentiality, although it is being met. Perhaps it is due to her being comfortable in her career, having been tenured for around fifteen years.

She also has a strong relationship with the university's senior leadership. Overall, the self-silencing the women depicted in the interviews demonstrates the fear women have about speaking out about injustices or sharing emotions, especially in a professional setting (Jack, 1991; Kass, 2015).

In addition to self-silencing, one can also argue the women remained silent to adhere to their prescribed gender roles, where women generally do not speak up for themselves. This concept supports the role congruity theory (Eagly & Karau, 2002). Rather than be seen as aggressive, a worry Ann had, it would be better to accept the leadership's decisions rather than challenge them. Challenging these decisions would require the women to step out of their prescribed gender roles into a stereotypical masculine way of behaving (Brownmiller, 1976/2000). Lynette supports this idea and believes her career would have been different if she were more aggressive, like a man.

The self-silencing theory and role congruity theory demonstrate the struggle women face in the workplace. In trying to serve as authentic leaders, the women are forced to conform to the institutional structure in order to maintain their role within the organization (Gardiner, 2015). Not being able to challenge gender inequities caused the five women to not be promoted, become manipulated within their department, and/or experience a chilly climate. Utilizing their first voice, which seeks to enact institutional change, was not an option for these women without fear of repercussions.

Women Enacting Change through Leadership

The notion of women needing to be part of institutional change is seen through a variety of feminist theories. Addams (1930/2002) called for women to join the suffrage movement to gain the right to vote. hooks (2000) encouraged women to discuss feminism in the public sphere in order for the idea to become mainstream. This in itself would lead to social change. Researchers such as Grogan (2003), Grogan and Shakeshaft (2011), and Shields (2013) took the notion of social change in feminist theory a step further by identifying how leadership plays a role in creating social and institutional change.

The participants want institutional change, however, none of them were able to think of a realistic movement for change. Suing the university was one way the participants felt they could enact institutional change. Lynette mentioned how her female colleagues were sending her attorney names when she thought she was not going to receive tenure. Meredith also discussed how women at her first university sued in order to tenure a woman in the business school for the first time in 75 years. She mentioned her future potentially consisting of a lawsuit if she is not promoted to full professor. Ann is keeping a file for a gender discrimination lawsuit if she does not receive tenure after meeting all of the professional and scholarly requirements.

The fact that these women see a lawsuit as one of the only ways to enact change demonstrates how difficult it truly is to enact institutional change for minority groups. Self-silencing caused the women to not enact their voice during their critical incidents. Ann was the only participant who challenged the leaders in her department. She insisted she speak with the chair about no longer receiving her development leave.

She also challenged the associate dean when he told her she would not have an accelerated tenure timeline as promised. The associate dean told her in the second meeting that if she had not brought up the issue a second time, she might have received the development leave. When Ann wanted to go to the chancellor about a salary issue, her chair told her if she wanted tenure, she would drop the complaint. The chair further told Ann she has a reputation in the department for asking for too much. Using her voice has hurt Ann's situation rather than help it.

As Meredith said, a lawsuit seems to be the only way to enact change. However, a lawsuit ultimately hurts the person behind it, not the university, "It's such a small world in academics, that people would know. Because they publish names of who sues and who doesn't . . . I'd go to apply to a next job and somebody would say, 'Well, what if she's going to sue us too?'" (Lynette, personal communication, November 17, 2015).

Without needing to spend time and energy on a lawsuit, how can women enact institutional change? There are a few ways in which the participants, as well as other individuals can enact change within an institution. Even without a formal leadership role, informal leaders can enact institutional change. All organizational members can enact this bottom-up leadership, regardless of position level (Kezar, 2012). The participants and other faculty can accomplish bottom-up leadership through mentorship, consciousness-raising, and recognizing personal leadership styles.

Mentorship. According to Gill (2011), transformational leaders enhance a follower's personal power by positively empowering them to become leaders, "They stimulate followers to transcend their own immediate self-interest for the greater good of the group, organization, or society" (p. 83).

Komives et al. (1998) also argued that relational leaders share power through the relational leadership model's empowering component. This component recognizes that everyone in the organization has something to offer in terms of ideas and talent. The empowering component also encourages the development of individuals within the organization. This development occurs through open feedback and sharing the decision-making process among all group members (Komives et al., 1998). These transformational leaders serve as mentors to followers in the organization, either through formal or informal channels.

Bolman and Deal (2008) postulated organizations can reframe their practices by developing diversity programs. Part of these diversity initiatives deal with organizations developing "mentoring programs to help people learn the ropes and get ahead" (p. 159). Irby and Brown (1995) argued that women are more likely to model their leadership style from role models and mentors than anyone else. Leslie demonstrates this concept by believing she would have had a better chance of going up for tenure early if she had a female mentor. Lynette cites the university's lack of mentorship as an issue for female faculty, particularly with the lack of women receiving tenure at this university.

Leslie, Lynette, and Ann informally seek mentors outside their department in order to navigate the challenges they face in higher education. The women believe mentorship exists on campus, just not in their departments. With these women part of the university's three of nine academic departments, it can be argued that mentorship is not currently easily available at the informal department level.

In addition to seeking mentors, the women also discuss being mentors to young women. Leslie and Lynette specifically work with students to assist them in navigating the professional world as females. Continuing these mentorship programs, both informally or formally, can assist women in promoting an environment within the university that encourages the advancement of minority groups.

Consciousness-raising. Mentorship can lead to consciousness-raising, a concept that has been discussed in feminist research (Collins, 2000; Gornick, 1971/2000; hooks, 2000). Consciousness-raising “is the name given to the feminist practice of examining one’s personal experience in the light of sexism” (Gornick, 1971/2000, p. 287-288). One way women in academia can enact change is by developing consciousness-raising with other female faculty. This group could serve as a sisterhood, which feminist theorists describe as an essential piece in enacting societal change, “Feminist sisterhood is rooted in a shared commitment to struggle against patriarchal injustice, no matter the form that injustice takes” (hooks, 2000, p. 15).

The university had an informal female faculty group about eight years ago. This faculty group was asked to end after a male faculty said it gave women an advantage. Lynette and Meredith mentioned the university is working toward creating a new faculty group consisting of senior female faculty. Having university leadership be open to this group would provide a space for women and men to understand the full range of issues female faculty face in academia. It is in this group that mentorship could occur.

Leadership. When asked how the women saw themselves as leaders, they mentioned formal leadership roles they have held at the university, specifically through committees. The follow-up question dealt with leadership styles. Once asked this question, the women realized they are leaders, even in their classrooms.

Although different, the styles were similar between the women. Meredith sees herself as a servant leader. She is also collaborative and encourages group members to provide ideas. However, in her new leadership role, she has become more decisive. Even when she makes a decision, she checks with her group to ensure they agree with her consensus. She reviews multiple scenarios and thinks diligently before making a decision. Lynette describes her leadership style with students as direct. However, she empowers students to utilize their own voice. This was seen when she mentored a female student. She knew the student was entering the wrong field but she provided space for the student to realize it was not the correct career path.

Ann describes her leadership style as engaging. She encourages the involvement of all individuals within the discussion. Donna sees herself as a cheerleader. She does not see herself as a leader since she tends to encourage students to do the work on their own. She accomplishes this by giving them a task and having them meet in small groups. They then bring their ideas together and discuss it openly. Finally, Leslie says she leads with the students rather than over them.

The women said they generally lead their students the same way they lead their colleagues. However, the women mention they do not lead their colleagues often. The description of their leadership styles relates to Grogan and Shakeshift's (2011) notion that "women's leadership often has been described as collaborative, creating a context that promotes shared meaning-making within a community a practice of grappling with issues of equity and diversity" (p. 41). Lynette and Ann enact this concept by challenging their students to think about diversity issues, particularly related to gender, in all of their classes regardless of the subject matter.

The participants' leadership styles can also be defined as servant leadership, transformational leadership, or relational leadership depending on the participant (Evans, 2009; Gill, 2011; Graham, 1991; Komives et al., 1998; Sipe & Frick, 2009). As seen in chapter two, these leadership styles, in one way or another, aim to empower followers. They are also relationship-oriented rather than task-oriented. These leadership styles are generally defined in feminine terms since "female leadership behavior is often characterized by transformational styles that change and transform people by being concerned with emotions, values, ethics, standards, and long-term goals" (Palestini, 2013, p. 162). Lynette focuses on the long-term goals of her students by providing mentorship throughout their program. In addition, she mentors her female students after graduation, including providing research scholarships.

Donna says she has to sometimes step back when working with students because she becomes emotional when hearing their stories. What Donna is using with her students in these situations is emotional intelligence. Feminist theory suggests women are more likely to use emotional intelligence than male leaders (Palestini, 2013).

However, this emotion can be viewed in negative terms, especially when recognizing one's own emotions. During Lynette's tenure story, one reason she did not see the dean in person was because she felt she was too emotional. She did not want him to discount her opinions due to this emotion. She even apologized for being emotional when retelling the story. Leslie apologized when she became emotional in retelling the story about her male colleague discussing her father's imprisonment.

Rather than apologize for their emotions, the women can utilize them to enhance their leadership styles in order to promote equity within the institution (Blackmore, 1996; Kark, 2004). Using emotion and care to empower followers will encourage other university members, whether students, staff, or other faculty to use their voice to challenge institutional structures that promote inequities (Kezar, 2012).

Department Leadership

Women in academia can work to enact institutional change through the aforementioned strategies. However, women cannot be the only individuals working toward institutional change, "Feminist consciousness-raising for males is as essential to revolutionary movement as female groups" (hooks, 2000, p. 11). An organization's male employees and leaders must also strive for institutional change as it relates to equity issues. Ending a patriarchal culture cannot be possible without both men and women enacting change (hooks, 2000; Morgan, 1977/2000).

Effective leadership is one way higher education institutions can eradicate equity issues for employees. According to Grogan (2003), "Leadership becomes the capacity to involve others honestly by respecting and legitimizing different perspectives . . . it is predicated on caring about those he or she serves" (p. 24).

Unfortunately, many of the leaders mentioned in this study did not follow this definition of leadership. There was a lack of respect between the leaders and the women. The necessary aspect of caring was also absent.

This lack of respect and caring was evident in how the leaders communicated with the women. Lynette's dean told her he did not support her tenure via email. He strategically emailed his decision to her while she was away at a conference. He never directly spoke to her about his decision in person. Ann's associate dean told her the department's dean and chair revoked her accelerated tenure timeline and development leave. Ann's multiple attempts to contact her chair to hear it directly from the source failed.

Donna was told she was going to be promoted to tenure-track informally, while on the way to a baby shower. Meredith was told she was going to be associate dean through the university's president while passing each other during a commencement ceremony. When she went to confirm with her department dean, he made her wait two weeks before he would speak with her. In addition, the business school dean did not intervene when the business school's faculty created a hostile environment by not accepting Meredith to the school for three years.

These leaders' lack of communication demonstrates a lack of respect for the women. This lack of communication can be seen as a lack of emotional intelligence. As seen in chapter two, skilled communicators "start with heart . . . they begin high-risk discussions with the right motives, and they stay focused no matter what happens" (Patterson et al., 2012, p. 36).

Starting with heart allows leaders to lead with emotional intelligence, which consists of having self-awareness, self-management, social awareness, and relationship management (Goleman et al., 2002). Not directly informing the women about career altering decisions was a clear way in which the departmental leaders did not embody emotional intelligence.

The leaders within the participants' departments also primarily looked the same in terms of demographics. Lynette, Leslie, Ann, and Meredith's deans at the time of their critical incidences were all white men. According to Berson (1972/2000), "White, ruling class male power is a fact of life which surrounds us and to a very large degree controls us" (pp. 163-164). Some of these deans are still in their leadership roles today. These men exerted their power over the women in an attempt to control their academic life.

Donna's dean, who was part of her critical incident in not receiving resources or a salary increase, was female. Ann's chair is also female. Instead of supporting Donna and Ann, the female leaders embodied a stereotypical masculine conception of leadership, which does not generally focus on relational leadership.

Katila and Merilainen (2002) found "the characteristics required for professional identity seemed to be tied to a system of values in which identities defined as masculine were prioritized" (p. 188). Not telling Ann directly about her development leave and accelerated tenure timeline being revoked, demonstrates Ann's chair lacks emotional intelligence. Without speaking to these two female leaders, it is difficult to know why they lead this way. However, the behavior does support researchers who postulated traditional leadership is viewed in masculine terms (Alvesson & Billing, 2002; Hackman et al., 1992; Sinclair, 1998).

Power. The key characters, the department leaders, exhibited authoritative leadership traits. Part of this style was seen through leaders using their formal positional power to hinder the participants professionally (Hackman & Johnson, 2009). The department leaders employed power in different ways over the participants.

The use of coercive power was exhibited by a few of the department deans. Coercive power “is based on the ability to administer punishment or to give negative reinforcements” (Hackman & Johnson, 2009, p. 137). Whistleblowers are examples of individuals who often experience coercive power from their leaders. Ann experienced this coercive power recently when she was told by the chair not to bring up her salary issue to the chancellor if she wanted to receive tenure. In addition, when Ann challenged the decision to revoke her development leave and accelerated tenure-track timeline, any potential for the dean and chair to change their minds was eliminated.

Leslie also experienced her former dean utilizing coercive power when he told her if she went up for tenure early, she would no longer work for the university. Rather than give her professional advice on improvement, he immediately assumed she would not receive tenure. This is an example of coercive power since “coercion is most effective when those subject to this form of power are aware of expectations and are warned in advance about the penalties for failure to comply” (Hackman & Johnson, 2009, p. 137). If Leslie did not comply with the dean’s suggestion to not go up for tenure early, she feared she would no longer be able to work at the university. Lynette’s dean also utilized coercive power through his email. The negative tone of her dean’s email employed negative reinforcements that caused Lynette to self-doubt her entire career.

The power demonstrated by the leaders was power over individuals rather than power with (Caldwell et. al., 2011; Grogan & Shakeshaft, 2011). This power caused the women to “assume that they themselves are wrong,” which is an occurrence for many women in organizations (Miller, 1976, p. 57). For some of the male leaders, this power can be viewed as a way to maintain a woman’s place in society. Ely and Padavic (2007) posited that “gender and power are inextricably tied: sex connotes social status, and, thus, power is inherent in gender categories” (p. 1125).

Eliminating a formal leader’s power is not entirely possible. However, Berson (1972/2000) posited that, “We can and must redistribute it so that every woman has as much control over her life as is possible” (p. 164). Giving female academics control of their professional path is one way to improve equity issues on university campuses. This includes providing mentorship opportunities and flexibility in promotion, including support of work-life balance.

In addition, ensuring one leader is not determining the course of a person’s promotion is essential in combating unconscious or conscious gender bias that occurs during promotion decisions. The institution has demonstrated some success in this area through Lynette’s story. The dean could have single-handedly determined the rest of Lynette’s career. However, external reviewers, peers, and the chancellor objectively found Lynette was qualified to receive tenure and overruled the dean’s decision. It remains to be seen whether this same process will work for Meredith’s promotion to full professor, Donna’s promotion to Associate Professor, and Ann’s journey to tenure.

Moving Forward toward Change

While the women's department leaders were the key characters in the stories, the women mentioned the university's leadership, particularly the new president coming in, as being open to addressing diversity issues. Meredith says being a leader of a university committee has become a welcome distraction from her department. Ann says she is happiest when working with leaders outside of her department. She also feels valued at the broader university level. Leslie credits the support she receives from the university leadership as one of the reasons she continues her employment. However, these women are part of five different academic departments. There are nine academic departments in total. If employees in five out of the nine academic departments are experiencing a chilly climate, then the positive aspects of senior leadership are not being translated at the department level.

How can the university leaders enact change to improve the academic departments' climate? One way to accomplish this is to redistribute power within the departments. Each participant mentioned being leaders in the classroom but not with their colleagues. Two of the women, Lynette and Meredith, will take on leadership roles within the next year. Meredith's role will be within her department while Lynette's role will be at the university level. While two of the women will serve in leadership roles outside of committees, the other participants will continue to be *followers* under a select few department leaders.

As mentioned, power was evident throughout the transcripts. Departmental leaders exerted coercive power when leading the participants. This power has caused a chilly climate for the women at the department level.

To rectify this issue, the university leaders can redistribute power. This can be accomplished through Kotter's (1996, 2008) change model, applying Lewin's (1958) unfreezing/changing/refreezing process, and reframing the organization (Bolman & Deal, 2008).

Kotter's change model. As seen in chapter two, Kotter (1996) postulated that organizations must develop a vision and communicate that vision to enact authentic change. The university's leadership can commit to a vision that creates a warm campus climate, both as a whole and at the department level, for female and minority faculty members.

Kotter (1996) further believed that, "until new behaviors are rooted in social norms and shared values, they are always subject to degradation as soon as the pressures associated with a change effort are removed" (p. 14). Shields (2005) additionally proposed that change could not occur until administrative leadership authentically acknowledges diversity issues in education. According to the participants, the university's leadership does a relatively effective job in creating a warm climate for female faculty. However, those actions are not translating to the department level. As Argyris and Schon (1974) postulated, the university's espoused values are not aligning with its theories-in-use. Demonstrating to the department leaders the social norms and shared value of creating an equitable environment for every faculty member is essential in creating departmental change. If the university leaders do not stress the value of equity, the department leaders will have no incentive to change.

Unfreezing, changing, and refreezing. One way to ensure change occurs is applying Lewin's (1958) unfreezing, changing, and refreezing process. Unfreezing is a motivational process. During the unfreezing stage, employees or organizations are shown that a change is needed. To accomplish this, the university's leadership needs to demonstrate to faculty and department leaders equity issues exist on campus.

Rather than solely showing salary or hiring disparities, the university needs to recognize additional equity issues exist. Equity issues, as seen through these five women's stories, exist in a variety of ways. Having the university leaders accept that these incidences are happening on campus is the first step. These issues then need to be addressed with the university's faculty and department leaders. An effective method for conveying these issues is for the university's senior leadership to meet with each department's leadership and faculty. Hearing what is going on from senior leadership would be more effective for departments than hearing it from their internal leader.

The second stage, the changing stage, occurs after an individual or organization recognizes it needs to change (Lewin, 1958). This second stage presents behavior through an identification strategy. A behavior is modeled to the individual in order for him or her to learn the new behavior. The change can also occur through an internalization process where the employee is forced to change his or her behavior due to an organizational shift (Lewin, 1958).

The university leaders in this case would need to demonstrate behavior that department leaders and other faculty can model. This change in behavior can occur with the university's senior leadership ensuring faculty hiring committees are diverse. They can also closely examine the candidates faculty are bringing in for new hires to ensure diversity is being met.

Having an open-door policy where female and minority faculty can discuss experiences dealing with discrimination and microaggressions is also essential. Taking these stories and complaints seriously is another way the leaders can demonstrate to department leaders they will not tolerate unjust behavior. This may lead to reprimanding department leaders or faculty who create a negative workplace climate for an individual. This will be a challenge since the leaders need to ensure the person being reprimanded does not retaliate against the complainant. If retaliation occurs, the university leaders would need to demonstrate this behavior is unacceptable and perhaps take further action.

The final stage, refreezing, is when the new behavior becomes patterned behavior (Lewin, 1958). The university can only reach this stage if the university's leaders are committed to reinforcing the new behavior (Lewin, 1958). This will require the university senior leaders to truly understand what is going on within each department. While this may look like micro-management at first, it is the only way to ensure the new behavior becomes sustainable within the organization.

Reframing organizations. Reframing the university is another way university leaders can enact equitable change. Bolman and Deal (2008) defined a frame as “a mental model-a set of ideas and assumptions-that you carry in your head to help you understand and negotiate a particular territory” (p. 11).

Bolman and Deal's (2008) model examined organizations through four frames of reference: structural, human resource, political, and symbolic. Grogan and Shakeshaft (2011) further suggested, "Because women's work is devalued, change that is connected with femaleness is more likely to be blocked within an organization that has a critical mass of males" (p. 87). Grogan and Shakeshaft (2011) believed that reframing is the only way to overcome this reality.

The university can initially reframe its organization by focusing on the human resource reference. This frame of reference focuses on relationships and empowering individuals. As seen earlier in this chapter, the department leaders lacked relationships with the women. This was evident in the impersonal way critical news was communicated to the women. The senior university leaders as well as the human resources department need to identify how the university can reframe its treatment of female faculty.

This reframing can occur through addressing blatant gender issues such as salary disparities and lack of promotion opportunities. It can also occur through a formal mentoring program for junior faculty as well as mandatory formal training on how to achieve diverse hiring practices. However, the human resource frame can also focus on the covert instances of inequity. These include addressing harassment claims. These harassment claims can include microaggression comments made by faculty as well as workplace bullying. Focusing on the relationship between employees will allow university leaders to demonstrate to faculty and department leaders the importance in reframing their thought process in order to create a climate that is comfortable for all employees.

Transformative leadership. A final step in moving forward for this university is having the university leaders as well as faculty enact a transformative leadership style. Transformational and relationship leadership styles were mentioned earlier in the chapter as styles the department leaders lacked. To authentically enact institutional change focused on social justice, the university's leaders should also develop a transformative leadership model.

According to Shields (2013), transformative leaders recognize inequities exist that, “prevent our attainment of a deep democracy” (p. 19). Shields (2013) further suggested that transformative leadership aims to critically address the situations of marginalized individuals in order to enact social change. Transformative leadership utilizes aspects of feminist theory since it challenges existing power structures that promote inequities in society and organizations (Shields, 2010; Shields, 2013). K-12 institutions are already seeing transformative leadership being recognized as a necessary next step in creating change:

We are likely to see an increase in the number of educational leadership preparation programs that emphasize issues of diversity, ethics, and equity, and utilizing transformational learning to train leaders who will be better able to advance social justice in their schools and districts (Young et al., 2006, p. 265).

Transformative leaders also challenge pathologies of silence (Shields, 2004). These pathologies of silence assume each person in society is the same. Akin to feminist theorists, transformative leaders challenge these pathologies of silence in order to address racism, sexism, classism, homophobia, and other oppressors that are imbedded in society (Shields, 2004).

The pathologies of silence have been seen at this university. For example, not recognizing that mothers have a different experience than fathers hurts female faculty's tenure process. This was evident in Donna's story. She stayed at the junior faculty level for her son. Challenging the policies that ignore the struggles certain minority groups face is a step toward creating an equitable work and study environment at the institution.

An ethic of care. A final piece for the university to reassess how it handles equity issues is shifting the dialogue surrounding culture and gender. Part of this shift is reevaluating the notion of ethics and justice. As seen through the study, all five participants discussed having heavy service loads, some more than others. Lynette has served on over a hundred committees. One of the committees deals with student conduct and academic issues. Lynette works for the student, taking his or her story into consideration prior to making a decision. It is through this strategy that she experiences bullying, with male committee members suggesting "you're being like a mother" (Lynette, personal communication, October 13, 2015).

The five women also describe their leadership style through a caring lens. Although the styles differ, they share a common theme of collaboration, empathy, inclusion, and empowerment. In addition, three participants describe a strong connection to motherhood and familial responsibility, discussing how they fit those responsibilities into their work schedule. Serving on committees, caring for students, including others in decision making, and serving as caregivers through either motherhood or familial responsibility, can be viewed as weaknesses in academia. Shifting this mindset is necessary in order to no longer see caring attributes as weaknesses but strengths.

This shift requires administrators to understand the ethic of care (Beck, 1992; Gilligan, 1993; Noddings, 2010). An ethic of care is a theory of justice that considers “real people in real situations” (Noddings, 2010, p. 247). Gilligan (1993) saw women as caring individuals, focusing on relationships when making moral decisions. Noddings (2003) further suggested that women “approach moral problems not as intellectual problems to be solved by abstract reasoning but as concrete human problems to be lived and to be solved in living” (p. 96).

It is evident in the way the women describe their leadership styles that they embody an ethic of care. Seeing their purpose at the institution as serving the students is one example of an ethic of care. Leslie emphasized she would not have her job if it were not for the students. Donna finds serving as a mentor to students a highlight of her job. During Lynette’s tenure decision, she was more concerned with protecting the students from the news than fighting the dean’s decision to not recommend her. Finally, Donna, Ann, and Meredith focused on their families, even with a demanding academic schedule. This focus ultimately hurt Donna’s chances at receiving tenure, which she accepted since she chose to put her son first.

This ethic of care, as seen through trying to balance family life, serving on committees, and focusing on teaching is viewed negatively in academia (Gerdes, 2003; Lee & Won, 2014; Roos & Gatta, 2009). With a heavy focus on research, teaching, service, and the family clock impact a woman’s chances at receiving tenure (Cress & Hart, 2009; Lee & Won, 2014; Roos & Gatta, 2009; Trix & Psenka, 2003).

In addition, it can lead to a negative campus climate through bullying from other colleagues, as seen through some of the women's stories (Dentith et al., 2015; DeSouza & Fansler, 2003; Keashley & Neuman, 2010).

Researchers such as Gilligan (1993), Noddings (2003, 2010), and Beck (1992) defined the ethic of care as a feminine approach to moral reasoning, contrasting it with the traditional notion of a universal justice. Noddings (2010) suggested that this feminine approach could be a result of socialization, while Gilligan (1993) postulated it stems from women being inherently different from men.

Regardless of the origin, administrators, male or female, can utilize an ethic of care when creating an equitable campus climate. Focusing on relationships and individual cases will allow faculty and other university constituents to be part of a fair environment that recognizes each individual's experiences. Administrators can further extend the focus on care by also implementing Rawls' (1971) veil of ignorance. This form of justice also emphasizes care by reaching impartial judgments that are not influenced by a person's background or prejudices. According to Noddings (2010), "In taking a care-driven approach to justice, the emphasis has been on collective responsibility" (p. 95). This collective responsibility, of administrators and campus leaders, is essential in building an equitable environment for all university constituents.

Justification for Narrative Inquiry

This dissertation demonstrated that equity issues for female faculty exist at a private institution. These equity issues include promotion barriers, workplace bullying, and work-life balance struggles. It is important to note these stories are not representative of every female faculty at the institution and cannot be generalized.

Narrative inquiry does not aim to provide this generalization. Instead, the stories demonstrate that five female faculty have experienced or are currently experiencing equity issues. While the stories support previous literature on women in academia, this study adds additional information to the literature on equity issues for female faculty. The studies that discuss these issues examine one moment in the participants' lives.

While this study focused on a particular university, narrative inquiry features the participants' full stories. As seen in the findings section, the participants not only discussed critical moments of gender at their current place of employment, but they also talked about issues of gender prior to working at this institution. When Meredith was five years old, she chose a bird over a dinosaur since the dinosaur was not girly enough. Donna talked about wanting to quit graduate school due to men in her class bullying her. Lynette described how at her first job, students called her by her first name while they called her colleague doctor and professor. Hearing about past experiences as children, in graduate school, and at other universities, it is evident these women have experienced gender issues throughout their lives (Hurst & Beesley, 2013).

Showing the participants' full stories demonstrates that gender issues do not begin and end at this study's university. They have been present, in one way or another, throughout the participants' lives, "From the earliest age a girl is deprived of a sense of herself (ego), the sense of having an identity separate from other people's evaluations of her" (Tax, 1970/1973, p. 31). Not only did the participants' understand gender issues at a young age, the critical moments have had similar tones regardless of time. Two of the participants are in their fifties, two in their forties, and one in her thirties. The participant in her thirties is currently experiencing her critical instance of gender discrimination.

It happened a few months before this study was conducted and she is in the midst of it, even as this study ends. This full picture of gender issues for each participant demonstrates a need for social change not solely within the institution, but in the larger networks of society.

Utilizing a different methodology would not have garnered the depth of the participants' stories. Arts-based research, which is the methodology category narrative inquiry falls under, creates a new opportunity for research and learning. Leavey (2015) postulated that arts-based research's "experience or exposure to the final research representations have the potential to jar people into seeing and/or thinking differently, feeling more deeply, learning something new, or building empathetic understandings" (p. 21). The findings shared five women's personal stories related to equity issues based on their gender.

The emotions conveyed within the stories provide an opportunity to walk in the women's shoes. Coding the data or presenting the numeric salary differences, for example, would not garner this same level of empathetic understanding that a person's story creates. This empathetic understanding turns participants into what Gergen and Gergen (2006) described as *empathetic witnesses* to the stories. The practitioners "engage in empathetic listening, in which they come to feel with the storyteller" (p. 118). Coming to feel with the storyteller can lead to social change within an organization or institution (Gergen & Gergen, 2006). Narrative inquiry was the necessary methodology to reach a level of empathetic listening by maintaining the integrity of the stories.

Finally, this study's research questions aimed to discover the complexities of equity and inequity within the participants' storied experiences. According to Leavy (2015), "there should be a *fit between the research questions and the methodology* designed to answer those questions" (p. 268). My questions aimed to understand a female faculty's personal and workplace experiences in relation to equity issues/campus climate. Narrative inquiry fits these questions since it allowed me to "produce work that is well written, engaging, human, and can be read by many" (Leavy, 2015, p. 297). Narrative inquiry allows both practitioners and academics to gain insight on how to examine equity issues in their own professional areas. The hope would be narrative inquiry would uncover what needs to be done in the organization to enact institutional and social change.

Usefulness. Narrative inquiry's evaluation criteria were also met in this particular study. The first evaluation criterion, usefulness, is determined by a study's contribution to a certain field. According to Leavy (2015), "research should illuminate, educate, transform, or emancipate" (p. 273). For arts-based researchers, the social significance is a key piece in the study's usefulness. How the study impacts a person emotionally, intellectually, and personally is essential to creating personal or social change (Leavy, 2015). The women's stories provided rich, complicated data that can be used to analyze other universities' workplace environment and campus climate. In addition, other industries can be examined through the same methodology.

Utility is another way arts-based research can prove its usefulness (Eisner, 2005). According to Loh (2013), utility asks whether the narrative research “become a basis for others’ work” (p. 10). While the study itself is not generalizable, the methodology used and the topic examined can be replicated for other social situations. Individuals in any industry can use narrative inquiry to examine equity issues or workplace employment practices within an organization. This study demonstrated that stories provide pertinent information when it comes to how an organization’s leaders and employees treat one another.

Public scholarship. As previously mentioned, an arts-based research project should extend beyond academia (Leavy, 2015). A narrative inquiry study, for example, should be able to be read by an academic as well as a manager in a non-profit organization. While my study can be appreciated in the academic world, I also want practitioners to understand my dissertation. University administrators, although academic at some point, may look at more practical documents when addressing a university’s campus climate. My dissertation has been written in a manner that can be understood by academics and practitioners. In addition, practitioners in other industries can benefit from reading this dissertation and applying the research tools to his or her organization. Making the dissertation accessible is not only a key piece to arts-based research; it is also essential in order for social change to occur (hooks, 2000).

Audience response. Audience response is another indicator of a study’s success (Leavy, 2015). This criteria cannot always be ascertained, however, it is still important to consider when examining an arts-based research study.

Leavy (2015) suggested that, “ABR has the potential to be emotional, evocative, provocative, illuminating, educational, and transformative” (p. 276). One reason for choosing narrative inquiry for this study was to hear the participants’ authentic voices. Seeing equity issues through numeric data does not provide the same emotional impact as a person’s story. Hearing how these issues impacted a person’s daily life will produce a response that would hopefully elicit university and social change.

Leavy (2015) further argued that multiple meanings exist in an audience’s response. In arts-based research, “truths not truth” are discussed (Leavy, 2015, p. 276). This leaves my dissertation open to interpretation based on the audience member’s worldview. These interpretations will allow audience members to take away from the dissertation something that relates to his or her life or organization. The multiple meanings found within arts-based research provide more avenues for social change to occur.

Aesthetics or artfulness and personal fingerprint or creativity. The aesthetics of the project and the personal creativity of the researcher are two other evaluation criteria. The aesthetics of the project is the final product’s artfulness. Representing the data in an artful manner can occur through visual art, narrative, poetry, dance, and music (Leavy, 2015). The artistic manner in which the data is represented differentiates this methodology from other methodologies.

Narrative inquiry is rooted in the basic tenets of social science research: writing and language. Writing is a key feature of social science research (Leavy, 2015). In addition, “language or ‘the word’ has traditionally been the communicative device employed in the service of social scientific knowledge-building” (Leavy, Chapter 2, Section 2, para. 1). Narrative inquiry takes the notion of language and the written form to a more artistic level by including participants’ narrative in the formal write-up. What makes a narrative artistic is the notion that it is a story (Leavy, 2015). These stories provide a powerful imagery for readers to truly understand the depth of equity issues that exist for female in academia.

Contribution to the Literature

Reaching a broader audience outside academia allows for a discussion to occur around institutional and social change. The need for institutional and social change also allows this dissertation to contribute to leadership literature, particularly higher education or organizational leadership literature. The participants’ previous and current department leaders exert power and authority in their leadership roles. The relational aspect of leadership is missing within the departments. Relational leadership is essential for university leaders to allow the organization to continue to grow. In Grogan and Shakeshaft’s (2011) study on superintendents, the researchers found, “Relational leadership is about facilitating the work of others who share the power and authority to collaboratively craft direction for the district” (p. 10). This leadership style can also be applied to higher education in order to create institutions that promote equity through social justice and transformative leadership (Grogan & Shakeshaft, 2011).

In terms of leadership, the study also demonstrates the importance in addressing departmental leaders. Rather than only focusing on the university's campus climate, the department's climate also needs to be examined. This study demonstrates that the university as a whole, according to participants, is relatively equitable. However, examining the specific academic departments, the women demonstrate at least five of the university's departments promote inequities. This dissertation's results demonstrate that studies on equity in institutions need to examine all leaders, regardless of positional level.

This dissertation also adds to critical feminist literature. According to Eagleton (2003), "All theories about women and gender need to be checked against real life experiences" (p. 197). The findings are not from anonymous surveys. The findings are not from speaking to male peers. The findings are the raw data, turned into narrative profiles, of the equity issues the participants experienced firsthand. Although the raw data were written in a narrative style, the information relayed was the participants' voice. This study demonstrates how feminist researchers can utilize narrative inquiry to examine a wide-range of critical feminist issues. Taking the real life experiences, expressed through stories, provides a powerful avenue for individuals to hear the voices of an oppressed group.

The self-silencing theory found in the women's stories also adds to the literature on women in academia. The women struggled, through their own individual stories, with contrasting voices. The first voice dealt with emotions in recounting the critical incidents. These emotions developed in the women a desire to enact change within the institution. However, the conflicting self-silencing voice was also evident throughout each participant's interview.

A detailed self-silencing theory study examines the psychological effects this coping strategy has on females. While this dissertation did not address the participants' psychological states, it demonstrates that self-silencing exists in higher education. The more important point deals with women, who have obtained the highest degrees in their field and are established in their careers, utilizing this voice in order to continue their employment at the institution. Narrative inquiry is an effective methodology to recognize this theory since it specifically looks for multiple voices within a transcript. Without utilizing this analysis tool, I may not have found this contrasting voice of self-silencing woven within the women's stories.

Finally, the dissertation adds to the narrative inquiry literature. It demonstrates how narrative inquiry methodology can be used when examining organizations. These organizations can include universities, as studied in this dissertation. However, they can also include for-profit companies, non-profit companies, and K-12 institutions. Hearing the employee's stories is a powerful tool in truly understanding the everyday instances of inequities experienced in the workplace. This dissertation's methodology design and analytical tools can be reapplied in another context in order to hear a different set of stories in a variety of industries.

Limitations and Future Research

While the study provided insight into the various equity issues females face in academia, it had a limitation. This limitation dealt with the participants' diversity. The study only had one participant of color. This was due to the limited diversity of faculty at this university.

Leslie briefly discussed how if she were a white woman or white man, her treatment in the department would be different. This relates to critical feminist theory that postulates women of color experience issues differently than white women (Cleaver, 1997; hooks, 1984).

Further research needs to be conducted to collect the narratives of female faculty of color, to add to the studies on white female faculty. The voices of the women of color will presumably add further experiences of oppression since their race and gender act as multiple oppressors (Collins, 1990/2010). In addition, other female minorities should be examined. Homosexual faculty, female faculty with disabilities, and so forth can also add powerful narratives to studies on equity issues.

Additionally, the issue of whiteness needs to be critically examined in future studies. The women in this study did not discuss their whiteness. When it was brought up during the interviews, the four Caucasian participants stated their whiteness as something they do not think about. Their focus was on gender and for Ann, her gender and sexual orientation. Critically examining whiteness is necessary to address the unconscious privilege whiteness provides a person (Sullivan, 2006). This is an important piece in critical feminist research to understand how white women, although they may experience gender equity issues, are privileged in other ways due to their race. Shifting between the multiple identities women hold, demonstrates the complex identity politics women and marginalized individuals face in order to survive in society. This includes understanding how a woman's whiteness impacts her privilege.

While gender was the primary oppressor discussed by participants, it still contributes to the critical feminist literature. hooks (2000) called for feminist theorists to examine all forms of oppression. However, she also postulated that, “challenging sexist oppression is a crucial step in the struggle to eliminate all forms of oppression” (p. 37). This study opened the door for the university to recognize that equity issues exist within departments. Further research should be conducted to see if the departments are also overtly or covertly discriminating based on oppressors outside of gender.

Finally, this study’s methodology can be applied to examine other minority groups on college campuses, including students and staff. Students and staff have their own campus experiences. Taking the tools from this research study to understand how these students and employees experience their campus climate will add to the literature on equity issues in higher education. This research is necessary to ensure all individuals at higher education institutions experience a safe climate for learning and professional development. Additional studies can examine gender but also race, disability, sexual orientation, and religion. Narrative inquiry allows participants to use their voice to tell their full stories of inequities, both prior to arriving at the institution as well as the inequities being experienced at the institution. Using narrative inquiry to analyze a variety of groups on college campuses can hopefully lead to social change within these institutions to promote equity for all individuals.

Researcher Reflections

Previous research describes women in academia feeling like frauds (McIntosh, 1985). Lynette discussed this feeling during her graduate studies and when she presents at academic conferences. My own feeling like a fraud came throughout the research analysis process. What if readers think these stories are fabricated? What if readers do not think these stories are actual issues? This doubt came from outside individuals asking questions about why I was not including the men's viewpoints. Others made general comments about women overreacting to situations. What if readers think these stories are overreactions to small issues? The people challenging my study were non-academic, males but I allowed them to cause me to self-doubt my work.

In writing the findings section, this self-doubt disappeared. No one is able to judge a person's story. The feelings associated with the event belong to that sole individual. This is what makes narrative inquiry an essential research methodology. Researchers often reduce the participants' stories/feelings/narratives to codes or numeric data. Sharing a person's entire narrative, with the bits and pieces that are often ignored, provide readers with an opportunity to use emotional intelligence. This emotional intelligence puts the reader in the participants' shoes to understand the story's complete impact.

I also had to remind myself throughout the interviews that I could not use my power as a researcher to force participants to share a story. Due to the topic's sensitive nature, some of the participants would start a story but not want to provide additional details. Not wanting to provide additional or specific details was a result of fear. The two junior faculty were afraid someone would identify them based on their stories.

The tenure-track film professor opened up in our second and third interview. The non-tenure track science professor was comfortable yet hesitant to share all of her story.

During these moments during the interviews, I asked for more details or depth to add to the story. Some of the participants provided the information while others said that was all the information they wanted to share. I had to step back and honor their wishes. Their story is theirs to share and they included all of the information they felt comfortable telling. I would ask for the details but would not push them if they did not provide additional information. This at times was frustrating but it was part of my responsibility as an ethical narrative inquiry researcher.

Some of the narratives shared were ones the women have told many times. However, some of the stories have never been shared. It was this storytelling that led the study to become a therapeutic process for both the participants and myself as a researcher. Leslie said the process was helpful in remembering these incidents that she tried to forget, “You put them so far in the back of your mind and your memory and their connection to your relationship to colleagues and your relationship to the university . . . if it’s something really hurtful or difficult, you want to block it out” (Personal communication, November 18, 2015). To be fortunate enough to hear these stories was humbling as a researcher. Recognizing the various types of equity issues that impact women demonstrates to me more research needs to be conducted on equity issues in organizations, including higher education. There are more stories to be shared.

Advice for the Future

Narrative inquiry demonstrated through stories how inequities exist throughout these women's past, present, and future experiences. The women offered advice for a younger generation of women based on their own experiences. A generation of women that may not know they will face inequities, in some way, during their professional lives. Rather than retreat from this notion, the participants urge young women to recognize these inequities will exist but understand how to continue forward:

I would really say
Don't give him
More power, than he really has
He doesn't have enough power
Over you
Like he thinks he has
Don't give away your power
To someone
Who really
Doesn't have it in the first place
Who doesn't deserve it
You do have power and agency
Over your career
If we are women
We give men
Much more power than they have
That's a mistake
We don't have to do that
Never, ever give up a sense of who you are
Don't sell yourself short
By trying to appease someone in the room
We all do this as young women

You are in a room
With a bunch of men
And I'm going to sit here
And listen
And I'm going to see
Who I can actually
Partner with at times in the room
Thinking that you're going to be
Accepted or part of the clique
Forget it
Be yourself
Be authentic
Be honest with yourself
Don't lose a sense
Of who you are
Be true to yourself
You know as a woman
You are at a disadvantage
Because you're there
But don't ever think
Of yourself
As not being equal
The minute you start seeing yourself
As not being equal
That's the problem
Because then you start to settle
And agree to do things
That you wouldn't normally do
To appease these people
You have to remember
You are equal

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APPENDIX A

Meredith, Listening Guide, Transcript #1	
Listening Guide Step 1:	
Recurring Words:	<p>1). Family, parents, dad, mom (13 times)</p> <p>2). Girlie, feminine, girlier, frilly little dress, frilly dress, girls getting coffee, girls typing, feminist stance, girl from Catholic school (14 times). “I think I was a pretty girlie, girl.”</p> <p>3). Offensive (3 times)-when discussing the process of getting her current job.</p> <p>4). Glass ceiling/glass wall (4 times). “But it was really the first time I had seen, everything, glass ceiling, glass wall, everything.”</p>
Recurring Themes:	<p>1). Growing up through school and through her multiple degrees, although she noticed gender, no “roads” seemed to be closed career wise. “I certainly didn’t feel like any careers were closed off to me, you know when you first start thinking about jobs and careers.”</p> <p>2). After first job, that feeling of being able to do anything dissipated. Gender issues became apparent and became a “wall.” “It was the first time everything about gender and the workplace; I just crashed into this wall and I never knew that this wall existed”</p> <p>3). At current university, participant was hired into one department, which was eliminated shortly after her hire. She was supposed to be placed in the business school but they were resistant. Higher-level men in the university intervened to fix the issue. “I mean it was pretty classic in a sense, a couple of guys rescued you.”</p>

	<p>4). Perceived difference in the treatment of men. Does not have direct proof but wonders how her treatment at current university would be different if she were a man. It took her three years to get placed in a department after her two original departments were eliminated. “So I don’t know if the element that we were women but I do think men would have been treated a little bit differently and I do think that men would have acted more forcefully and say, ‘This has gone on long enough.’”</p>
Recurring Events:	<p>In the workplace, not being taken seriously as a scholar: first at her first university where she did not get tenure. “My whole first semester, everyone asked me, ‘Which professor I was the secretary for.’”</p> <p>Second, at her next university where she was moved from department to department. “I had had a stronger record and then other people tell you things, like, ‘you know, so and so has been yelling at the Dean, like we can’t have those people, they’re not qualified to teach.’”</p> <p>Third, when trying to get in her current business school department. Took a few years and a lot of pushback from business school faculty, who still work with the participant. “From what I understand, of like university rules, if you have people, who are, perfectly trained and have taught this stuff, that’s where you place them. That was really unnecessarily slow and stupid and offensive.”</p>
Chronology of events:	<p>1). Child-first memory about gender was around 5 years old, choosing a bird over a dinosaur since it was more girly. Saw additional gender differences going to a Catholic elementary school.</p> <p>2). Going through high school, identifying a few gender differences between the all-boys school versus the all-girls school.</p>

	<p>3). First professor job at a University; did not receive tenure and first time participant noticed gender in the workplace. “There were 6 women at my time and we were all just like 30, maybe 29, maybe 31 but everyone had just finished their Ph.D.’s and we were just, these odd creatures that they felt they had been made to hire.”</p> <p>4). After she did not receive tenure, she had one year to find a new job and had 9 interviews and 3 offers, accepted the job at her current University.</p> <p>5). At current university, after just starting, she was not in the business school and her department was eliminated. “I moved across the country, to a school I’ve never heard of, and I’m already freaked because I’m not in the business school, and now I’m being moved to this thing called Adult Learning.”</p> <p>6). Asked by Provost at the time to join the business school. Was met with resistance from the business school faculty. “The Provost met with us and said, ‘Okay, you guys, just go off and find a school that will, you know, where there’s a fit. You two are business, go talk to business.’”</p>
Protagonists:	<p>1). Parents: Mom and Dad-major piece to participants’ story.</p> <p>2). SC-mentor and faculty member who introduced her to the field of org behavior/business.</p> <p>3). Former President of the Senate who helped get her into the current university’s business school.</p>
Plot:	<p>Begins at first job, private school in the mid-West. First time gender in the workplace was evident.</p>

	<p>When she did not receive tenure at this university, she moved to a university in California. Started out not in the business school.</p> <p>The department she was in was eliminated and she was being asked by the Provost at the time to move to the business school.</p> <p>The business school did not want her and another female colleague. Took 3 years to actually get accepted into the department.</p>
Sub plots:	<p>1). Discovering business/org behavior in college and falling in love with it. Deciding factor in becoming a university professor. “I was a goner. I was just like, and you get to write stuff? And they put it in a book? And you get to talk all the time? And you get to read stuff you find interesting? And I’m like, I want to do what you do.”</p> <p>2). Year of the woman at former University as well as the reception where the men were on one side, wives on the other. Where does she, as a female faculty, stand? “I remember one of the first receptions at somebody’s house from the department, all of the men, the faculty, were in one room, all of the wives were in the other room. And I remember standing at the doorway thinking, ‘Now where do I go?’”</p> <p>3). Working in nontraditional department at current University but being happy where she was at. “But life wasn’t miserable. On one hand, the guy kind of left us alone and let us run the program and we had a strong department.”</p> <p>4). Story about being qualified but still not wanted. On paper, perfect fit for the business school. “We had to interview with the business school faculty, which was pretty offensive really.”</p>

	<p>5). Getting the chance to thank the men who helped get them into the school prior to one of them passing away; occurred at the hospital. “My colleague and I were able to tell one of the Presidents of the Senate thank you before he passed.”</p>
Key Characters:	<p>1). Participant: Meredith</p> <p>2). Participants’ Parents</p> <p>3). SC-Meredith’s faculty/mentor</p> <p>4). Current University ‘s Former Provost</p> <p>5). Current University’s Former Dean</p> <p>6). Current University’s Business School Faculty</p> <p>7). Current University’s Former Presidents of the Senate.</p>
Two Voices:	<p>Participant has two voices throughout the transcript. One, is, having grown up as a girly girl, in Catholic school. Identifying as feminine. Being the good girl in school, being the “nerd,” going through her degrees. This got her places throughout her life until her first job, when the good girl didn’t matter; it was a patriarchal setting.</p> <p>The other voice almost resents the way females are treated in the professional setting. For example, having to join committees that hurt them more than help them, “Which meant, what few women there were, had to go to everything . . . all of these sort of structural things that were supposed to help, hurt you.”</p> <p>The good girl remained though when she didn’t get tenure; she did not fight like other women and did not file a lawsuit. This continued throughout her time at the current university when she continued there, even through the multiple</p>

	<p>department changes. While at the same time, feeling frustrated, knowing she belonged in the business school based on the facts, based on her credentials. Struggling to know whether this would happen if she were a man. Would she have fought more? Would she have stuck around?</p>
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Listening Guide Step #2:

I-Poem: Interview 1

I have a very vivid memory, tell a caricature artist what animal to draw with me
 I liked dinosaurs, not feminine
 I picked a bird, I thought that was girlier
 I denied, what I would have liked
 I was five
 I was a girly girl
 I was a nerd
 I never had anyone say I couldn't go into engineering, anything was open
 I refused to take typing
 I said, guys didn't take typing
 I took extra year of English literature
 I took all the math and science, still didn't have enough for college
 Not enough girls to continue the classes in high school
 College boyfriend, was more prepared than I was, a girl, from a Catholic high school in 1976
 I did business
 I sensed I would have been behind if I majored in science
 I wanted to be a high school math teacher
 I thought business classes were just okay
 When I took HR or behavior, I thought, "I love this stuff"
 I wanted to be like him, my Org Behavior professor
 I came into the final, saw my name on the board
 I was sure I failed
 I sweated through my final
 I went up to him and said, "You put my name on the board, did I fail my paper?"
 He said, "No I really liked your case, would you allow me to use it in a textbook?"
 I was a goner
 I want to do what you do
 My first job, I was really excited
 So different, from what I had experienced
 I crashed into this wall
 I never know this wall existed
 I had never seen it
 I remember the first work event, the male faculty were in one room, wives in the other

I remember standing at the doorway
“Now where do I go?”
I got asked, what professor I was a secretary for
I had never seen this.
I had never seen this in my life.
The year I didn’t get tenure
Really the first time I had seen, everything, glass ceiling, glass wall, everything.
I think my file was tenurable
I had a heavier service load
I went on the market
I had 9 interviews
I had 3 offers
I came here
I would be the person to run a department
I moved across the country
I freaked out
I was moving departments
I’m not in the business school
What am I doing
I need to get out of here
I can’t do this
I stayed, life wasn’t miserable
I moved departments again, was told to talk to business school
I was brought in front of a group
I was grilled, as if, I would be bringing it down
I had a strong record
I had a stronger record and then other people tell you things
It was very offensive,
I am very cautious about some of the folks here
I don’t know, would it have been different if I were a guy?
I always suspect
I suspect guys wouldn’t have been as patient
I don’t know, would this happen to men?
I always felt they were plotting on how to get us out
I was always concerned
I don’t interact with those folks at all
I can chat about nothing
I don’t engage at all
I don’t have an interest in hanging out
I’m like wow, people have a very different work life
I don’t have kids
I’m here, I’m pretty busy
I can’t take an hour and a half lunch
I just don’t have that kind of time
I guess camaraderie at this stage of my life, I’m not really looking for that

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). Mentor with professor-this led her into becoming a professor. Encouraged her to get her MBA first and then get her Ph.D.</p> <p>2). Faculty at first professorship job. 80-90 faculty in business school, 6 were women. "Odd creatures they were made to hire."</p> <p>3). Chair at former university put her on a committee that took up a substantial amount of time-especially for someone working toward tenure. "I had a heavier service load. I was only a couple of years there and the Chair made me the chair of the Honest committee . . . it was very time consuming and stressful."</p> <p>4). Group of faculty at current university who were in social sciences, but didn't really belong in social sciences.</p> <p>5). Social network with the provost at the time-who eliminated the Adult Learning department and encouraged participant to join the business school.</p> <p>6). Lack of social network with business school faculty; does not engage but is part of the group due to the profession. Cautious of these individuals but occasionally have to work together. Doesn't feel she needs to have the camaraderie with her colleagues at this stage in her life. Doesn't have a lot of extra time to hang out with them and would rather spend extra time with her friends/family (mom) outside of the workplace. "I can't take an hour and a half lunch . . . I just don't have that kind of time."</p>
Intimate Relations:	<p>1). Extremely close to parents.</p>

	<p>2). Remembers final in college since it was on her mom's birthday.</p> <p>3). Colleague and other female faculty. They both went through the same story at their current place of employment. Have built a friendship out of their experience and are research partners now. "So that's why my colleague and I can never leave each other here alone because we went through that together and you know that could have played out differently."</p>
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Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Power structures of the participant's first university where she worked. Primarily male environment; patriarchal structure. "There were 80-90 faculty in the business school . . . there were 6 women . . . the business school had been around for 75 years, they never tenured a woman."</p> <p>2). Chair at first job who gave her heavy service load. "I had a heavier service load. I was only a couple of years there and the Chair made me the chair of the Honest committee . . . it was very time consuming and stressful . . . its not the work someone whose non-tenure should be given."</p> <p>3). Power structures at current job who decided to eliminate the department she was originally in. "For the business school to get accredited, they had to pull out of all of the academic centers."</p> <p>4). Former provost asking her to join Business School. Dean, changing deans, wavering at her joining business school since the faculty were not supportive of that decision.</p>
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	<p>5). Select group of faculty have power in the business school and were able to say these two women could not join, even though on paper, they were qualified to teach in that school. “Being asked by folks who didn’t do any research or whose research had long stopped and you know, sort of being grilled as if, I would sort of be bringing the business school down, in other words . . . that’s why, I am very cautious about some of the folks here as a result of that.”</p> <p>6). The former president of the senate told the former provost to end it and allow them to join the business school.</p>
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Meredith, Listening Guide, Transcript #2.	
Listening Guide Step 1:	
Recurring Words:	<p>1). Associate Dean (17): Mostly related to the story of being told she was Associate Dean and then found out her name wasn’t even brought forth in the committee. “Did I ever tell you the Associate Dean story?”</p> <p>2). Caregiving (7): Takes on a parental caregiving role, ever since 1995 and throughout her career, including now. “I definitely worry about, I worry about, you know managing my caregiving role for my mom.”</p> <p>3). Mom (8): Caregiving role has been primarily and is currently for her mom. “When I was approached to be Associate Dean next year, it was right when mom got out of the hospital with the pace maker.”</p>
Recurring Themes:	1). Business school having gender issues;

	<p>2). Questioning what part of what happened was related to gender. ‘What is the gender component. Would it have happened to men?’</p> <p>3). Parental caregiving role: first to dad before he passed away, then for herself when she was diagnosed with cancer, and then for her mom. She is currently still the caregiver for her mom.</p> <p>4). Focusing on the university level; keeps the participant from having to interact/engage with her department within the business school. “Because what world did I ever live in that I would get emails from the president and the chancellor . . it’s been good to be able to focus this way.”</p>
Recurring Events:	<p>1). Not being welcomed in the business school:</p> <ul style="list-style-type: none"> • First, as a professor. Was able to report to the Dean of the business school but was not in it. Took 2 years to actually be accepted. “I think the whole taking so long to put us in the business school. It’s hard not to feel that gender was a piece of that.” • Tenure: Had support from mentors but once faced with the business school, received resistance. “While I was up for tenure, I had to come and be interviewed by the business school FRC and Dean. Ugh, he was nasty.” • Associate Dean: Was told by the President/Provost she was Associate Dean but once she asked the Business School Dean, he told her no.

	<ul style="list-style-type: none"> Was asked to serve on the search committee; her name was not brought forth to the committee, even though she applied/was told she would get it. “My male colleague comes to me and says, ‘I’d like you to be on the search committee for the Associate Dean.’ And I said, ‘Well that’s kind of weird, because I’m under the impression that I’m going to be Associate Dean.’”
Chronology of events:	<p>1). Not being accepted into the business school after her department was eliminated.</p> <p>2). Going up for tenure, while her dad was dying and she was diagnosed with cancer, “So those were bad years. And dad was dying. I had found the lump in my leg and had the surgery . . . then I was up for tenure and then eventually tenured to the university, so it kind of took away something that should have been joyful.”</p> <p>3). Not becoming Associate Dean after being told by the President/Provost that she would.</p> <p>4). Present: Serving as President of the faculty group. “The only way I can survive being President of the faculty group, is to just focus on being President of the faculty group.”</p> <p>5). Future: Asked to be Associate Dean of the Business School starting 2016. “And so here we are, in 2015, the Dean sends me an email, no he stops by and says, ‘Can we meet?’ . . . he goes, ‘I want you to be Associate Dean in 2016.’”</p>

Protagonists:	<p>1). The two male faculty, who were Presidents of the Senate who said enough; the business school had to accept the participant and her female colleague into the business school.</p> <p>2). Female Dean of Adult Learning and colleague in Lifelong learning who served as a mentor in the tenure process</p>
Plot:	<p>1). Not being accepted into the business school after her department was eliminated. “It’s two women, from very good schools, who had taught at very good schools, you know, being talked about, well, how would we really fit in? We’re not qualified. But that’s just like factually wrong.”</p> <p>2). Was told she would be Associate Dean by the University’s President/Provost but once she got into her school, that did not happen.</p> <p>3). Tenure story; also relates back to the “not having a department” plot. “They acted like jerks, not like wow, you’ve gotten a lot done.”</p>
Sub plots:	<p>1). Being asked by current Dean to be the next Associate Dean in 2016.</p> <p>2). Caregiving role to her mother/father during the process of getting into the business school, tenure, and in the present moment. Father passed away during her tenure process.</p> <p>3). Getting cancer during the tenure process, while father was dying.</p> <p>4). Serving as President of the Senate, which keeps her from having to engage too much in her department. “I’ve been totally focused on the university level . . . But I have not been focused in the business school.”</p>

Key Characters:	1). University President 2). University Provost (at the time) 3). Business School Dean (at the time) 4). Colleague who asked her to serve on the search committee for the Associate Dean 5). Current Dean who asks her to serve as Associate Dean in 2016 6). Mother 7). Father 8). 8 business school male faculty the participant had to present to for tenure
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Listening Guide Step #2:

I-Poem: Interview 2

I was hired into one department
I didn't really see anything like that
I didn't feel any kind of gender issue
I think taking long to put us in the business school
I have to wonder
Would it have taken so long for two men to be placed?
I always felt
There was a humiliating aspect from it
I have to wonder
How male professors would be treated
I have to wonder
What male professors would have done in that situation
I was congratulated on being Associate Dean
I didn't know I was going to be Associate Dean
I went to the Dean; he couldn't talk to me about it for two weeks
I waited to have my meeting
I don't remember a lot of that conversation
I had to block it because it is upsetting
I was asked to serve on the search committee
I'm done
I'm out
But I applied to a job I was told I had
My name was not brought up for consideration
10 years later, I'm asked to be Associate Dean
I'm like whoa
I can only ask
Would that have happened to a man in the business school?
I'm going to lump that into the gender category
Because I am female

I could go through the protective characteristics under Title 7
I think that's the pattern in business schools, gender is the most logical explanation
I'm very aware
How will I do cutting edge research as Associate Dean to make Full
I'm worried about that
I worry about my care giving role for my mom
How was I going to be a caregiver and do this
I helped care for my dad
I kind of always half lived at their house
I'd go home to get more books, more clothes
I've always had a big caregiver role
I was diagnosed with cancer
I had my surgery in June
I was sort of a patient for a while and people had to take care of me
I waited for the five-year mark
I taught, I did research and I waited out
Then my mom's health
I was fortunate
I was granted a sabbatical, her surgery was in June
I was able to stay with her a lot
I worked on the book
I didn't think she was going to make it
When she fell, I couldn't catch her
I work late, she gets that
If we take two hours for doctors during the day, I need to make-up for it later
I could not imagine adding children to the story
I never wanted to have kids
I cannot imagine
I don't know how people do it
I would love to know what it's like, if you didn't have those responsibilities
I just would be curious how much time you would have if you didn't have
That second shift
I was going up for tenure without a school
I didn't have a Dean
I didn't have an Associate Dean
I knew the provost was supportive
He showed his support in a business school meeting, I don't think that went well
While I was up for tenure
I had to talk to the business school Dean, he was nasty
I just kind of think, they acted like jerks
I can't remember who else was in the room
I had found a lump in my leg
I was up for tenure
I was still happy, but it was incomplete
I would report to the Dean but not be in the business school
I don't engage

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	1). Life-long learning department colleagues 2). University administration: President/Chancellor/Formal Provost
Intimate Relations:	1). Mother 2). Father 3). Female colleague who went through similar situation in having to get “into” the business school

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	1). Relationship to the President/Provost. Both men were telling her she was going to be Associate Dean. 2). Former Business School Dean. Even though he was told the President/Provost wanted participant to be Associate Dean, he used his power as Dean to say it wasn't a good decision. 3). 8 male business school faculty on the FRC. Created a hostile environment for the tenure process; “why should we take you?” 4). Search committee for Associate Dean. 5). The business school faculty. Even with Provost support, the Dean ultimately was considering the faculty's feelings in both taking the participant into the business school and giving her the Associate Dean role.
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Meredith, Listening Guide, Transcript #3	
Listening Guide Step 1:	
Recurring Words:	<p>1). Conscious: 6. “I would say I consciously dressed in a pretty business like way for that time.”</p> <p>2). Glass Ceiling: 2. “So would I actually use the term, ‘glass ceiling?’ Yeah, I see it as a glass ceiling in the business school.”</p> <p>3). Parents/Mom/D: 5. “My parents, my mom were good dressers and always stressed class and elegance.”</p>
Recurring Themes:	<p>1). Typical good girl when describing her leadership style. This good girl description was mentioned in first two transcripts as well. “I’ve been really surprised that I could say no and be firm. You know, typical good girl. Kind of nice. Don’t want to upset people.”</p> <p>2). A leader who is not afraid to ask others for their opinions in the decision making process. A collaborative and serving leader, “It wouldn’t be my style just to make pronouncements and make a decision totally.” “I have no problem asking the group, ‘What have we missed? What have I lost?’ I don’t see that as a weakness.”</p> <p>3). Consciously being aware of her gender/age, specifically when she was a young professor at her first university. “I would say I consciously dressed in a pretty business like way, for that time, you know like dark suits . . . So younger, I was more aware of that.”</p> <p>4). With age, she no longer thinks as strongly about how she is presenting herself, “I don’t do that anymore, but that’s sort of come with age, like, ‘really?’ If you don’t think I’m a professor, I don’t really have it in mind.”</p>

	<p>However, she is cautious to not dress sexy; even though that's not in her nature she does think about it and wonders if other women do. "I definitely don't dress sexy . . . And that's somewhat a little bit conscious in matching the job." "I don't want to look like I completely lost my femininity so soft colors, soft fabrics . . . But you know, I wore a more business like thing yesterday at the event since there were going to be business people from the community who were men."</p> <p>Meredith is conscious about drinking at work events. She is not a huge social drinker anyways, but is conscious not to order any drinks at work events. "I am pretty conscious, I don't drink in work settings at all because I think people notice the gender of it . . . that's conscious and it is related to gender."</p>
Recurring Events:	<p>1). Experiencing a block in the business school. First, difficulty getting into the school. Second, being told she would be Associate Dean by higher-level university administrators but the school itself did not approve. Third, fearing she will not get full because the voting block of full professors will be men, since the one female full professor is retiring. "That voting block would remain male, until some women . . . Yeah, I see it as a glass ceiling in the business school . . . But I don't see getting out of the full professor review committee, I don't see myself getting out of that."</p>
Chronology of events:	<p>1). First university, where she had to be aware of what she dressed and dress in a very businesslike attire.</p> <p>2). This past summer, the retiring Vice Chancellor put together a female faculty group. This group is going to work toward discussing issues women face at the university.</p>

	3). For the future, Meredith is unsure if she will get full professor due to the voting block she will face due to the full professor review committee consisting of all men.
Protagonists:	1). Former Vice Chancellor; a female who before she retired, started to put a senior women faculty group together to discuss gender issues at the university.
Plot:	No plot in this particular interview.
Sub plots:	<p>1). Meredith was conscious about her dress choices, her gender, and youth while teaching at her first University. There were few women in the department and it was the 80's so she wore matching suits, floppy ties, etc. "You know, in 1988, as a thirty-year-old, one day you're a doctorate student and you defend your dissertation and then you're a professor, so I was pretty aware of my youth . . . I wouldn't say I was toning down my femininity, although those were seriously ugly clothes back then."</p> <p>2). A sub-plot for her experiences at current University, when talking about the future. Discussing a voting block of male full professors who may hinder her ability to get full. "But I don't see getting out of the full professor review committee, I don't see myself getting out of that."</p>
Key Characters:	<p>1). Former Vice Chancellor; a female who before she retired, started to put a senior women faculty group together to discuss gender issues at the university.</p> <p>2). Chancellor. The senior women's faculty group are presenting data they collected to him, to address gender issues.</p> <p>3). Incoming President.</p>

	<p>4). Full professors who would make the decision on whether she moves to full. She does not feel she will get full because of this voting block, “I don’t see myself going up for full with the voting block. I have been in meetings so I know what they think is good and what they think is crap research. And so, I don’t see myself having a shot.”</p> <p>5). The current business school Dean. “Absolutely, I do not see, you know, being able to get full. I mean I would hope the Dean would support me.”</p>
<p>Two Voices:</p> <p>Reflection: Sees the only way to change is to either higher a senior female chair, but then she says at the same token, that takes away the person from research and what she is famous for.</p> <p>The other piece for change is having a lawsuit. But she said that’s also a double-edge sword. A lawsuit taints whatever action you are trying to make. “And it’s bad in a way, because then it sort of taints it . . . I mean it’s always a stigma.”</p>	<p>Voice 1: can strongly identify her leadership style, even when part of that style has surprised her in her current leadership role. “I’m definitely collaborative. I don’t think I’m controlling. I’m pretty collaborative. I’m integrative . . . I am careful of people’s feelings.” “I’ve been surprised that I could be, kind of firm, and make judgments.”</p> <p>Voice 2: Lack of confidence in some areas. She listed a negative aspect of her identity when asking for her to describe herself. Also, not being able to get full professor. Also has never seen herself in a leadership role in the business school, even though she served as faculty chair before. “It just kind of seemed like, you just kind of steer the ship, but you’re not really setting any course or doing anything.”</p>

Listening Guide Step #2:

I-Poem: Interview 3

I think that my occupation is a really big part of my identity
I really see myself as a professor
I'm single
I don't have kids
I don't think of myself as a mom
I have older family members
I help take care of
I was a skier
I identify strongly with the Myers Brigg
I am an INFP
I'm a total F, feeling
I'm a total N, for intuitive
I do think of myself that way
I do think I'm perceptive
I am 1 ½ generation
I'm first generation on his side and second generation on my mom's side
I'm relatively religious
I'm Catholic
I am pretty passionate about stuff
I think that's a good aspect
I probably care too much
I get frustrated
I'm President of a large faculty group
I think what I've learned about myself this year
I'm collaborative
I don't think I'm controlling
I'm pretty collaborative
I'm integrative
I've noticed that
I think I am careful of people's feelings
I do weigh all sides and say, "What about this?"
I'm frustrated when I miss something
I think, I'm pretty good at scanning
Then I'm like, "Oh I never thought of that"
I think that's part of my leadership styles
I have no problem asking, "What have we missed?"
I don't see that as a weakness
I've been really surprised that I could say no and be firm
I've been surprised that I could be, kind of firm
I've been more decisive than I usually think of myself
I don't think I'm totally a servant leader
But I'm influenced by that
I think that I'm serving

In the business school
The only leadership role I had
Was I was chair, faculty chair
I don't know
I didn't feel like there were new things or initiatives
So I don't know if I've seen myself in that role there
I'm not too proud to ask, "Did we get this right?"
I was pretty aware of my youth
I wore matching skirts, blazers
I consciously dressed pretty business like
I don't do that anymore
If you don't think I'm a professor, I don't really have that in mind anymore
So younger, I was more aware of that
I wouldn't say I was toning down my femininity
But you know, I did dress in match suits
So that, I remember that
Here, I mean now, at 57
I don't think about it too much
I wonder if other women faculty ever struggle with this
I do think about being careful, I definitely don't dress sexy
I'm pretty boringly classic in my style
I am aware of that
I don't want to look like I completely lost my femininity
I'm aware of that
Should I have worn a suit because I'm meeting with the Chancellor today?
I mean, wow, I don't think that, those days are gone
But you know, I wore a more business like thing yesterday
I was never a person who drank
I am pretty conscious of it
I don't drink in work settings at all
Because I think people notice the gender of it
I'm the driver always, that's conscious
I think the new President is definitely open in supporting a diverse playing field
I think he would want a new Provost who shares that
So I think that
I know it's self-serving
I would like to go up for full professor
Because I have been Associate for 20 years
I came in as Associate
I would say very bluntly
I don't see myself going up for full with the Economic Professors
I have been in meetings
I know what they think is good and what they think is crap research
I don't see myself as having a shot
I don't think they're going to like the work I do
I don't know

I don't know
 Would I actually use the term glass ceiling?
 Yeah, I see it as a glass ceiling in the business school
 I do not see being able to get full
 I would hope the Dean would support me
 I don't see getting out of the full professor review committee
 I don't see myself getting out of that
 I don't know
 I don't know
 I sat in these meetings
 I heard the sentences people said

Listening Guide Step #3: Looking for social networks and close intimate relations:

<p>Social Networks:</p>	<p>1). Serving as President of a large faculty group. Develop social network with the group through the lens of a collaborative leader. "Somebody just asked me this, probably since I'm President of the faculty group, So I think what I've learned about myself from doing it this year . . ."</p> <p>2). Senior female faculty group. "In the beginning, we kind of all just shared, like 'Oh my god, and then he said this.' And from there it kind of involved more into what are the issues women are facing and what might we do. I know in the summer, kind of a smaller group of those folks."</p> <p>3). There are three tenured female women who would be the next to go up for full professors. Meredith and two other colleagues. It has taken 15 years but they can go up for full soon. They would be the women who would make the full professor review committee no longer all male.</p>
<p>Intimate Relations:</p>	<p>1). Parents. As with the other two transcripts, Meredith discusses a brief story of her parents.</p>

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Meredith is in a position of power, as President of the faculty group. However, she includes the other members of the group when making a decision, so she does not exert traditional power, “And I have no problem asking the group, ‘What have we missed? What have I lost’ And I don’t see that as a weakness where I know some people that would be, no you need to be real authoritative.”</p> <p>2). Retired Vice Chancellor, prior to leaving, started organizing a senior female faculty group. The group has made one presentation to the current Chancellor and plans on doing more once they gather more data. “I invited them to come present to Senate but they would like to do that in the Spring, when they have some additional data to present.”</p> <p>3). The full professor review committee who are all male. Meredith believes she will not get past their voting block when going up for tenure. She hopes the Dean will support her but knows she won’t get support from that committee until a woman gets on it. However, a woman will not get in it until one of the three tenured women go up for full.</p> <p>4). Power relation: lawsuits. Meredith believes having a lawsuit would be the only way for the university to change, although, it would turn out to be negative for the female faculty member. “It feels like the only lever that you can use to try to make some change . . . And it’s bad in a way, because then it sort of taints it . . . You know but, but sometimes for making change, how else can you make it?”</p>
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Meredith, Listening Guide, Transcript #4	
Listening Guide Step 1:	
Recurring Words:	<p>1). Resolve/Resolved/Fix (6). “I guess in both cases, I wish I had been a little more forceful in saying, this has to be resolved. It’s taking too long.”</p> <p>2). Forceful/pushing enough (4): “I just didn’t push hard enough, to say, this is absolutely ridiculous.”</p> <p>3). Family/Parents/Aunt/Uncle (5). “That’s a pretty scary you know, now I have family . . . I came out here with a committee.”</p> <p>4). Tenure/Non-Tenure (6): When asked why she stays, she said, “The answer is complicated. I think tenure, has a very big hold . . . Having done it twice, go up for tenure twice, I wouldn’t, I don’t want to do it again.”</p> <p>5). Women (18): “And it’s just like, you’re seriously thinking that a bunch of women eating salads, making stepping stones, is unfairly, giving women an advantage at this university.”</p>
Recurring Themes:	<p>1). As mentioned in the other three transcripts, Meredith talks about being a good girl; a Catholic good girl, specifically when saying why she didn’t push more during her two critical incidents at her current university. “I think it’s because I’m partly a good girl. Well you know, I guess I don’t push enough.”</p> <p>2). Being shocked/frustrated at the ridiculous of the university or people in the university.</p>

	<p>Another instance where she gets frustrated is when students call her by her first name or Mrs. (she is not married) where her male colleagues are called by their formal title- professor or Dr., “As I get older, I’m 57, I’m getting really tired with the emails that open with my first name . . Do you call your male professors by their first name or Dr. so and so? The bother is, what do you call your male faculty.”</p> <p>3). Pulling back and not wanting to get involved as much as before. “I think there is this natural pulling back.”</p>
Recurring Events:	<p>1). Not getting Associate Dean. Meredith goes into further detail in this transcript on that story. She was supported by the university president and the university provost, but her business school dean told her that her name was not brought forth during the hiring committee discussions. “I remember afterwards, the acting provost said he and the president were sorry for what had happened.”</p> <p>2). Having a female faculty group in the early 2000’s that was disbanded by the university. There is now a female faculty group that is being created now to discuss women’s issues.</p>
Chronology of events:	<p>1). In the early 2000’s, women would meet at another female faculty’s house. They would have a potluck and do crafts and talk about their issues as women.</p> <p>2). A year or so after, a Law School professor complained that these groups were illegal and unfair to men. “That was spring break . . . when we went to the fall faculty meeting that August, the provost at the time read an announcement, ‘That this was not to occur. And you have to have open access.’”</p>

	<p>3). Being told she was going to be Associate Dean by the President and Provost but the business school did not agree and did not bring her name forth during the search process. “I met with the Dean . . . I guess he was the one who said my committee hadn’t brought my name forward.”</p>
Protagonists:	<p>1). Dean at the time she did not become Associate Dean.</p> <p>2). President at the time she did not become Associate Dean. He wanted her to be but the business school did not. “I actually met with the President for like an hour, just to talk about just sort of the reality, this wasn’t realistic for me to be Associate Dean . . . and he was totally like, that doesn’t matter, this is why you would be good.”</p>
Plot:	<p>1). Not getting Associate Dean. Meredith goes into further detail in this transcript on that story. She was supported by the university president and the university provost, but her business school dean told her that her name was not brought forth during the hiring committee discussions. “I felt like I had a lot of meetings but I didn’t feel like anything was getting resolved.”</p>
Sub plots:	<p>1). At her first university, a group wanted to help women there so they wrote the business school dean and it backfired for the women in that department. “And they wrote a letter to the Dean about how the business school treats women and we all paid the price for that.”</p> <p>At this same university, she was told that she was lucky she was single and did not have children. ‘Oh yes, I’m so fortunate to be alone, working in this, living in his very cold place in an environment where they don’t want any women, it’s a blessing.”</p>

	<p>2). Former female faculty group that came together informally during the early 2000's. They would do crafts at a female faculty's house and talk about issues. A Law School professor complained because he felt it was unfair to men. "And then just kind of talk about, being women at the university or in academia. Nothing fancy at all. Nothing formal or fancy . . . Then one year, someone from the Law School got upset and said it was unfair to men."</p> <p>3). A new female faculty group is now forming, 15 years later. It was started by the Vice Chancellor who recently retired. However, Meredith warned her to be careful when creating this group, "I did express this to the Vice Chancellor when she was trying to bring together the senior women. And I told her the last time people tried to 'help me' it didn't go well."</p>
Key Characters:	<p>1). The Dean at the previous university who treated the women poorly after university women tried to help the junior faculty.</p> <p>2). Dean at the time she did not become Associate Dean.</p> <p>3). President at the time she did not become Associate Dean. He wanted her to be but the business school did not. "I actually met with the President for like an hour, just to talk about just sort of the reality, this wasn't realistic for me to be Associate Dean . . . and he was totally like, that doesn't matter, this is why you would be good."</p> <p>4). Provost who also wanted her to be Associate Dean. He is also the one, after the law school professor complained, who said the informal women's faculty group could no longer exist.</p>

	<p>5). Law school professor who complained about the first women's faculty group, saying it was unfair and illegal. "So this law professor got very upset and said it was illegal."</p> <p>5). Vice Chancellor who is now retired who started a new women's faculty group before she left.</p> <p>6). Meredith's students. They are part of the reason she has stayed throughout the difficult times. "I love teaching our HR grad students. I love our students. I enjoy our undergraduates and I love our grad students."</p> <p>7). Family. Her family is another reason she has stayed through everything. Her parents moved here in '95 when she got the job. Her aunt and uncle moved here the day the Provost told her that her department was being eliminated, before she moved to the business school. "I came out here with a committee."</p>
Two Voices:	<p>Voice 1: A strong voice/opinion on what was going on in the university. Getting frustrated at the female faculty group being disbanded and it taking so long to get into her department.</p> <p>Also cautioned the Vice Chancellor when creating the new female faculty group, to be careful when creating it because it sometimes hurts the junior faculty more than helping them. Putting the blame on external structures of the university for things not going in the favor of women as a whole. "Whenever we want to help junior women, we have to be very aware a lot of times their schools don't like it when you try to intervene."</p>

	<p>Voice 2: When it comes to the issues that have directly impacted her personally, she wishes she had done more, without saying it was the University's fault. She takes on the blame.</p> <p>"I wish I had been a little more forceful."</p> <p>"I think most people would have filed a grievance, filed a lawsuit. I wish I had maybe taken more of a specific action, to make it resolved."</p> <p>"I'm probably not very good at standing up for myself, which is probably gender."</p> <p>"I don't think I was waiting for a big daddy to come along and fix it. That's not really my style but I guess I just didn't push hard enough."</p>
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Listening Guide Step #2:

I-Poem: Interview 4

I think that, the Associate Dean thing
 I remember just having it seem like
 I had a meeting with people but nothing ever moved along
 I actually met with the President
 I met with the Provost at the time
 I met with the Dean, I guess twice
 I wasn't selected
 I guess he was the one who said my committee hadn't brought my name forward
 I felt like I had a lot of meetings
 I didn't feel like anything was getting resolved
 I remember afterwards
 I wish I had been more forceful in saying, this has to be resolved
 I think most people would have filed a grievance
 I wish I had maybe taken more specific action
 I think it's because
 I'm partly a good girl
 I guess I don't push enough
 I'm probably not very good at standing up for myself
 I don't think it's because I'm Italian American
 I don't think it's because I'm Catholic
 I think almost all of it is just being a woman

I don't know
I don't know
I don't think I really had, I'd like to think
I wasn't waiting for a big daddy to come along and fix it
I guess I just didn't push hard enough
I am qualified to be placed
I've lost track
I think there's a natural pulling back
I've done a lot
I used to use this phrase
I have marched, I carried the flag, and I took the bullet
I've been there
Because I took the bullet
I did express this to the Vice Chancellor
I told her, the last time people tried to help me, it didn't go well
I wouldn't bring it up
If I hadn't experienced that
I think tenure is a very big hold
I don't want to do it again
I would only move with the guarantee
I would never go through the process again
I think that's big
I love teaching our HR grad students
I love our students
I enjoy our undergraduates
I love those students
Now I have family
I never had a tie to south bend
I knew it wasn't going to be a place to me
I cam out here with a committee
I liked the place
I like the people, not in the business school but at the top
I think I would be miserable to be here with tenure and hate it
I've never felt that
I've been frustrated with people
There's people I don't care for
I've never hated the place or hated the people
As I get older
I'm 57
I'm getting really tired with the emails that open with my first name
I noticed the Mrs.
I got that a lot when I taught freshmen
I always go back, do you call your male professors by their first name?
I think the distance helps
I'm sure when I arrived here from my former university
I was walking wounded

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). Social network with original female faculty group, that met informally in the early 2000's before the university asked them not to meet anymore. 'So for a couple of years, during spring break, a couple of the senior women would just organize a potluck.'</p> <p>2). Social network with President and the former Provost. Both wanted her to be Associate Dean in the business school.</p>
Intimate Relations:	<p>1). Her family. Her family moved to California when she started working at this university and they are the main reasons she has stayed, even with the difficulties she faced.</p>

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Law School Professor who said the women's faculty group was illegal and gave women an advantage over men. "Then one year, someone from the Law School got upset and said it was unfair to men, because there were women in power who were giving information that men weren't having access to."</p> <p>2). The Provost at the time told the women, at the fall faculty meeting that year, that they could no longer meet informally in this forum.</p> <p>3). President and Provost at the time supported Meredith in becoming Associate Dean. The Dean, however, told Meredith that the faculty that made the search committee did not bring her name forward when discussing candidates.</p>
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	<p>4). The power relations that happen when the university tries to help junior women faculty. “Whenever we want to help junior women, we have to be very aware a lot of times their schools don’t like it when you try to intervene . . . that double-edge sword that you have to be aware of.”</p> <p>5). The power of tenure and how it keeps a hold on people. “I think tenure is a very, very big hold.”</p>
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Meredith, Narrative Analytical Process Transcript #1.	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Childhood memories of gender: drawing at fair, elementary school separation of boys/girls, high school classes, college courses • First job at Private University in the mid-West. Stories from that job related to gender, the biggest moment being not receiving tenure, and having a year to find a new job. • At current university the process on how she came on and eventually moved to the business school. Discussion on the resistance felt when trying to get into the business school. • Always felt like the business school faculty were plotting on getting her out. • Thanking the men who ultimately pushed for the former Provost to allow her and her female colleague/friend to be let into the business school.

	<p>Present:</p> <ul style="list-style-type: none"> • No interaction, besides pleasantries, with colleagues; the same people who tried to kick her out years ago. <p>Future:</p> <ul style="list-style-type: none"> • Next year, going to be a high-level leadership position in the business school, as her uncle says, over “those people who didn’t want you.”
<p>Step 2: Sociality- Context and Social Conditions</p> <p>Reflection: Constant roller-coaster. You are wanted, then unwanted, wanted, then unwanted. Currently in a school that didn’t want her; looks different but a lot of the same people who voted against her are still there. Push and pull between the confidence of knowing you’re good enough, but then having so much resistance from colleagues, primarily male.</p>	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • Optimistic: “I certainly didn’t feel like any careers were closed off to me, you know when you first start thinking about jobs and careers” • Optimistic: “I never had anyone say, ‘Oh, no you can’t go into engineering or you know’ so anything was kind of open” • Optimistic in college: “So even in college, also, there wasn’t any sense, of roads were closed” • Lack of self-confidence: Had feelings that she wouldn’t succeed if she went into a more science field, since her high school did not prepare her. • Desire to become a math teacher; loved math; had crush on his math/science teacher, thinks this could be why she had an initial interest. • Fell in love with business classes with a psychology focus • Took mentors class in org. behavior, “And I never heard anything more fascinating” • During final, saw her name on the board, immediately thought she failed her paper. Even though, in actuality, the professor wanted to use her case study as an example for his next textbook. • Desire: to become a faculty, after seeing her mentor doing his work.

	<ul style="list-style-type: none"> • Excited: To start position at her first school. Then realized, it was so different from her past experiences in college. • Excitement disappeared: “Crashed into a wall” • Feeling weird: At the reception, where she didn’t know where she fit in; with the male faculty or with their wives • Surreal: Being asked which faculty member she was a secretary for. • Felt her record was tenurable, but she didn’t receive tenure • Stressed: Was put on a committee for integrity/honesty; time consuming and stressful • Terrible: Felt terrible waiting for tenure decision, it as made at the end of the semester. • Felt happy: Such a big deal to receive so many interviews/offers after she did not receive tenure • Feeling of excitement again: At the new job at her current place of employment. She would run a program she was passionate about and teach it as an actual degree instead of an elective, like it was at her old job. • Part fear: Scary that she wouldn’t be housed in the business school • Fear: “I’m already freaked out because I’m not in the business school” • Ridiculous: Ridiculous that she wasn’t in the business school and now was being moved to another department • Questioning her decision: “What am I doing? What am I going to do?...so much post-decision dissonance”
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	<ul style="list-style-type: none"> • Stress: During the change and tenure process, “So those were not happy days at all, that was very stressful.” • Felt offended: Having to defend career and show why she was qualified to business school faculty • Offended: Offended that faculty without strong records were asking for proof; challenging her qualifications and insinuating that she would bring the department down. • Cautious: “I am very cautious about some of the folks here as a result of that” • Felt the process, the length of it, was “really unnecessarily slow and stupid and offensive” • “That was bad, that was really bad.” • Was cautious/paranoid: For many years, felt like the faculty were plotting to get them out. Not so much anymore. But there were concerns, for four years, that there were plots to get rid of them. • Work together with her female colleague; can never leave each other; will not let people turn them against each other • No desire to have a personal relationship with colleagues; for happy hour or lunch, etc. <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Parents were always supportive in whatever the participant wanted to do. • Gender was evident in schooling; in the separation of the boys and the girls.
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	<ul style="list-style-type: none"> • College business school classes: Even number of men and women; maybe more men but nothing major. Had multiple female and male faculty. • First job: 1 out of 6 women in the business school, out of 80-90 female faculty. No woman had been tenured. • First female to get tenure happened the year the participant did not get tenure. • Taught 2:2, had heavy service load, had many preps. Had some male colleagues who taught 1 class in their 6 to 7 years. • Structural supports that were supposed to help you, like “The Year of the Woman” actually hurt you • Part of social sciences program with the rest of the professional studies group. • Dean of participant’s new department, essentially took resources from her old department and moved them all over • Had a strong department in the new department and a good interconnections between the other grad programs • Relationship with new Provost (no longer there): He got rid of the department she was in and encouraged her and her female colleague to go to the business school; it would make the most sense. He was supportive of them • He fired 6 other faculty and participant and her colleague got tenure. • When going to the business school, Dean at the time said okay, but then he left. Had to then interview with the business school.
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	<ul style="list-style-type: none"> • The former Provost, to appease the business school faculty, had participant report to the business school dean but not be in the school yet. • President of the Senate told the Dean this has gone on long enough, accept them into the school; so he sent an email out to the faculty welcoming the participant and her female colleague. • Unwelcoming environment from the faculty that wanted to get rid of them. • Surface interaction with those colleagues now; can be cordial but no real relationship. • Relationship to the president senate: Key player in getting them into the business school; was the man who said this is enough to the Dean and that was the catalyst for getting them into the school
<p>Step 3: Place</p> <p>Reflection: The places where the participant resided represented her professional growth and the struggles faced as a female faculty. They were reminders of how she was tossed around between departments. In the case of her first job, the place where she was unwelcomed due to her gender; where she felt like her and the other female faculty where “the odd creatures they were made to hire.”</p>	<p>1). Fair or festival in New York: First moment, at 5 years old, where she realized gender. She wanted to pick a dinosaur to be in a picture drawing of hers, but chose a bird because it is “girlier.”</p> <p>2). Catholic elementary school: Another place where participant saw gender. Boys were loud and boisterous, girls were quiet. Girls wore frilly dresses, gloves, and hats.</p> <p>3). Catholic all girl’s high school: Not enough girls to take math and science so participant wasn’t able to accelerate into higher levels unless she took the class at the boy’s high school. She refused to take typing here since her male colleagues at the other school didn’t have to. Chose to not take it and to take English Literature instead of a traditional female field, like typing, sewing, etc.</p>

	<p>4). University where she received her bachelor's degree, MBA, and Ph.D; business school/org behavior. This is where she changed from wanting to be a math teacher and decided to study business instead.</p> <p>5). Org behavior classroom where she found her mentor and decided to become a University Professor and continue her education up to Ph.D. Realized she loved the mix of psychology and business. Realized she had a passion for it; that you could teach and write for a living and was sold.</p> <p>6). First University she taught at in the business school. University was private institute in the mid-West. First time in the mid-West; new environment for her and different from where she grew up. Was one of 6 women business school faculty. Not one woman had been tenure in the school's 75 years existence.</p> <p>7). Reception where male faculty were on one side of the room and wives on the other. Where does the participant, a female faculty, stand?</p> <p>8). Current University, Southern California.</p> <p>9). First department the participant was in at current University. Was not the business school, was social science, which was a non-traditional department for a business/hr person.</p> <p>10). Second department the participant was moved to and eventually, it became eliminated. Lifelong learning department for adult learners. Was eliminated by former Provost and some of the faculty were either fired or told to go to a different department.</p>
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	<p>11). Room where she had to defend herself/her work to the business school faculty in order to be accepted into the business school, since she currently doesn't have a department anymore and is qualified to teach in the business school.</p> <p>12). Business school, once she was allowed in. This is her current place of employment. Does not talk to colleagues in the department; keeps to herself, the work, and teaching.</p> <p>13). The interview for this transcript took place in her office in the building of the business school.</p>
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Meredith, Narrative Analytical Process Transcript #2	
Narrative Analytical Process:	
<p>Step 1: Temporality: Past, Present Future:</p> <p>Feels better about her position within the business school but it's taken 20 years to get to that point. Even though she feels better, she is not actively engaged within the school, which could be part of the reasons for her feelings; retreat from the issues.</p>	<p>Past:</p> <ul style="list-style-type: none"> • Taking a long time to get into the business school once her original department was eliminated. • Being told by the University's President that she was Associate Dean only to find out that the Dean did not support it and her name wasn't brought up with the Associate Dean search committee. • Became a care giver to her dad in 1995 • Her dad passed away in 2002 • In May 2002, the participant was diagnosed with cancer • In 2010, her mom's heart started having issues and she had major surgery in 2012 • Granted a sabbatical so she could take care of her mom while still conducting her research. Wrote a book during this time

	<ul style="list-style-type: none"> • January 2015, mom had another major heart incident and had to get a pace maker. Fell during the heart incident • Going up for tenure without a Dean but with two mentors from her department that was getting eliminated • Had to present tenure file to FRC-a group of 8 male faculty within the business school <p>Present:</p> <ul style="list-style-type: none"> • Currently serving as President of the Senate. This role keeps her focus away from the business school and more at the larger university. • Care giver for her mother while committing to current role • Care giver for her mother while she handles her heart issue and still monitors her wound from falling • Less overt disagreement from her colleagues nowadays • Relationship with current Chancellor and President • Feels better about her position within the business school <p>Future:</p> <ul style="list-style-type: none"> • Becoming Associate Dean in 2016
<p>Step 2: Sociality- Context and Social Conditions</p> <p>Reflection: Even with the backlash, she has made it to become President of the Senate, have a relationship with the current Chancellor. Receives emails from the President and current Chancellor, “Because what world did I ever live in that I would get emails from the President and the Chancellor.” The humiliation felt earlier has gone away</p>	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • Questioning: “What is the gender component? Would it have happened to men?” • Objective: looking at the facts, the participant felt there was no reason to not work in the business school. She went to a good school, taught at a good school, and had scholarship. They said “We’re not qualified. But that’s just factually wrong.” • Questioning: “So how much of that is gender?”

<p>has time has passed because her objective record speaks for itself.</p>	<ul style="list-style-type: none"> • Humiliated: Felt there was a humiliating aspect to it • Ridiculous: Felt the process of getting misplaced and trying to get into the business school was completely ridiculous. • Blocking out: “It is kind of a blur for me.” The year she was told she would be Associate Dean but didn’t get it. • Worry: Was worried about being associate dean due to how her colleagues had treated her in the past • Blocking out: Conversation with the Business School Dean at the time. “I had to block it because it was upsetting.” • Feeling that the Dean wasn’t doing anything to help her become Associate Dean • Worried of not being full professor when becoming Associate Dean. For one, due to the hierarchy of the school. Two, will she have time to do the work to become full while also taking on this role? “I’m not full . . . how will I do cutting edge research as Associate Dean to make full, so I’m worried about that.” • Worried about her caregiving role while being Associate Dean. “I do worry about that. And I told the Dean and Chancellor, how will it work? My mom has a lot of doctor appointments. How is it going to work?” • Grateful for receiving sabbatical so she could work on her research while caring for her mom. “So I thank the committee granting me a sabbatical.” • Grateful for having mentors in her former department help her through the tenure process.
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	<ul style="list-style-type: none"> • Ridiculousness: going up for tenure without a Dean. “I was going up for tenure without a school, just the ridiculousness of that.” • Felt former business school Dean while going up for tenure was “nasty.” Questioned her work in a hostile way rather than comment how everything she did that was successful. “Which was pretty much the theme of the conversation, you know, why should we take you? Pretty much hostile.” • Felt incomplete when she got tenure: Dad just passed, she was diagnosed with tenure. “It kind of took away something that should have been joyful, I was still happy but it was incomplete.” • Had to schmooze with so many deans/administrators until she got into the business school • Not focused in the business school; focused in role as President of the Senate • Confidence: Confident that due to her record, the faculty would have no case to get rid of her now. “So what else? What else do you want? And now let me see your list.” • The years of getting into the business school/tenure: “So those were bad years. And dad was dying. I had found the lump in my leg and had the surgery.” This is what took away the joy when she actually received tenure <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Does not engage with the faculty. “I can keep it totally superficial.” • Higher University administrators were the ones who wanted her to be Associate Dean. These included the President/Provost.
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	<ul style="list-style-type: none"> • Ability to have a flexible schedule with her job so that she can take the time to take her mother to doctor appointments. I always say to my mom is we have to be really grateful to have a job where no one asks me, 'Where were you Thursday?'" • Support from colleagues in the department that got eliminated for her tenure file. • Interaction with business school Dean at the time for her tenure was "pretty much hostile." • Hostile environment with the FRC during tenure process: "So you walk into an FRC with 8 mean and they were just why do we have to take you? Which was pretty much the theme of the conversation, you know, why should we take you?" • Advice: "Employment relationships are long term relationships and when you're an idiot, and a jerk, you're going to live with people a long time" • Found the business school Dean at the time of trying to enter the school "annoying." • The Dean announced to his advisory board why the participant hadn't been accepted into the business school yet. "Ewww so that wasn't so good. That wasn't so good. Those times weren't so good. Those are clearly the big ones, you know."
Step 3: Place	<p>1). The department of Professional Studies which eventually was dissolved</p> <p>2). Graduation, where the University President congratulated the participant on becoming Associate Dean, before anyone actually told her</p>

	<p>3). The Business School's Dean's office, where he told her he did not want her to be Associate Dean since her colleagues wouldn't approve</p> <p>4). Current Dean's office where he tells her he wants her to be Associate Dean in 2016</p> <p>5). Participant's home where she was a caregiver for her mom after her mom went to the hospital and had to have 17 stitches in her leg</p> <p>6). Parent's house. Participant lived there half of the time to take care of her dad in 1995 while he was on dialysis. She would go back and forth between there and her house. She went home to get more clothes, books, etc. The houses were only 3 miles away.</p> <p>7). Hospital- Where the participant had her surgery to remove the cancerous lump</p> <p>8). USC Hospital-To do her follow-up appointments/tests for her cancer with a specialist that worked there. Commuted from Tustin to Los Angeles for those appointments</p> <p>9). Wound doctor office: Went there 3-4 times a week for months during the past year for her mom after she fell</p> <p>10). The business school FRC committee meeting space; when participant was asked why they should take her</p> <p>11). The University-where the participant is doing her work as President of the Senate</p> <p>12). Faculty's office-where the interview for this transcript was conducted</p>
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Meredith, Narrative Analytical Process Transcript #3	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Although Meredith sees herself as a leader, in a past leadership role as faculty chair for the business school, she did not see herself in terms of leadership. “I was chair, faculty chair for the business school. And there wasn’t, that didn’t feel particularly leader-like. There were no initiatives to champion.” • When she started her first job at her first university, she was very aware that she was fresh out of the Ph.D. program. She was very conscious in how she dressed and behave. “You know, I did dress in match suits to look business like because it was a formal environment at that university in the business school. Even on non-teaching days, you were supposed to look professional and business like. So that I remember.” <p>Present:</p> <ul style="list-style-type: none"> • Describes her leadership style as collaborative, integrative, and serving. As seen these traits in her role as President of the faculty group. “I think that I’m serving, if people bring stuff to me, I need to follow-up and look into it.” • Describes her identity as Catholic, 1 ½ generation, INFP from Myers Brigg. “Even though I know it’s not the purest science, I identify strongly with the Myers Brigg, I am an INFP.” • Now that she is older, she is not so conscious about how she dresses.

	<p>“Here, I mean now at 57. Now I’m just kind of more like, you know, I don’t think about it too much.”</p> <p>Although she is aware not to drink as social events since she thinks, “people notice the gender of it.”</p> <p>Future:</p> <ul style="list-style-type: none"> • Slowly the university is putting together a women’s faculty group, starting with senior women, to address issues at the university. “The now retired Vice Chancellor, one of the things she kind of wanted to do on her way out, was to organize the senior women faculty . . . she wanted to organize them, see what we all, thought were the issues that women face here.” • The women gathered some preliminary data in order to show the Chancellor some of the issues. “To just kind of say, okay, so how many women are in different ranks, in different schools.” • The women are going to continue to gather data and present at various faculty meetings/meetings with the Chancellor to address gender issues. • Meredith will be Associate Dean in 2016, so she is interested in seeing how she will be leader in that role, since she has never seen herself as a leader in the business school. • Meredith will go up for full within the next few years. She is afraid she will not get it since the voting block would be all men and she already knows what they think of her research. If she does not get full, she would consider a lawsuit, “It feels like, the only lever that you can use to try to make some changes. That you just say enough. I sat in these meetings. I heard the sentences people said. Like no, you know.”
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<p>Step 2: Sociality- Context and Social Conditions</p>	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • Sees herself as a collaborative and serving leader. • Surprised that she can be a firm and decisive leader in her current role. “I’ve been really surprised that I could say no and be firm.” • Thinks strongly about the decisions she makes before making them. “I do use the Vroom-Yetton Decision Making model, I go in my head, ‘Do I know enough? Is it a crisis? Do the other people care a lot?’ and then involved people in that decision.” • Has not felt leader-like in the business school, even though she has held a leadership position before as faculty chair. “So I don’t know if I’ve seen myself in that role.” • Meredith gets confidence in her decision making when other members of the group came to a similar decision on their own. • Slightly aware of how to behave/dress, even now in her profession. Not as much as when she was younger at her first job. <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Can also say her leadership style is used in social contexts, particularly with her work with the faculty group members. “I do use the Vroom-Yetton Decision Making model, I go in my head, ‘Do I know enough? Is it a crisis? Do the other people care a lot?’ and then involved people in that decision.” • Sharing experiences with gender issues with other senior women at the university through the newly formed female faculty group.
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	<ul style="list-style-type: none"> • Not having a social network with the full male faculty who would serve on the full faculty review committee, when Meredith goes up for full.
Step 3: Place	<p>1). Local restaurant where the interview took place. The restaurant is about 5 minutes walking distance from the campus.</p> <p>2). The University Meredith works at.</p> <p>3). Former University-where Meredith used to work at.</p>

Meredith, Narrative Analytical Process Transcript #4	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Remembering back at her first university, how people tried to help junior female faculty in the business school but it ended up hurting the female faculty more than help. This makes Meredith cautious now whenever people try to “help” women. • The female faculty group that informally met doing crafts/having potlucks to discuss their issues as women at the university/academia. • A Law School professor asked the provost to disband this group since it was unfair to women. • Not getting the Associate Dean position. • Wishing she was more forceful or pushed more during both times she experienced issues at the university. The first being it taking so long for her to get into the business school.

	<p>The second when she was promised Associate Dean but then the business school did not bring her name up during the search committee process.</p> <p>Present:</p> <ul style="list-style-type: none"> • She recently told the now retired Vice Chancellor at her current University, when the Vice Chancellor was talking about starting a new women's group, "I told her, the last time people tried to 'help me' it didn't go well." • She has pulled back. If someone asks her to serve on a committee or do something "as a woman," she says, "It's like, I've been there. Okay, it's somebody else's turn now." • Her family, tenure, and the students keep her at the university. <p>Future:</p> <ul style="list-style-type: none"> • No future was mentioned in this interview.
Step 2: Sociality- Context and Social Conditions	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • Feeling frustrated when the female faculty group was no longer allowed to meet, yet the male faculty still go golfing, go to the bars, etc. "And it's just like, you're seriously thinking, that a bunch of women eating salads, making stepping stones, is unfairly, you know giving women advantage at this university." • When she told the President that it was not realistic for her to be Associate Dean; that the group wouldn't approve of it. "I actually met with the President for like an hour, just to talk about sort of the reality . . . to be Associate Dean to a group who fought to have me in the school."

	<ul style="list-style-type: none"> • Wishing she had been more pushy when it came to not getting into the business school until a couple of years and not getting Associate Dean. “I wish I had maybe taken more of a specific action, to make it resolved, to resolve it, to get it resolved.” • Feels the reason she did not push enough was because she was a good girl. “I don’t think it’s because I’m Italian American. I don’t think it’s because I’m Catholic, could be a touch . . . I think almost all of it is just being a woman.” • Pulling back; not participating as much like she used to. “I think there’s sort of this natural pulling back. I’ve done a lot.” • Is sensitive to what happens to junior faculty when people try to intervene. “I wouldn’t bring it up if I hadn’t experienced that, so I am very sensitive to that.” • Loves teaching; loves the students, which keeps her in her position at the university. • Even with the experiences, she is not miserable. She generally enjoys where she works. “But I’ve never hated the place or hated people.” • Came to current university as “walking wounded.” But with time, she is comfortable talking about her experiences. “But the distance. I don’t know if that’s maturity or the age thing or life stage. I always say, the having cancer thing, puts a lot of stuff into perspective.” <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Working with the female faculty group, although briefly, before it was disbanded.
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	<ul style="list-style-type: none"> • For the most part, she likes where she works. She likes the people, not the ones in her business school, but at the university. “I’ve been frustrated with people and there’s people that I don’t care for and that I definitely don’t trust. But I’ve never hated the place or hated people.” • Now at her age, she gets frustrated how her students address her. They call her, specifically in email, by her first name or Mrs., when she is not married.
Step 3: Place	<p>1). Local restaurant near the university campus-where the interview took place.</p> <p>2). The female faculty’s home where the women would meet to garden, make crafts, and have a potluck, while discussing issues they face in the university/academia. “She had a beautiful house, up on the hill, she had these gardens. So it was a beautiful setting.”</p> <p>3). Fall faculty meeting room-where the women were told by the Provost at the time, that they could no longer meet in the group.</p> <p>4). The university where Meredith works at. “And I liked the place, for the most part, I like the people, not in the business school, but at the top, the direction they have you know.”</p> <p>5). Meredith’s former university, where she had her first job. Where she saw how people trying to “help women” could actually hurt them.</p>

APPENDIX B

Donna, Listening Guide, Transcript #1	
Listening Guide Step 1:	
Recurring Words:	No recurring words in this transcript
Recurring Themes:	<p>1). Lack of self-confidence due to past experiences, particularly with a female mentor.</p> <p>“I applied to do research with this guy and thought he’s the top choice and this was a far reach and I’m not going to get into this guy’s lab.”</p> <p>“I had no self-confidence because this woman had destroyed my self-confidence.”</p> <p>2). Having female mentors who hurt more than helped. Relates to hook’s notion of internalized sexism.</p> <p>“She taught me what not to do as a mentor. I guess that’s a positive thing I learned from it. I had left my undergraduate feeling very good about myself, I had professors that believed in me and everything. And I left that lab feeling like I was just a nothing because she was so awful.”</p> <p>“Well I did a post-doc and the other post-doc chair was a woman . . . And she was also an awful mentor.”</p> <p>“She said, ‘they’re never going to take you.’”</p>
Recurring Events:	<p>1). Being pushed around.</p> <p>First, her classmates in her grad school.</p>

	<p>Second, by her female mentors. One of her mentors had her put a second author who was a male on her main final thesis.</p> <p>Third, converting to tenure-track from non-tenure track without receiving any resources.</p> <p>Fourth, getting moved off tenure-track and moving to non-tenure since she wasn't publishing. Only kept on since she taught the classes/created them. Still had to apply and interview.</p>
Chronology of events:	<p>1). Seeing the differences between boys and girls at a young age. Speaking in biological terms.</p> <p>2). Noticing gender differences in high schools. Male classmates in chemistry would get upset because Donna had the highest grade in the class or on an assignment.</p> <p>3). The same gender differences in high school were seen in grad school. The male students were rude to Donna due to her high grades.</p> <p>“And one in particular made it so awful that I seriously considered dropping out and stopping at the master's level.”</p> <p>4). Donna picked a female mentor because she was a woman. The woman ended up being an awful mentor, who was a drunk and did not help Donna. Also had Donna put a male colleague on her thesis as second author.</p> <p>“And sure enough, on my main graduate study, that I spent nearly 6 years on, it's myself, this guy, and the professor.”</p> <p>5). Getting hired at current university first as part-time, then as full-time.</p>

	<p>“I get a phone call from my Dean at the time here, we have an opening for a full-time, non-tenure track professor and we’re offering it to you.”</p> <p>6). Then the Chancellor offered a tenure-track line and they converted Donna from non-tenure track to tenure-track. However, she didn’t receive an increase in pay or research resources.</p> <p>“So I literally rolled into non-tenure to tenure-track. With nothing. That was the world’s worse. They gave me no increase in pay. No research resources or space. Zero.”</p> <p>7). Since Donna had no additional resources, she did not publish. She published one journal but it was not in the type of publication the university favors. Because of this, she was pulled off tenure-track and given a year to find a new job.</p> <p>“Even though, again, I wasn’t too upset, because again, I knew that I was set-up to fail.”</p> <p>8). A professor rallied behind Donna and convinced the administration to hire her on again as non-tenure track. She had to apply/interview but she was able to stay as non-tenure.</p> <p>“Finally, it took an external reviewer, for these people, my internal people, to see the value of who I am and how I helped the program.”</p>
Protagonists:	<p>1). The male colleagues in her graduate school program who treated her terribly and made her want to quit.</p> <p>2). Her first female mentor, who was awful to her and had her put her male colleague on her main research paper.</p>

	<p>3). Chancellor who gave the university an additional line so they could hire Donna. He is the one who put Donna's name into the mix.</p>
Plot:	<p>1). Getting converted to tenure-track but receiving no additional resources; was set-up to fail.</p> <p>"How am I Supposed to get tenure without resources. I was to fail. I was to fail as tenure-track."</p>
Sub plots:	<p>1). Graduate school experiences, including her classmates and her female mentor.</p>
Key Characters:	<p>1). Female mentors</p> <p>2). Classmates</p> <p>3). Dean she tried to negotiate with</p> <p>4). Chancellor</p> <p>5). Husband</p>
Two Voices:	<p>1). Lack of self-confidence: Doesn't want to tell on her female mentor who was a drunk.</p> <p>Didn't fight more on her salary/position/not getting tenured.</p> <p>2). Seeing the issue related to rank not gender.</p> <p>"I mean I don't feel like I'm looked down because I'm a female; it's more the non-tenure track status."</p>

Listening Guide Step #2:

Interview #1

I remember, as any other kid
I had a little brother
“Oh, I’m different than you”
I remember taking Calculus senior year
I had the highest scores
I remember vividly, how angry the boys were
I remember that in calculus in high school
In graduate school, I was the only female
I was the only female
I was the only female in the Ph.D. program
I had the highest grades
I was taught how to think
I had higher scores than they did
One classmate made it so awful
That I seriously considered dropping out
I just couldn’t
I went on to look for a female mentor
Probably the stupidest thing I ever did
I really wanted this other professor
I had wanted this one guy as a mentor
I had all these issues with guys in the group
Making me feel awful
Because I was getting better scores
I gravitated toward her
I don’t know alcohol too much
I could smell this very strong scent of alcohol
She’d had no idea what I did the day before
I would keep it to myself
Because I was so close to graduating
I didn’t want to narc on her
I had already graduated but came back
She hooded me
I had already graduated
She drove into a wall and wrecked her car
I was the one who had to go give her flowers
I was already graduated
I was at her house
Finishing up my paper after graduating
I needed a recommendation letter
I didn’t trust her
I’m not a looky loo type person
I didn’t trust her
I’m a post-doc now

I told her
I happened to see the rec letter she wrote
I asked her to make changes, it wasn't accurate
She told me to change it and forge her name
I told her
I can't do that
I wouldn't do that
I left that lab
I left that lab feeling
I was a nothing
I think the one guy who was chauvinistic
I just couldn't believe it
I had a meeting with the female mentor
I wasn't married yet
I was engaged
I just felt so awful
I remember talking to my future husband
Saying I couldn't handle this
I did one post-doc
I remember applying to my current school
As an adjunct
My mentor said, they aren't going to take you
Maybe it was when I already got the position
I started as a part-time faculty
She was trying to burst my bubble
Say I'm not going to get very far
I had a great relationship with my male mentor
I thought I would continue part-time
I was okay at the time
I'm going to take the summer off
I have this part-time job
I'll be happy
I think, less than 3 days later
I made that decision
I get a phone call from my Dean
I didn't get to live this calm, relaxing summer
I ran right into starting the full-time position
I adopted my son
I was second year non-tenure track
I got converted to tenure track
I had no choice
I had to take it or leave it
I mean, it was a really good thing
It wasn't the right time
But I had no choice
I literally rolled into non-tenure to tenure-track

They gave me no increase in pay
I did not receive any resources
I tried
I had gone to a meeting on negotiating
I had just left that meeting
I can do it
I came in feeling positive
I'm going to do it right
I tried my darndest
I got zero
I was to fail
I was to fail as tenure-track
I didn't overcome that
I had no start-up funds
I think six months or a year
I got research resources
I didn't get any start-up funds
I taught a lot of students
I wasn't getting published
I'm not a real fighter to get external grants
I like to teach
I like to teach students about research
I'm not going to kill myself
And lose time with my kid
I work like crazy
I wasn't pulling what some people do
I wasn't pulling 80 hours around the clock
So I knew
I'll try my best
I wasn't going to kill myself
I just didn't have any publications
They never gave me funds
I wasn't too upset
I knew that I was set-up to fail
No way possible
I would get the kind of research they wanted
With no resources to help me out

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). External reviewers who rallied for Donna so she could stay with the university after not staying on tenure-track.</p> <p>“It’s just kind of crazy, that it had to take external reviewers to show my value to the University.”</p> <p>2). Current male colleague that she loves working with. They work together, will cover each other’s classes; great support.</p> <p>“And I mean, we are like joined at the hip. We are so close.”</p>
Intimate Relations:	<p>1). Husband-encouraged her to continue getting her Ph.D.</p> <p>2). Son-focused on her son. Did not want to kill herself trying to get tenure; would rather spend time with her son.</p> <p>“They’ll be there at 2 o’clock in the morning, some of these people, several days a week and that wasn’t me. I had m son and my husband.”</p> <p>“So I knew, and decided with my husband, I’ll try my best but at the same time, I wasn’t going to kill myself.”</p>

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Female mentor who almost sabotaged Donna as she went through her graduate program.</p> <p>2). Dean who did not give Donna any additional resources.</p>
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Donna, Listening Guide, Transcript #2	
Listening Guide Step 1:	
Recurring Words:	1). Negotiate (9): "So I had no negotiating powers for tenure-track, which is when you should."
Recurring Themes:	<p>1). Lack of self-confidence due to past experiences, particularly with a female mentor.</p> <p>"So I was kind of trapped. I had to take that job, because that's where my job was heading. I couldn't just say, 'Hey, if I'm not going to get all this, I'm going to stay on non-tenure-track.'"</p> <p>2). Being underpaid for her work.</p> <p>"And I fought and I fought and if I remember correctly, maybe I got a whopping, I kind of thing it was so many years ago, a whopping \$1,000 increase, something silly, to just quiet me down."</p> <p>"I've always been well below the average."</p> <p>3). Seeking recognition/being valued; more important to Donna than the money.</p> <p>"So for me, that's been huge, that I finally feel valued."</p> <p>"I don't care about the tenure thing. I care about being valued for what I do."</p>
Recurring Events:	<p>1). Being pushed around.</p> <p>First, not given the resources to get tenure.</p> <p>Second, being underpaid.</p> <p>"I'm now 12, 13 years in. And I'm still well below the average."</p>

	<p>Third, although she doesn't realize it, asking to serve on multiple committees, advise students, etc.</p> <p>"Serving on multiple committees, very active; program advisor for over 200 plus students. I keep getting asked to serve; it never ends. It's all important causes to me. I feel very valued they are asking me to do all of this, but it's hard to balance equity, am I getting paid for doing all of this stuff?"</p>
Chronology of events:	<p>1). Mother wanting her to be more girly and then realizing, that's the scientists look.</p> <p>2). Receiving non-tenure track.</p> <p>3). Getting tenure-track with no additional resources.</p> <p>4). 12-13 years later, still not making what she should be.</p> <p>5). Going up for Associate Professor in the Spring.</p>
Protagonists:	<p>1). Dean first told Donna she would be going to tenure-track. Told her informally on the way to a baby shower.</p> <p>2). The Chancellor is the one who put Donna's name in the group to become tenure-track.</p>
Plot:	<p>1). Getting converted to tenure-track but receiving no additional resources; was set-up to fail.</p> <p>"As far as the start-up funds, as I said last time, the response from the Dean at the time was, the way you were hired, you wouldn't be eligible for research funds."</p>

Sub plots:	<p>1). Her mom telling her to be more girly and realizing that's part of her personality.</p> <p>2). Donna's leadership role/style.</p> <p>"So I very much make people think, I'm the cheerleader. I get the work done but when I was head of the faculty, if people didn't do their part, I had to unfortunately pull the slack and finish up."</p> <p>3). The interview committee Donna is currently on. Discussed how difficult it can be and a male faculty had her stop talking about it, to not scare the candidate.</p> <p>"The male professor in the interview said, alright let's talk about something else. Because he didn't want me to paint a bad picture."</p>
Key Characters:	<p>1). Son</p> <p>2). Classmates</p> <p>3). Dean she tried to negotiate with</p> <p>4). Chancellor</p> <p>5). Husband</p>
Two Voices:	<p>1). Recognizes the university takes advantage of her.</p> <p>"And my husband and mom say, that the University takes advantage of me. That's nice words but they say they take advantage of me. And I let them."</p> <p>"But it's hard to balance equity, am I getting paid for doing all of this stuff?"</p> <p>"And I mean I'm writing this big thing on myself for promotion and its like, my god, my worth is way more than this."</p>

	<p>2). Accepting what they are doing and not challenging them; saying she loves her job so she'll deal with it.</p> <p>"Because we can't make it on a professor's salary, a family of 3. That's really sad. Because my pay is just, my pay, I never did it for the money."</p> <p>"And I realize, maybe I was painting a bad picture and I quickly stepped back, actually when I was walking on campus, I really do. I love what I do. I love the environment."</p> <p>"But I just have to do it because I love what I do and I never went into it for the money."</p>
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Listening Guide Step #2:

Interview #2

I just came back
 From a negotiation training
 I felt coming out of that
 Pretty strong
 I remember getting the news
 My initial feeling
 I'm going to finally get the increase
 I deserve
 I'm going to finally get
 Research space
 I'm going to get start-up funds
 I already started doing research
 I work with my research students
 I thought
 That was all part
 Of becoming tenure-track
 I sat down a few days later
 I don't remember the details
 I was trying to negotiate
 I asked
 "I'm going to get an increase right?"
 I came in
 Having written down

What my expectations were
 I felt really proud of myself
 I could negotiate
 Get partially what I want
 I remember them saying
 “Nope we don’t have any research resources for you”
 I was kind of trapped
 I had to take the job
 I had a son
 I fought and fought
 If I remember correctly
 I got a whopping
 I kind of think
 A whopping \$1,000 increase
 That was the only little thing
 I was able to get
 I mean it was nothing
 I couldn’t compete with the big people
 I was truly set-up to fail
 When I signed the document
 I had no negotiation power

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	1). Friendly with her colleagues. She attended a baby shower for one of her colleagues who is also a friend. It was on the way to the shower where she found out about being converted to tenure-track. “They weren’t celebrating me, they all know I was going to be asked to do this but it was her big day.”
Intimate Relations:	1). Husband. “I remember my husband going with me to this baby shower and it was this big excitement.”

	<p>2). Son.</p> <p>“I couldn’t just say, ‘Hey, if I’m not going to get all this, I’m going to stay on non-tenure track.’ Because at the time, I had my small son and it was pretty much take it or leave it.”</p> <p>3). Mom.</p> <p>“My mom called and said, ‘She looks just like you and she’s a scientist. And I finally realized you guys are just plain janes. You guys are different. You’re not really into fashion. You wear short hair, simple, glasses. So that’s why you are who you are.’”</p>
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Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Dean who did not give Donna any additional resources.</p> <p>When Donna asked, the Dean, “just shot me down.”</p> <p>2). The university shares salary information at a meeting; the average salaries. To show how good they are but in reality, Donna is still grossly underpaid.</p> <p>“And I still was, for a non-tenure track at that point, maybe a little bit below.”</p> <p>“Especially as years go by and I see what these new tenure-track faculty are getting, they’re getting \$70k or more in start-up funds, which is what they should get, it’s expensive to get research. And then they expect me to get high quality publications. And I was just trapped.”</p>
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Donna, Narrative Analytical Process Transcript #1	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Noticing gender differences in treatment in graduate school/high school. • Wanting to quit her Ph.D. program because of the treatment from her male classmates. “And I’m sure it happened multiple times but that’s the one that I really remember and soon after that it was when I had the meeting with this female professor and you know, I wasn’t married, I was engaged and I just felt so awful.” • Having a poor mentor who was an alcoholic and did things to sabotage Donna. • Getting hired as a part-time faculty. • Moved into full-time non-tenure track faculty • Moved to tenure-track • Moved back to non-tenure after she wasn’t publishing. • Served as head of the faculty committee • Had a daycare for her son. <p>Present:</p> <ul style="list-style-type: none"> • Students refer to her by her first name or her initials rather than calling her Dr. or professor. • Had to miss class for her son’s doctor appointment. A colleague subbed for her. The university is supportive in that way. <p>Future:</p> <ul style="list-style-type: none"> • Did not discuss future

<p>Step 2: Sociality- Context and Social Conditions</p>	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • Taking on a female mentor, “Which was probably the stupidest thing I ever did because she was just awful.” • “I didn’t’ trust her.” • “I left that lab feeling like I was just a nothing because she was so awful.” • “Even though, again, I wasn’t too upset because again, I knew that I was set-up to fail.” <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • When talking about her male grad school colleagues. “So we were in study groups and they got very upset when they found out I had higher scores than they did.” • Her female mentors were not supportive. “Female mentors were awful.” • Not receiving resources as tenure-track. “They still never gave me funds or anything. So the 5 year critical review, that was it for me.” • Students refer to her by her first name or initials. “My husband, was like, ‘Not even doctor anymore.’”
<p>Step 3: Place</p>	<p>1). Participant’s office on campus where we conducted the interview.</p> <p>2). The university</p> <p>3). Post-doc</p> <p>4). Graduate school university, specifically the study group.</p>

Donna, Narrative Analytical Process Transcript #2	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Finding out she was going to be converted to tenure-track at a baby shower. • Finding out she was going to have no resources for tenure track. • Was moved to non-tenure track. • Having the university present salary data and realizing she's below the average. <p>Present:</p> <ul style="list-style-type: none"> • Still below the average, even 12 to 13 years after being hired. • Serves as an advisor to over 200 students. "I have a lot of empathy. I mean sometimes I have to pull away from crying when I hear some of the students' stories, when I hear the struggles for how they came to college." • Is a leader in the classroom; has her students find the answer and empowers them. <p>Future:</p> <ul style="list-style-type: none"> • Working towards a promotion to Associate Professor in the Spring. "Hopefully they realized so I get promoted."
Step 2: Sociality- Context and Social Conditions	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • After finding out she was getting converted to tenure-track, "So that was my initial feeling, is that, wow I'm going to finally get the increase I deserve. I'm going to finally get research resources." • After going to the workshop, "And I just felt really proud of myself and I could negotiate and at least get partially what I want."

	<ul style="list-style-type: none"> • “It was just ridiculous. That’s the only little thing I was able to get out of it, \$1,000.” • “I do a lot of stuff because I want to get promoted.” • “Despite how overworked I am, I could not imagine a more wonderful place. I love my students. I love my colleagues.” • “I care about being valued for what I do.” • “When I look back on my life as tenure-track, it was not the life for me; it was god awful. Especially with my son.” <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Attended a training on negotiating for women in academia. “The take home point was, negotiate when you get the job offer, that’s the very best time.” • The Dean/department would not give her anything she requested for the negotiation. “She just shot me down.” • “So that was my initial feeling, when I signed the document I had no negotiation power” • “My life changed at least for respect and value. And my colleagues say, she knows everything, go to her. She knows the curriculum better than anyone.” • “I keep getting asked to serve; it never ends.” • “The other day, I introduced the material and I said, go work with your partners, it was not in the textbook, and we’ll figure it out when you come back.” • “The bigger issue at the university is the respect of non-tenure to tenure.”
Step 3: Place	1). Participant’s office on campus where we conducted the interview.

	<p>2). The university</p> <p>3). Friend/colleagues baby shower</p> <p>4). Classroom where she enacts her leadership skills</p>
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APPENDIX C

Ann, Listening Guide, Transcript #1	
Listening Guide Step 1:	
Recurring Words:	<p>1). Gender (6): “I notice gender all the time.”</p> <p>2). Discrimination (5): “So I’m surprised at the amount of discrimination that I feel now with a baby and I definitely would feel the same thing if I were a man.”</p> <p>3). Manipulated/toyed with/played with (5): “I feel sort of toyed with and manipulated in a way . . . “</p>
Recurring Themes:	<p>1). Feeling angered/annoyed/wrangled/manipulated at the issues that have happened to her this semester.</p> <p>“Glass ceiling.”</p> <p>“ . . . so they would keep going back on promises. So that’s really wrangled me and that’s really come about in the past year or so.”</p> <p>“I feel sort of toyed with and manipulated in a way that I feel that none of the men and also men who are older experience.”</p> <p>“I have a lot of things against me. I’m a woman. I’m a junior faculty. I’m tenure-track. I’m an Assistant Professor. I’m young. I’ve been very, kind of, manipulated.”</p> <p>2). Being a young professor; feels treated poorly for this factor unrelated to her gender.</p> <p>“So that’s a big issue for me too, the age thing.”</p>

	<p>“I definitely feel since we’re young we get played around with.”</p> <p>“I think the older women don’t get pushed around as much.”</p> <p>“It’s hard to say because there’s so many variables, like my age.”</p> <p>“I mean certain men that I work with see me as a daughter figure, and I’m the same age as their kid.”</p> <p>3). Accepting what is happening; moving forward by focusing on her work.</p> <p>“So if I do the committee work, and do my professional work, and I continue to teach well, I’m going to be positively evaluated regardless of whether or not the Dean and the Chair like me.”</p> <p>“In the meantime, I’m going to keep doing my work, you know, doing good teaching, doing good service.”</p>
Recurring Events:	<p>1). Not getting accelerated track when it was promised to her.</p> <p>2). Not getting development leave when it was promised to her.</p>
Chronology of events:	<p>1). Discovering gender at a young age. “I noticed gender from a really really young age, probably three years old.”</p> <p>“And I remember being 5 years old and being in the bathtub looking at the mirror and trying to do my hair like a boy.”</p>

	<p>2). Getting the job at the university she works at, the only university she has ever worked at. “I was young when I got this job, I was about 31. I was just launching my professional career, I had made a couple of films but I was still very early on. Then the job opened up to co-run a film program.”</p> <p>3). Having male colleagues make objectifying comments about young women to her, presumably because she is gay, she gets it. “I remember a male colleague of mine saying to me, maybe during my first or second year here, essentially because I’m queer, he would make objectifying comments about other women because I’m gay, I must get it.”</p>
Protagonists:	<p>1). Ann.</p> <p>2). Dean.</p> <p>3). Chair.</p>
Plot:	<p>1). A male colleague made an objectifying comment about a female student showing Ann that although she may not get microaggressions, she witnesses them, ““I remember him commenting on, he had accepted a woman in his course because she had a big rack.”</p> <p>2). Not being give development leave, when she was promised it when she signed on. “Not giving me development leave when I was new even though they promised me they would, so they keep going back on promises.”</p>

	<p>3). Not being put on accelerating tenure-track, when she was promised it. “I signed a new contract, the Dean said, ‘well it says you’re supposed to go up for tenure in 2019/2020, but I’m going to honor your 5 contract years. But when it came time for my annual review . . . I was told the Dean didn’t like my last film and as a result, they want me to make my next film and they might not accelerate me after all.”</p>
Sub plots:	<p>1). Had a baby. Was supported in the beginning, but not now that her maternity leave is over. “So I was glad to take leave, I felt very supportive. Um, now I realize since my chair basically saw that as my development leave, which is totally illegal, I don’t feel supported anymore.”</p> <p>Has a generally good work-life balance. Has a nanny, then the days she does not teach, she takes care of her baby. She also has a partner so they share duties. “I feel lucky that I a basically have a full-time job, that pays me well, that I more or less love, and sometimes work on my films and have quite a bit of time with my daughter. I kind of feel that I kind of have it all.”</p>
Key Characters:	<p>1). Dean-male. He promised her accelerated tenure but then was told that he didn’t like her last film, so he was no longer going to honor that.</p> <p>2). Chair-female. Ann does not feel supported by her. “And her top priority, her top concern, has always been my teaching not my scholarship or my private work.”</p> <p>3). Associate Dean. Ann did not mention in specifics during this transcript their relationship, but she did cite him as someone in the department who does not support her.</p>
Two Voices:	<p>First voice: Discussing frustration/anger at issues that happened related to her gender.</p>

	<p>Second voice: Accepting these issues and moving forward; putting it more on age than gender.</p> <p>She goes back and forth between these two voices throughout the transcript.</p>
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Listening Guide Step #2:

I-Poem: Interview 1

I noticed gender from a really young age
 I have two brothers
 I was definitely aware
 I remember being about three years old
 Noticing differences between my brothers and I
 I was very aware of it
 I remember being 5 years old and trying to do my hair like a boy
 I identify as lesbian
 I do identify as butch
 Gender has been something that I've always thought about
 I came out when I was fifteen
 I knew that I was gay since I was 4
 I think it would have been harder to be a boy coming out
 I'm 38 and I came out in about 1993
 I went to a really liberal high school
 I never felt much discrimination
 I've experienced very little if not no discrimination for being gay
 I didn't feel in the film world like an outsider
 I wasn't particularly envious
 I like to edit
 But I always noticed that men were drawn to technology
 I would say in my department here
 I've really noticed a feeling of, I wouldn't say being discriminated against
 I would say, I'm very aware of being a woman in the film school
 I always knew I would go into teaching
 I was young when I got this job
 I was about 31
 I felt like it was an opportunity
 I couldn't pass up
 I certainly thought I'm not ready to settle into teaching
 I'll do it for a couple of years
 Here I am, 6, 7 years later
 I'm very comfortable with the lifestyle
 I enjoy teaching
 I enjoy my students

I miss the freelance world
But I'm a new mom
I'm pretty settled in
I notice gender all the time
I could spend hours going over the different examples
I remember a male colleague of mine
Because I'm queer, he would make objectifying comments about women
Because I'm gay
I must get it
I am respected
As long as I stay in my space
I only just recently went tenure-track
I had been contract
I feel sort of toyed with
I'm the younger professor in the program
I definitely feel since we're young, we get played around with
I think the older women don't get pushed around as much
As long as I'm doing stuff for the film school, I would be able to do my own work on the side
I have a lot of things against me
I'm a woman
I'm a junior faculty
I'm tenure-track
I'm an Assistant Professor
I'm young
I've been very manipulated
I have a file that I'm keeping
If I don't get tenure, I will sue
I signed a new contract
I was told that the Dean didn't like my last film
I will go up for tenure when I go up for tenure
I'm going to keep doing my work
I'm on a large University committee now
When I go up for tenure
I'll have 3 films
I have more than enough
If I don't get it for any reason
I definitely think I'll have a case
I mean if I were a 37 year old man
I think it would be hard to say
I think I would still have to gravel for scraps
I'd have more competition
I mean certain men I work with see me as a daughter figure
I'm the same age as their kid
I don't compete with them
I don't think they'd push a man around as much as they've pushed me around

I have a tough exterior
I don't take any shit
I really push my students
I have to probably be much tougher to get the same amount of respect than a man would have to
I'm not a standard case
I see my friend, another young woman, her students push her around more
More than I, because she's more stereotypically feminine
I've done quite a bit of service
I brought in a 4 million dollar grant
I have been on a bunch of committees
Now that I'm tenure-track
I haven't done much committee work
I don't have much time
I just had a baby
I went from having very little time for myself to almost no time
I haven't done a huge amount of committee work
I had the baby sixteen months ago
At the time, I felt very supportive
I got a whole semester off
I was glad to take leave
I felt very supportive
Now I realize, my chair saw that as my development leave
I don't feel supported anymore
I might need more time allotted to get home and take care of the baby at night
I need to be there for my baby because I'm still nursing
I'm surprised at the amount of discrimination that I feel now with a baby
I'm down at school three days a week
I work really long days
I have a nanny
I take care of her on Wednesdays and Fridays
If I need more nanny time, she's flexible
I feel like that I basically have a full-time job
That I more or less love
I kind of feel like I have it all
I did get a raise
I hadn't expected that
I was happy with that
I tried to negotiate that
I tried to get more money
I asked for more money and a research grant
I asked for 3 different things
I did not get any of those
They told me, I'm already paid more than any of the Assistant Professors
I feel like in my department
They feel like I'm always money grubbing and asking for more than I deserve

I have developed a reputation as someone who asks for too much
 I've had to
 I just know that that's a reality
 I told my chair if I'm not looking out for myself, whose going to?
 I was told my salary was going to be one thing
 When I signed, I was getting paid something else, which was \$5,000 less
 I was only 31
 They told me I should be grateful for the job
 I should take what they offer me
 I definitely think that's sexism
 I don't think they would have the same problem if a man asked for more
 Until this semester, I actually felt pretty supportive
 It's a tiny bit freeing, I can prioritize my work
 I'm tenure-track now
 I am tenure-track now
 I'm going to be going for tenure in several years
 If I do the committee work, and do my professional work and continue to teach well
 I'm going to be positively evaluated
 I have to say, that is somehow a little bit freeing

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	1). Good friend, also young female in the department. "I'm the youngest professor in the program, besides my good friend who is about a half a year younger than me." 2). Certain men she works with. "I mean, certain men that I work with see me as a daughter figure, and I'm the same age as their kid."
Intimate Relations:	1). Baby daughter. "I feel lucky . . . have quite a bit of time with my daughter."

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Dean. He promised development leave and accelerated leave and went back on his promise. “They sort of promised me advancement into tenure, sort of accelerated and that hasn’t happened. Not giving me development leave when I was new even though they promised me they would so they keep going back on their promises.”</p> <p>“I was told that the Dean didn’t like my last film and as a result, they want to me to make my next film and they might not accelerate me after all”</p> <p>2). The department culture. “The film school is happy for me to be around and generally, I am respected as long as I stay in my space and don’t get too big for my britches.”</p> <p>“I’m very aware of being a woman in the film school, with there being a certain position for me and a certain place.”</p> <p>3). Ann’s female Chair. “She’s not concerned about my career in general.”</p> <p>“Which as long as I’m doing stuff for the film school, I would be able to do my own work on the side. And they’re happy with that. But it should never come first.”</p>
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Ann, Listening Guide, Transcript #2	
Listening Guide Step 1:	
Recurring Words:	<p>1). Gender (10): “And if I don’t get it, I would have a gender discrimination lawsuit on my hands.”</p> <p>2). Women (25): “And I was just the first of many women who have triggered him just by being strong and vocal women”</p> <p>3) Microaggression (7): “Microaggressions that I’ve experienced, and because I’m a lesbian, an out lesbian, men know I’m into women, which has always been a problem because they think they can objectify women to me. As if I’m one of the guys.”</p>
Recurring Themes:	<p>1). Not receiving what she was told she would received. Saw it with the accelerated tenure-track and development leave. Also happened with salary.</p> <p>“I basically was supposed to be started at \$75k a year, but they ended up paying me \$63k a year . . . then my chair said, if you want to get tenure you’ll drop this.”</p> <p>2). Witnessing microaggressions occurring with other women-either in the department or the students.</p> <p>3). Going back and forth between her first and second voice.</p>
Recurring Events:	<p>1). Not receiving what she was told she would received. Saw it with the accelerated tenure-track and development leave. Also happened with salary.</p> <p>“I basically was supposed to be started at \$75k a year, but they ended up paying me \$63k a year . . . then my chair said, if you want to get tenure you’ll drop this.”</p> <p>2). Microaggressions against women in other departments.</p>

Chronology of events:	<p>1). Not getting brought on with a certain salary.</p> <p>2). Witnessing microaggression-weather girls and student with big breasts.</p> <p>3). Not getting accelerated tenure track/developmental leave.</p> <p>4). Hoping for new leadership/change in the department/university</p>
Protagonists:	<p>1). New university leader next year-could change the climate of both the university and the film school for the better, specifically in relation to diversity issues.</p>
Plot:	<p>1). Not receiving what she was told she would received. Saw it with the accelerated tenure-track and development leave. Also happened with salary.</p> <p>“I basically was supposed to be started at \$75k a year, but they ended up paying me \$63k a year . . . then my chair said, if you want to get tenure you’ll drop this.”</p> <p>2). Microaggressions against women in other departments.</p>
Sub plots:	<p>1). Keeping a file so if she doesn’t get tenure, she will sue.</p> <p>“I put the sabbatical and development leave stuff in there. I put the not accelerating in there. All those big incidents and the few smaller interactions that I’ve had.”</p> <p>2). Seeing other women being objectified and experiencing microaggressions. She does not face them herself but the male faculty tell her since she is seen as one of the guys.</p> <p>Her female colleague/friend was asked by a male faculty to be a model for a student project.</p>

	<p>The big breast incident where the faculty said he only accepted a woman due to her big breasts.</p> <p>Weather girls. “They call them the ‘weather girls,’ you know, in a very disdainful way.”</p>
Key Characters:	<p>1). Dean</p> <p>2). Associate Dean</p> <p>3). Chair</p> <p>4). Men in the department</p>
Two Voices:	<p>First voice: Discussing frustration/anger at issues that happened related to her gender.</p> <p>Second voice: Accepting these issues and moving forward; putting it more on age than gender.</p> <p>She goes back and forth between these two voices throughout the transcript.</p>

Listening Guide Step #2:

I-Poem Interview 2

Most of the microaggressions
 I've experienced haven't been towards me
 They've been actions or ways that
 I've been treated by administration
 I wouldn't call those microaggressions
 Microaggressions I've experienced
 Because I'm a lesbian, an out lesbian
 Men know I'm into women
 They think they can objectify women to me, as if I'm one of the boys
 I've seen this same colleague take issue with strong women
 When I started, we had some really, really, really nasty interactions
 He seriously bullied me
 I had a film, that was really successful then
 I was sort of in the press and in the news
 I don't even want to know anything about his psychology
 I was just the first of many women who have triggered him
 I mean, until this year, I would have told you my work climate was fine
 This was the first semester I've experienced
 Personally, not being given the same opportunities as my male colleagues

I have no proof
I don't know if it's because of my gender
I don't know if it's because of my age
I don't know if it's because of my work
I can definitely say, I've seen multiple of my male colleagues
Who have been in the same position as I am
Who have been pushed ahead, accelerated on tenure-track, given development leave
When I haven't
I enjoy working in my department
I think there are major gender issues
I don't feel a lot of them personally
I sort of don't overfeminize myself
I don't wear short skirts
I'm just a person
I make a point to look like a colleague
At the University, I feel very valued in being an out, queer professor
I spend as much time on the main university as I can
The more of that I do, the happier I am
I certainly talk about gender all the time
I talk about it every class
I always say, I don't want the guys doing all of the shooting
I want the women getting on the camera
I make a really specific point for them to do the technical roles
I think about gender constantly in the workplace
I'm very aware of trying not to favor the male students over the women
When I'm grading
I remember this saying
Women have to do things twice as good as men to get the same recognition
I'm very aware of trying not to play into that
If I find myself giving men more ease than women
I really look hard
I call on the women more
I do not let them hide out
I flat out say
I'm going to call on you guys
So I think about it in the classroom
I see it a lot in the classroom
I definitely see it
I do two meetings a week
One is with all 40 faculty, almost all men
And in that one, I don't talk very much
Like I said, the guys are perfectly nice
I'm a junior faculty
I'm younger
I also have the attitude of "that's stupid"
So I sit there

In my smaller unit meetings, I do speak quite a bit
They know I'm younger than all of them by 15 years
I'm the only woman
I actually do speak quite a bit
I do feel fairly respected by them
I've worked with them for many years
They see the work I do and respect me
I think we need a much more diverse set of faces
I wish she could be more like a mentor and less of a boss
I know she's my direct boss
I know they wanted me and my colleague to own a program
I enjoy my job
I feel relatively belittled there
I feel I've put in a lot
I've given the program a lot
I'm not given in return the ownership and responsibility
That I feel like we deserve
I could leave the University
I love the work
The money wouldn't be what I'm making
I'm paid really well
I work for six months out of the year
I have awesome, crazy benefits for my family
I haven't been writing down small things, like the breast comment
I'll never forget that though
I will be able to put that in there
I had a huge salary issue I had to deal with
I had been there a while
I had been underpaid for the first two years
I was supposed to be brought on at a certain salary
I was supposed to start at \$75,000
They ended up paying me \$63,000
Saying I shouldn't be paid \$75,000
I believe I was owed \$15,000 more than what I was paid
I went to the film school
I went to the Dean
They didn't help me
I put that in there
I put the sabbatical and development leave stuff in there
I put the not accelerating in there
I think that's why my Dean is going to retire
I think he is going to retire and I think my chair is going to retire
I think the climate at the university will change for the better
I'm optimistic things will get better
I wanted my chair to be my mentor but it was clear she couldn't be over time
I wanted my Associate Dean to be a mentor

It's become clear that he's my boss
I've sought out mentors at the main university
I do feel like I have more mentors
I'm good at creating that relationship
I do feel like I have those
I've actively gone to people outside my department
I lost my dad when I was 18
I've always created close bonds with men in sort of father figure ways
I have great relationships with older women too
I'm very close with my mom
I have some mentor relationships with women but I gravitate toward men
I want to be protected by a man
I have to change and not be as butch as I would want to be
I like having my hair really short
I've been leaving it long
I deal with funders
I want to be relatively accessible
I like looking different and cool
I don't want to be sort of outwardly butch and too different
I push the boundaries of not looking like the other women there
People are accepting of how I look
I feel people see past how I look
I want to look cool
I don't want people objectifying me
Or focusing on my gender because of how I look
Did I tell you about the story where my friend, another female faculty, was asked to
model for a class?
She and I had a conversation
I would never censor anyone
I said to her
If you look attractive and dress like that, you're going to get male attention
I do think she has a different experience in the department than me
I feel when I talk, people listen
It's too bad I have to androgynize myself for that
I definitely see myself as a leader
I've always been a leader in my life
I often take on leadership roles when I can
I like to think I engage and include people
I'm more quieter with big groups of colleagues
I'm happy to listen
I rarely feel I need to prove anything
I think the climate of tenure-track raises the stakes
I don't think it's a coincidence that
When I became tenure-track, all this stuff got slippery for me
I think that ups the intensity of everything I do there
I really don't like it

I was really hoping to accelerate
 I don't relish in the process of being tenure-track
 That's why I wanted to accelerate
 I just don't like the stress
 I'm torn about that
 I want to accelerate like they said
 I could and go up for tenure because I'm pretty confident
 I do kind of feel that
 If I have more years to create more work, why not take advantage of that
 I'm a little torn
 I had really wanted to accelerate
 Now I feel like, maybe I shouldn't
 Maybe I should keep plugging away
 I don't feel supported within my department
 I feel like they did make me tenure-track
 If I go, if I stay on tenure-track and go up for tenure
 I'm basically going to be my own guide
 I don't feel they care so much what happens to me
 I don't think they truly care about my welfare
 Like I used to think they did
 I don't like to be paranoid
 I'm not that worry
 I feel empowered
 I have to do my service
 I have to do my work
 I have to do my teaching
 If I do all those well
 If I do those things well, then I would get tenure
 If I don't get it, I would have a gender discrimination lawsuit
 On my hands
 I have to teach great, do great service, make great films

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). Male faculty in the department. While she noticed gender issues, overall, she feels the guys in her department are genuinely nice to her.</p> <p>“I’ve worked with them for many years, the same guys. And um, they just see the work I do and respect me. Those guys are great guys. They all have daughters in their 30’s.”</p>
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	<p>2). Associate Dean. Saw him as a mentor/friend but now sees him as a boss.</p> <p>“And I wanted my Associate Dean to be a mentor, he’s always been a friend, and he has been. But in the past couple of years it’s become clear that he’s my boss. And you can’t be both, you can’t be a mentor and a boss.”</p> <p>3). All film school faculty meetings. In this network, Ann is quieter and is more of an observer.</p> <p>“Like I said, the guys are perfectly nice, it’s not like any of them are actively obnoxious to me, they’re friendly. But it tends to be, the same guys who talk . . . I also tend to have the attitude of ‘this is stupid’ and so I sit there and ignore a lot of it.”</p>
Intimate Relations:	<p>1). Mentors with primarily men. This steps from her losing her dad at a young age.</p> <p>“I’ve always kind of like, as a result, very easily created close bonds with men in sort of father figure ways.”</p> <p>2). Female colleague who is a friend (doesn’t say much more). Gives you advice on not being overly feminine.</p>

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Dean/Chair/Associate Dean: determining the course of her career with not giving tenure-track acceleration like they promised. Also encouraged her not to speak to the Chancellor about her discrepancy in salary:</p> <p>“Then my chair said, if you want to get tenure, you’ll drop this.”</p>
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Ann, Listening Guide, Transcript #3	
Listening Guide Step 1:	
Recurring Words:	<p>1). Diversity (10): “So I just need to be ready for and accept the fact that not everybody is going to say and do what I would and just be glad that we are having a conversation about diversity”</p> <p>2). Associate Dean (14): “I now can see, he was just having to do the unpleasant sort of hedge man, dirty work as the Associate Dean instead of the Dean himself or the Chair, who I originally talked to, telling me herself.”</p>
Recurring Themes:	<p>1). Feeling upset, anger, etc. about what is happening to her in the department.</p> <p>“So he sent an email basically saying trigger warnings are basically ridiculous . . . so that definitely upset me and surprised me.”</p> <p>“But I was shocked to see how many people were on the side of the Dean, thinking trigger warnings are crazy and we should be allowed to say what we want.”</p>
Recurring Events:	<p>1). Not receiving accelerated tenure/development leave even though it was promised to her.</p> <p>Associate Dean: “Well the topic came up the other day of your leave and the Dean and Chair don’t want to give you one until next fall.”</p> <p>2). Meeting with the Associate Dean to review not receiving development leave/accelerated tenure.</p> <p>“Then the Associate Dean called me in for another meeting.”</p>

Chronology of events:	<p>1). Being told by her colleague that he accepted a student into his program due to her big breasts.</p> <p>2). Meeting with the Associate Dean to find out she was not receiving an accelerated tenure/development leave.</p> <p>3). Trying to get a hold of the Chair/Dean for them to tell her the news.</p> <p>4). Met with the Associate Dean again, where he apologized for the decision that was made. "I really fought for you to get the leave."</p> <p>5). The Associate Dean gave a dig to Ann at a work event, a few days after their meeting. "And in the past, I just would have, sort of you know, ignored it in a way, but in that moment, based on the context of what had just happened, it just really felt like a dig."</p> <p>6). Ann's colleague tells her that he is sexually attracted to his female students.</p>
Protagonists:	1). Associate Dean.
Plot:	1). Not receiving accelerated tenure/leave.
Sub plots:	2). The event where the Associate Dean downgraded Ann's work and her students' work, in front of a group of people.
Key Characters:	<p>1). Ann.</p> <p>2). Associate Dean.</p> <p>3). Chair.</p> <p>4). Dean.</p>

<p>Two Voices:</p> <p>Like with the first transcript, Ann struggles between wanting to fight for what is right and actually doing it. This stems from her position as a junior faculty, who is also a female, which is a minority in her department.</p>	<p>First voice: Ann is upset; she is fired up and wants people to know what has happened to her. She is even planning on setting up a meeting with the Vice Chancellor to go over the situation.</p> <p>“So the main thing, is like, you know someone who is in an abusive relationship, who lives in fear that the abuser will find out and abuse you more. I’m not going to do that.”</p> <p>Second Voice: Ann does not feel she has the agency to speak up. She is still a junior, female faculty and wants to go with the flow.</p> <p>“It’s just not worth it and I just don’t want to develop a reputation within the film school, especially before I’m tenured, as someone who is argumentative and always kind of preaching about treating people fairly, you know.”</p>
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Listening Guide Step #2:

I-Poem Interview 3

I think I’ve basically said it all
 I mean, today at 2:30
 I’m leading a training about diversity
 I came to the Associate Dean
 I told him I thought it would be a good idea to talk about diversity
 I’m sure that it will be interesting
 I was just getting off the phone with a colleague
 Who I asked for support
 I may have a lot of fodder
 Did I tell you about the trigger warning stuff?
 I was coming back to school
 The Dean had sent an email to the faculty
 Saying trigger warnings are basically ridiculous, that definitely upset me
 I was sitting next to an African-American guy in that meeting
 I said to him
 You know, I’d raised my hand to say something if I were tenured
 I mean to a certain extent, it’s just not worth it
 I don’t want to develop a reputation within the film school
 Especially before I’m tenured

If I had read the article in detail
I would have said something anyway
I'm kind of the do-gooder
I was very close to speaking up
I was shocked to see how many people
Were on the side of the Dean
I have support for this workshop
I just need to be ready for
And accept the fact that not everybody is going to say
And do what I would
When I came back in September, my contract kicked in as tenure-track
I had a meeting with the Associate Dean
I was the one who called the meeting
I think he kicked off the meeting
Saying he didn't have good news for me
I said, "What are you talking about?"
I found out I wasn't being given developmental leave by the Dean and my chair
I was really upset
I said, "Well that's not what we agreed on"
Before I could get into that
He said
Because I said, what about accelerating?
I'm supposed to be going up for tenure in two years
I need to have my leave so I can finish my film
Before I go up for tenure
He said, the Dean doesn't want to accelerate you
I was visibly upset
I was pretty friendly to the Associate Dean
I invited him to my wedding
I said, "Well this isn't what we agreed on"
I tried to let it go
In hindsight, I can now see
He was just doing the dirty work as the Associate Dean
Instead of the Dean himself or the Chair, who I originally talked to, telling me herself
He said to follow-up
So I did
I even went so far to spend a day writing my application for development leave
All I needed was their letters of support
So I submitted it
I tried to avoid the Associate Dean's phone calls
When I say it, when I speak the words out
It sounds pretty bad
I would really love a copy of this stuff
I have never written it out
I've got a couple of paragraphs
I'd hate to think

That I'm a victim of gender discrimination
I tried to make them tell me
I really pushed for that
I can flat out tell you
I avoided the Associate Dean's calls
I got that email from the Chair
Saying you can meet with the Associate Dean, she was not willing to tell me herself
The only thing I regret
Is having gotten so angry with the Associate Dean
I was at a screening of some chosen films
I was there with one of our donors
I was standing there with the Associate Dean
I hadn't talked to for a couple of weeks
I was avoiding him
I had felt so unpleasant towards him
I said something to the Associate Dean
I said we need a certain type of film in the showcase
He said, when they finally do something good, maybe we'll get one in there
In the past, I would have ignored it in a way
Since then, I feel sad
I feel sad that that friendship
I lost the potential that it had
I feel sad that our school's leadership
I feel sad for myself
That I'm not in an environment with leadership who are more supportive
When my colleague talked about the student's breasts, I was so shocked I didn't say
much
I was so new
I didn't feel that I had the agency
If it happened now, I doubt that I would say something
I don't have any more detail
I was so shocked that he actually said it
I don't remember saying anything
I probably snickered
I objectively think that college students are at a beautiful point in their lives
I would never say, I wouldn't feel nor would I say
I have to turn off in order not to objectify them
I thought to myself, is that what it's like to be a guy?
I wish I had more detail
About that comment about the student's breasts
I was so surprised
I just remember
I remember him saying
I think he was talking about how big her breasts were
I could not believe my ears
I would give them advice

That I have sort of given myself over the years
 I gave to one of our new students
 I said to her, don't give him more power than he really has
 I remember in the beginning
 I remember my partner saying, he doesn't have power over you
 I think often we just give people much more power than they have
 I think that's a mistake
 I would say something that has been important to me
 Get out of the claustrophobia of your department
 I've been much happier doing that
 I'm going to tell the Vice Chancellor what happened
 I want him to know what's happened
 I want to let people know what happened
 I'm not sure I want to teach forever
 I'm still pretty young
 I think what I'll do is stay here
 I will be able to give more time, once my daughter goes off to school
 To my career
 I think at that point
 I will go back into practice and production
 I don't think I can have a 30 year, 40 year career teaching
 I don't know
 I'll have to see
 I'm very, very used to the lifestyle

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). The current Vice Chancellor. She is working on diversity initiatives with him at the University and trying to bring it to her own department. She also plans to meet with him later regarding her situation and change in agreements.</p> <p>“You know, there may be nothing, but I want him to know what's happened and if there is anything to be done he can help walk me through it.”</p> <p>2). The Associate Dean. She was friends with him/invited him to her wedding prior to him meeting with her regarding her situation.</p>
Intimate Relations:	Ann does not discuss intimate relations in this interview.

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). The Dean making the decision to not accelerate her, like he promised.</p> <p>2). The Chair not allowing development leave, like she promised. She avoided Ann's calls so she wouldn't have to tell Ann directly.</p> <p>"So I followed up with the Chair. She was very inconclusive and didn't tell me no in person. And I kept following up. And she kept saying she had to talk to the Dean."</p> <p>3). The Associate was used to tell Ann about the Dean and the Chair's decision.</p> <p>"I can now see, he was just having to do the unpleasant sort of hedge man, dirty work as the Associate Dean instead of the Dean himself or the Chair, who I originally talked to, telling me herself."</p>
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Ann, Narrative Analytical Process Transcript #1	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Noticed gender from a really young age, probably three years old. "And I remember being 5 years old and being in the bathtub, looking in the mirror and trying to do my hair like a boy." • Coming out as a lesbian at fifteen. "Well I went to a really liberal high school, a private school outside of Boston. And my parents were really accepting so I never felt much discrimination, if at all for being gay." • Knew she wanted to eventually go into teaching. She got this job, her first and only university job, 6 or 7 years ago.

	<ul style="list-style-type: none"> • A male colleague told her, in her first or second year, that he accepted a female student into his program because she “had a big rack.” • Felt supportive when she went on maternity leave. “At the time, I felt very supportive. I got a whole semester off.” • Felt supportive when she first started. “Until this semester, I actually felt pretty supportive by the Dean and my Chair.” <p>Present:</p> <ul style="list-style-type: none"> • Awareness of being a woman in her department. “I’m very aware of being a woman in the film school, with there being a certain position for me and a certain place.” • Comfortable with teaching lifestyle and generally enjoys her job. “I’m very comfortable with the lifestyle and I enjoy teaching and I enjoy my students.” • New mom to a year and a few months year old. • Not being given the same resources as her male colleagues. “My biggest issue these days, is this class ceiling.” • This semester she was told that she would not be accelerated on tenure-track or receive development leave, like she was initially told. • While she felt supportive during her maternity leave, now that she is a mom and back to work, she does not feel presently supported. “And there is no acknowledgment of the fact that, it might be good to not give me night classes because I need to be there for my baby because I’m still nursing.”
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	<ul style="list-style-type: none"> • No longer feels supportive, culture has changed for her. “This semester has been really hard with the change in what they said as far as the tenure-track.” <p>Future:</p> <ul style="list-style-type: none"> • Even though they have taken back her promises, Ann is going to move forward with the new tenure timeline, 2019/2010. “In the meantime, I’m going to keep doing my work, you know, doing good teaching, doing good service.” • “So if I do the committee work and do my professional work, and I continue to teach well, I’m going to be positively evaluated regardless of whether or not the Dean and my Chair like me.” • “I have a file that I’m keeping for gender discrimination and other issues. And if I don’t get tenure when I’m due for it, I will sue.”
<p>Step 2: Sociality- Context and Social Conditions</p>	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • Being taken off guard that the promises that were made are not being kept. “So that’s really wrangled me and that’s really come about in the past year or so.” • “I feel sort of toyed with and manipulated in a way that I feel that none of the men, and also men who are older have experienced.” • Having age be an issue for her in the workplace. • “I definitely feel since we’re young, we get played around with.” • Feeling there is a lack of respect for her work. Her chair doesn’t think Ann needs development leave. She can fit it in with her teaching schedule. Yet, that is not possible with how busy she is.

	<p>“Yeah, it’s a real lack of respect for my work and a real lack of, I would say a real exploitation of me.”</p> <ul style="list-style-type: none"> • She is surprised at how she has been treated since she had the baby. “I’m surprised at the amount of discrimination that I feel now with a baby.” • Even with the issues, she feels lucky that she has this job, makes her films, and can still be a mom. • She feels, because she asks for things and sticks up for herself, that the department feels “like I’m always money grubbing and asking for more than I deserve.” • Feels its sexist that her department thinks she is money grubbing. “I definitely think that’s sexism. I don’t think they would have the same problem if a man asked for more, whether they consider it or not.” <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Believes the older women in the film department would have the same power as men if “they had been louder, more obnoxious, cockier.” • As long as she is benefiting the department, they will support her; not for her personal growth but for the school. “She’s (the chair), not concerned about my career in general . . . they want everybody doing as much as they can possibly do for the film school.” • When she checked back in with her committee, they said she would not be going up for accelerated tenure.
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	<ul style="list-style-type: none"> • Having a tough exterior, so her students treat her with respect. “I have a tough exterior. I don’t take any shit. I really push them.” • Her chair told her that she has developed a reputation in the school. “As someone who asks for too much.”
Step 3: Place	<p>1). My office, where I called Ann while she was commuting to work from her home.</p> <p>2). Film industry. The part of the film industry that Ann used to work in, definitely had a male culture but had primarily female filmmakers, due to the type of genre Ann focuses on.</p> <p>3). The University she works at.</p> <p>4). The film school she works in, which is housed under the larger university.</p>

Ann, Narrative Analytical Process Transcript #2	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Colleague accepting a girl into the program because of her big breasts. • Was bullied by her colleague, who she works with closely, when she started. “He really seriously bullied and intimidated me for a couple of years and then we sort of slowly started to work out our issues and in time trust has grown and things have kind of gotten okay.”

	<ul style="list-style-type: none"> • This bullying stemmed from jealousy. Ann's film was nominated for an Emmy, she was receiving a lot of press and attention and her colleague did not like that. • Did not get salary she was promised when she was hired on. <p>Present:</p> <ul style="list-style-type: none"> • Men in the film school calling girls who want to be reporters "weather girls" in a derogatory way. "It kind of assumes they don't want to do any real work they just want to look cute" • Last 3 months is the first time she has experienced gender issues directly. This became apparent when she did not get the things she was originally promised (accelerated tenure-track/development leave). • Works to include her female students in her classes, so the male students don't dominate the lessons. "I want the women getting on the camera, you know, I make a really specific point to do the technical roles." <p>Future:</p> <ul style="list-style-type: none"> • Even though they have taken back her promises, Ann is going to move forward with the new tenure timeline. "On the other hand, I do kind of feel like, if I have more years to create more work and do more service, why not take advantage of it." • "And If I don't get it, I would have a gender discrimination lawsuit on my hands. But in order to be in that position, I have to teach great, do great service, make great films."
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	<ul style="list-style-type: none"> • Is keeping a file in case she doesn't receive tenure, after doing the aforementioned things well, she will sue. • The University is getting a new leader and Ann believes this will improve the overall climate of the university and the department.
Step 2: Sociality- Context and Social Conditions	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • "Microaggressions that I've experienced and because I'm a lesbian, an out lesbian, men know I'm into women, which has always been a problem because they think they can objectify women to me. As if I'm one of the guys." • "But when I started, we had some really really really nasty interactions, um, definitely bullying." • "This was the first semester that I've experienced, personally, not being given the same opportunities that my male colleagues have." • I don't overfeminize myself, I don't wear short skirts. I'm just a person. I make a point to look like a colleague, not a sex object." • Feels she gives a lot but does not get a lot in return, specifically in relation to her job co running a program, "So yeah, I enjoy my job, but I feel relatively belittled there." • "I've given the program a lot, and I'm not given in return, the sort of ownership and responsibility of the program, that I feel like we deserve" • Believes the issues are within the department, not the university as a whole. "I might be wrong, my impression has always been that it's my department that's the problem, not the university."

	<ul style="list-style-type: none"> • Wanted her Associate Dean to be a mentor but he has turned into more of a boss. “But in the past couple of years, it’s become clear that he’s my boss.” • In her appearance, she wants to look cool but also wants people to see her as a person. “I want to look cool but I don’t want people objectifying me. Or focusing on my gender because of how I look.” • Sees herself as a leader; always takes on leadership roles. • Rarely feels she has to prove anything in large groups of her colleagues. “Unless I have something really really burning to say, I’m happy to listen.” • Feels the pressure of being on tenure-track. “I don’t think it’s a coincidence that right when I became tenure-track, all this stuff kind of got, sort of slippery for me.” • Does not relish in the stress/competition of being tenure-track. • “Maybe I should just keeping plugging away, finish my film, and really be sure I’m going to get it when I go up for it.” • Does not feel her Dean/Chair care about her. “But viscerally, I don’t feel they care so much about what happens to me.” <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • “It was not a hospitable environment for the first couple of years in my department.” • “It’s at the film school, it’s an old white male environment.”
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	<ul style="list-style-type: none"> • “Like I said, the guys are perfectly nice, it’s not like any of them are actively obnoxious to me, they’re friendly. But, it tends to be, the same guys who talk. Meeting after meeting.” • “And during the smaller meetings, which are my departmental meetings, I do speak quite a bit. It’s all men and me. So it’s 6 guys and me. And they know I’m younger than all of them by 15 years. I’m the only woman. I actually do speak quite a bit and I do feel fairly respected by them.” • When working on main campus, she feels she is surrounded by more like minded people than in her department. • The Dean holds all of the power in the department. “To have one person, who has total, ultimate power, is completely insane.” • Has gone outside her department to find mentors. “I’m good at creating that relationship and I do feel like I have those and I’ve actively gone to people outside my department.”
Step 3: Place	<p>1). The University.</p> <p>2). The film school.</p> <p>3). Participants’ house; 30 minutes away from campus.</p> <p>4). Classroom where Ann educates her students on gender issues and includes the females.</p>

Ann, Narrative Analytical Process Transcript #1	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • The department received an email from the Dean regarding trigger warnings. This email upset Ann since he was saying they were ridiculous. “So he sent an email basically saying trigger warnings are basically ridiculous and our people should feel free to say what they want in the classroom.” • Associate Dean informed Ann she would no longer be receiving development leave or be on the accelerated tenure-track. • The event where the Associate Dean discounted Ann and the students’ work. This event occurred a few days after she had met with the Associate Dean about her situation. • Her colleague informing her that he was taking a student due to her big breasts. <p>Present:</p> <ul style="list-style-type: none"> • Conducting a diversity workshop to her department to encourage diversity in her faculty. “I thought it would be a good idea to talk about diversity in the curriculum at the film school, so that’s today.” • Not receiving accelerated tenure/development leave. Still thinking about what to do about the situation. • A faculty told her he was sexually attracted to his students. “And it really surprised me because I thought we were talking about the students have crushes on him, and it was totally different, a different power dynamic.”

	<p>Future:</p> <ul style="list-style-type: none"> • Going to speak with the Vice Chancellor about what has happened to her. “I’m actually planning to go talk to the Vice Chancellor, after the meeting today.” • She will keep an eye out for other positions. She will most likely get tenure first and then move on. “I’m still pretty young, I think what I’ll do is stay here, get tenure, and sort of have that on my resume.”
Step 2: Sociality- Context and Social Conditions	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • <p>2). Social Contexts:</p>
Step 3: Place	<p>1). My office, where I called Ann while she was commuting to work from her home.</p> <p>2). The University.</p> <p>3). The film school she works in, which is housed under the larger university.</p> <p>4). The location of the student film event.</p>

APPENDIX D

Leslie, Listening Guide, Transcript #1	
Listening Guide Step 1:	
Recurring Words:	<p>1). Students (10): “The best part of my day is working with the students.</p> <p>2). Tenure (9): “I didn’t balance my tenure process, my husband almost killed me during my tenure process. I was always stressed out.”</p> <p>3). Shut-down (4): “I shut down because of that, it’s not like you’re going to listen anyway.”</p>
Recurring Themes:	<p>1). The notion of being stabbed in the back and not trusting her colleagues. “I respect them, but the trust thing, no.”</p> <p>2). Working in a male drive department for many years where two men essentially made all of the decisions.</p> <p>“When I first started working here back in 1994, it was a male drive department, it was an all male department, I was the only woman working here.”</p> <p>“You have all these men and there’s only 3 women. They ran the department. They ran it.”</p> <p>3). Participant being a hard worker.</p> <p>“I wanted to prove you can do your work, you can do a lot of things when you’re tenure.”</p>
Recurring Events:	<p>1). Faculty searches not being equitable.</p> <p>“I felt some of the people that were qualified to teach here, even if they were men, there was this sense of, in my opinion, are they like us?”</p>

	<p>2). Men controlling the department.</p> <p>“Basically, I felt they controlled the department. They did control the department.”</p>
Chronology of events:	<p>1). Noticing gender prior to entering the workforce.</p> <p>First, in the household with her dad running the show.</p> <p>Second, in high school. More women in English classes, more men in Chemistry. Remembers a story of a friend who was being forced to marry in an arranged marriage.</p> <p>2). Attending college and then ultimately going to get her master’s in order to continue her training.</p> <p>3). Working as a part-time faculty “freeway flying” between universities.</p> <p>4). Getting hired at current university. Being the only female for a number of years. She was hired as an Assistant Professor in 1994.</p> <p>5). In 2000, she shared a personal secret with two colleagues who ran the department. The male colleague she told revealed that secret to a group of students they both taught.</p> <p>“And the student said, ‘You know, professor X said that if we want to know about anyone whose been imprisoned we should ask you because your father is in prison.’”</p>
Protagonists:	<p>1). Father-showed her gender differences at a young age.</p> <p>2). Male colleague who alternated as the department chair and was the one who hired her.</p>

	3). Family-the dysfunction of her family motivated her to get an education in order to move away.
Plot:	<p>1). Got hired into a male dominate department where two men ultimately run the show.</p> <p>2). In 2000, she shared a personal secret with two colleagues who ran the department. The male colleague she told revealed that secret to a group of students they both taught.</p> <p>“And the student said, ‘You know, professor X said that if we want to know about anyone whose been imprisoned we should ask you because your father is in prison.’”</p>
Sub plots:	<p>1). Faculty searches hiring people that look like them and act like them in the department.</p> <p>2). Overall culture of the department and its laziness/male dominance.</p> <p>“They are lazy and complain about everything.”</p> <p>“People want, in dealing with the male dominance in the department for so long, even they cannot see the pattern of behavior they have been doing for so many years because they have been so close to it.”</p>
Key Characters:	<p>1). Dad</p> <p>2). Family</p> <p>3). Male colleague/chair who hired her</p> <p>4). Student who said the professor told him Leslie’s secret</p>
Two Voices:	1). Confidence: Knowing she is a hard-worker and that she doesn’t need to bow down to anyone.

	2). Mistrust: Not trusting her colleagues; thinking if she didn't have tenure, they would try to find a way to kick her out. Not sharing information or building relationships with anyone in the department; keeping a distance.
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Listening Guide Step #2:

I-Poem: Interview 1

When I first started working here in 1994
 It was a male drive department
 I was the only woman
 I felt the controlled the department
 I taught 24 units a year
 I don't really want to be in this department without tenure
 I just didn't
 I felt that if I didn't have tenure
 They would try
 To get rid of me in some way
 I feel like there are certain people on the faculty
 They would stab you in the back
 I have been stabbed in the back
 In this department
 I think it would be different
 If I were a white male or white female
 I don't point fingers because of race
 I don't like doing that
 The mindset of who I work with
 That's how they think
 I always believe you should hire the best person
 Their mindset is
 I got to get someone like me
 Back in early 2000's
 I was having a really hard time
 I was going through a series of situations
 With my dad
 He was imprisoned
 I was having a hard time in the department
 I was not in a good place
 I was very moody
 I went to two people at the time
 One was a woman
 I was really good friends with her

I told her what was going on
I went to one of the male professors
I had told them
Please don't share this information
With anyone
I'm just sharing with you
That's what I'm going through
I was coming out of the building
One day
A student said to me
"Professor told me to ask you about someone being in prison"
I just stood there
In shock
That's the day I said
Okay
What could I say?
I remember very clearly
I was going to get something to eat
I remember that student
I remember who he was
I was so shocked
Because I had just told the professor that
That's why I say
Trust is very precious
I respect my colleagues
But trusting the, I do not
I respect them
But the trust thing, no
I think if I was
I always thought about that
If I was probably not so
If I was the kind of person who came in
Because I'm very strong willed
I have strong opinions
If I was going to offer compliments
Bow down and cow tow
I thought that I would be different
I'm not that kind of person
I felt this was a way
To get a one-up
I respect him as a professor
But I don't trust him
After that
I basically had to not share things

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). Department: not a strong social network. Felt that if she didn't have tenure, they would get rid of her.</p> <p>Also, a male dominant department. Doesn't speak much to anyone or tries to build relationships due to being stabbed in the back in the past.</p> <p>"Some colleagues have more than professional relationships with each other. They have friendships. Well that is not a friendship. It is a pseudo relationship in a way but it's not where I would say, yeah, I hang out with this person."</p> <p>Male dominated room in meetings; for a while, Leslie was the only woman in that room; didn't have a voice.</p>
Intimate Relations:	<p>1). Family-briefly talks about relationship with them which she describes as dysfunctional.</p> <p>2). Was good friends with a colleague she shared private information with regarding her father. The other male colleague she shared that information with told the secret, which shocked Leslie's friends.</p>

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). The men in the department; two men in particular. Switched off in being chairs. They made all of the department decisions.</p> <p>"Back and forth they were serving as chairs so they really controlled a lot of this department for so many years."</p>
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	<p>One of those chairs enacted his power but sharing a personal secret of Leslie to students; in a sense, degrading her image to them. Leslie felt this was this man's chair to one-up her; put her in her place since her personality is to challenge and not conform.</p> <p>"But I'm not that kind of person so I felt this was a way to get a one-up."</p>
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Leslie, Listening Guide, Transcript #2	
Listening Guide Step 1:	
Recurring Words:	<p>1). Students (10): "The best part of my day is working with the students.</p> <p>2). Tenure (9): "I didn't balance my tenure process, my husband almost killed me during my tenure process. I was always stressed out."</p> <p>3). Shut-down (4): "I shut down because of that, it's not like you're going to listen anyway."</p>
Recurring Themes:	<p>1). Feeling like a colleague stabbed her in the back.</p> <p>"I was so upset and I immediately thought back to what she had told me and it was kind of like, that, another back stabbing thing."</p> <p>2). Feeling disconnected with her colleagues; shutting down in meetings due to the male dominance in the room; her voice wouldn't be heard anyways.</p> <p>"I hate to say this, but I stare sometimes . . . some things are so clear. I sit there and because of that, I just shut down. I don't say anything."</p>

Recurring Events:	<p>1). Male colleague, a specific one, stabbing Leslie in the back. First it was telling a student a very personal information. This time, he talked poorly about Leslie's work to someone on a board of a festival.</p> <p>"And then I thought, 'Why did she know this? And why would she ask, why would she make this statement?'"</p>
Chronology of events:	<p>1). First back stabbing incident from first transcript was in 2000.</p> <p>2). The second instance of back stabbing, with the plays, happened 7 years later.</p>
Protagonists:	<p>1). Male colleague who stabbed her in the back a second time.</p> <p>2). Former Dean who helped her with getting tenure.</p>
Plot:	<p>1). Leslie presented her work at a festival. One of the board members, who was a judge, told her, "aren't these the same plays you always do?" She got this information from the colleague Leslie works with. Leslie's play was not chosen as a finalist.</p> <p>"And aren't those the same plays you've always done? Just the same plays you've always done right?' And so when I left, I realized, oh my gosh, I felt she was talking to him because he's the only one that's here that knows her."</p>
Sub plots:	<p>1). Working in an overall climate that is frustrating.</p> <p>2). Tenure process: almost killing herself during it.</p>

Key Characters:	<p>1). Male colleague who stabbed her in the back</p> <p>2). Husband</p> <p>3). Dean who helped her with tenure</p>
Two Voices:	<p>1). Loving where she works. She loves the university she works at. She loves the students, she loves the higher level administration.</p> <p>2). Frustration with her department. Feeling there is a mistrust and feeling like people stab her in the back. Seeing her working harder than other people in the department.</p> <p>The two voices switch off between enjoying the larger university environment and disliking the department; what gets her through working in the department is working with the students.</p>

Listening Guide Step #2:

I-Poem: Interview 2

I have these plays
 I came up with a style
 There was this show
 I was doing
 I was doing two of my plays
 I go to the show
 There was this lady
 I didn't talk about my work
 She said
 Don't you always use these plays
 I just kind of looked
 I felt she was talking to my colleague
 I thought, that's interesting
 I thought, "Why did she say this?"
 I immediately thought, "Oh my god!"
 Because her and my colleague are close
 I thought that was really horrible
 The results came back
 My play wasn't chosen

I was so upset
I thought back to what she said
She was on the board
I felt betrayed
I feel it's hard, sometimes
I'll tell you this
The best part of my day
Is not when I'm dealing with my colleagues
The best part of my day
Is when I'm working with the students
I'm 100% about my students
If it wasn't for them
I wouldn't have this job
They're the reason I get up
Recently
I had this issue in my department
I gave him a look
He said
"Don't look at me that way"
I thought
I just
Shut down
I just shut down
I love the institution
It's very geared toward students
I love the fact
We are supported as faculty
By the upper administrators
I don't feel that in my unit
I think the problem is attitude
I feel people are so self-driven
I go to class
I love being there
I always wanted a strong rapport
With the people I work with
There's a certain point
I cut it off
I don't want to go past
A certain point
The students
Are the reason I come to work every day
I love my students
I had mentors
I had the old Dean
I have to say, he helped tremendously
I've served twice as a mentor

I was always stressed out
 I was always getting stomach aches
 I was developing ulcers
 I didn't realize I had them
 I'm stressing out
 I did learn
 To balance work life more
 I'm here everyday
 I'm working with students
 I don't leave until 9
 I'm always here
 I'm not complaining
 I really like doing what I do
 I don't tone down who I am
 I do sometimes
 I sit there and stare
 I hate to say this
 But I stare sometimes
 And think of the stupidity
 I sit there
 I just shut down
 I don't say anything
 I just look
 I feel that
 I hate to say this
 I feel like it's a good old boy's club
 I hate to say it
 I can't put it into words

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). Leslie loves working with her students; that what keeps her working in her department.</p> <p>“The best part of my day is when I’m working with the students.”</p> <p>“I go to class.... Oh class, I love being there. They are, they are a different environment, a different energy.</p> <p>2). Has a social network in a different smaller department in the performing arts department.</p>
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	<p>Works with two other women; a much different environment than her male dominated department.</p> <p>“I have to go over there because I teach a class over there . . . I like the atmosphere because it’s less of a . . . I feel less pressure there.”</p>
Intimate Relations:	<p>1). Husband-her husband said she had to slow down after her tenure file; she did not have a strong work-life balance. She has been working on that now that she is tenure.</p> <p>“That’s what’s nice, the tenure process didn’t ruin my marriage; it was stressful and it strained it because I was hardly ever home . . . but the majority of the time he was with me.”</p>

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Chancellor is the type of encounter Leslie wants all faculty to have with her. Refreshing to have someone in a position of power care about the individuals.</p> <p>“I would truly like every male encounter I have to be like what I have with the Chancellor. He is a neutral man all around. He doesn’t care if you are female or you’re male. He looks at you individually.”</p> <p>2). Male colleague. Used his power to talk about Leslie’s work negatively with someone else in a position of power, a board member for the festival Leslie submitted her work in.</p>
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Leslie, Listening Guide, Transcript #3	
Listening Guide Step 1:	
Recurring Words:	1). Tenure (14): “After that, it took 6 years to get tenure. I already had all of the work so I could have started the process earlier.”
Recurring Themes:	<p>1). Staying with the university due to the students. The students are what motivates Leslie throughout her work.</p> <p>“So if it wasn’t for academic freedom and me having that to support what I do, then I would probably find a way to get the hell out of here.”</p> <p>2). Working in her department cordially with colleagues but not liking them due to past experiences.</p> <p>“I really believe in this saying, you can work with people you don’t necessarily like. I respect the people I work with. Do I like them all of the time? No, definitely not.”</p>
Recurring Events:	N/A-more contextual transcript
Chronology of events:	N/A-more contextual transcript
Protagonists:	<p>1). The students-they keep Leslie happy and enjoying working at the university.</p> <p>“And another thing too, is to always have, for me, to be accessible. So my students can access me when they need me.”</p>
Plot:	No plot in this transcript.
Sub plots:	1). In her early career, a male colleague would be difficult with Leslie.

	“In my late thirties. I had a former colleague, a production manager, who was very hostile. And that taught me how to deal with people who are hostile.”
Key Characters:	1). Students 2). Former colleague who taught her how to work with hostile individuals 3). Current colleagues who make it a cold climate
Two Voices:	Not evident in this transcript

Listening Guide Step #2:

I-Poem: Interview 3

I tell my students
I'm a person
This is who I am
I would say
I am a person who is teachable
Who strives for excellence
I am performing
Something greater than myself
I am an unorthodox person
I don't believe in conformity
I believe that you should
Always reach out for the best
I think it's dangerous to conform
I connect with students
In the human experience
I advise them
I help them understand their journey
My office is the place where I go to escape
I just want to be
Where I am
This place reminds me of my journey
I used to be here
I'm now tenure
I sort of sit here
In a more comfortable position
Versus when I wasn't tenure
I sit here
I can rest

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). Has support from higher level administration at the university. This gives Leslie the ability to stay in the department since she has academic freedom and support.</p> <p>“So if it wasn’t for academic freedom and me having that to support what I do, then I would probably find a way to get the hell out of here.”</p> <p>2). Her colleagues in the department; she respects them but doesn’t like them personally.</p> <p>“So then sometimes that bugs me. But what can you do about it. So being here, I wish that would be different, but that’s personality, so you can’t change that. So I think for me, it’s just learning to deal with people as you see them. And not try to change people.”</p>
Intimate Relations:	None mentioned in this transcript

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Has support from higher level administration at the university. This gives Leslie the ability to stay in the department since she has academic freedom and support.</p> <p>“So if it wasn’t for academic freedom and me having that to support what I do, then I would probably find a way to get the hell out of here.”</p>
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Leslie, Listening Guide, Transcript #4	
Listening Guide Step 1:	
Recurring Words:	<p>1). Tenure (14): “After that, it took 6 years to get tenure. I already had all of the work so I could have started the process earlier.”</p> <p>2). Floored (4): “It did, because it really kind of floored me. Like okay, I really don’t have this person’s support at all and I just have to keep going in the direction I’m going and keep doing great work.”</p>
Recurring Themes:	<p>1). Mistrust of her colleagues.</p> <p>“Because how could a colleague go behind my back and say things that just aren’t true. After that, I was just like, you can’t trust anybody here.”</p> <p>“I would not have listened to him because I trusted him. I thought he had my best interest at heart. But now that I look back, he had his interest at heart.”</p> <p>2). Getting stabbed in the back by her colleagues.</p> <p>“Because how could a colleague go behind my back and say things that just aren’t true.”</p> <p>3). Male dominant department. That determiend the culture.</p> <p>“I realized this was a male thing. This particular Dean was trying to maintain a certain outlook for the department.”</p>
Recurring Events:	<p>1). Not having colleagues or people in her department support her. This was seen with the colleague telling her secret and then saying something false about her professionally.</p>

	<p>The recurring event in this transcript related to that is the Dean not encouraging her to go up for tenure early, although she qualified.</p> <p>“It wasn’t this outright of unsupport but it was this person saying you won’t work here if you went up for tenure, if you didn’t get it.”</p>
Chronology of events:	<p>1). The tenure discussion story. This took place in her fifth year of employment, which would have been 1999.</p> <p>2). Having that professor talk negatively about her work at the festival; this occurred in 2007.</p>
Protagonists:	<p>1). The former Dean not supporting her for going up for tenure early.</p> <p>Without this support, it took her 15 years before she was tenured, if though her file was complete, including with external reviewers.</p>
Plot:	<p>1). Going up for promotion from Assistant Professor to Associate Professor. Put together essentially a tenure file, even with external reviewers. Asked her then Dean if she could go up early and he didn’t say yes or no; he just said if she doesn’t get it, she wouldn’t be able to work here anymore. Felt this was him wanting to keep it a men’s only tenure department.</p> <p>4 years later, she talked to her new Dean about her tenure-track, what she was doing, etc. She told him that story and he told her she could have sued the university.</p> <p>“Out of all the things he could have told me, why would he say that to me, being the only female at the time on the faculty.”</p>

	<p>"I realized this was a male thing. This particular Dean was trying to maintain a certain outlook for the department."</p>
Sub plots:	<p>1). In her early career, a male colleague would be difficult with Leslie. He would challenge her and tell her she was wrong. One specific example about a word she used in one of her syllabi, even though it was a real word; it was "consecution."</p> <p>"He basically told me that that's not a word. He told me it was not a word. He said that you are wrong, you need to look it up in the dictionary."</p>
Key Characters:	<p>1). Former Dean who did not encourage or support her going up for tenure early.</p> <p>2). Former colleague who taught her how to work with hostile individuals</p> <p>3). Professor who spoke about her work negatively at a professional event with someone who was influential</p> <p>4). New Dean who told her she could have sued the university after that first tenure meeting</p>
Two Voices:	<p>1). Telling the men off in her department. When her colleague challenged her on a word, she told him it was a word; she spoke up.</p> <p>"And I literally told him, 'You are full of it.' Because it is a word and it's in the dictionary and here it is (she showed him her cellphone). And I said, this is what it means, "SEE."</p> <p>2). Second voice: not speaking up with bigger issues.</p>

	<p>When her colleague said something negative, instead of confronting him, she took a bottle of Jack Daniels home and drank.</p> <p>“I really wanted to come back here and tell that person off. But what happened instead, because I had never done this in my life. I actually went out and bought a bottle of Jack Daniels.”</p> <p>When the Dean didn’t give her support for going up for tenure early, she didn’t say anything.</p> <p>“I was just like, I couldn’t say anything because I didn’t know what to say, I thought that was the strangest answer. So I just sat there.”</p>
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Listening Guide Step #2:

I-Poem: Interview 4

I remember so specifically
 I was filling out a syllabus
 I was doing a new class
 I had put in the syllabus
 The word “consecution”
 My colleague said you’re wrong
 I said
 You are full of it
 I literally told him that
 I guess the one incident
 When that professor was telling a friend
 About my work
 I really wanted to come back here
 And tell that person off
 I had never done this in my life
 I bought a bottle of Jack Daniels
 I was that depressed
 I had never done that before
 All I remember
 I blurted something out
 I don’t remember what I was saying
 I told my husband what happened

I found out a couple of days later
My show was not chosen
I felt the reason why
Was because my colleague had spoken
To the board member
I was just so distraught
I was just so depressed
I thought boy
I really trusted that person
I was just like
You can't trust anybody here
Another one I was thinking about
I was going up for promotion
I was Assistant Professor
I wanted to go up for Associate Professor
I remember that our Dean
I told him
I actually was told to do everything
Like I was doing a tenure file
I went out
And actually did my tenure file
I got my external reviewers
I sat down with my Dean
I said I want to go up for tenure
I think I have a really good file
He said if you go up for tenure
You won't get it
You won't be able to work here anymore
I was floored
I didn't say anything back
I was kind of floored
I thought
Why would he tell me that?
I realized
Why would he say that?
To the only woman in the department at the time
Years later
I was able to get tenure
I was on conversion
I went to tenure track
I went to talk to the new Dean
I told him the story
He said
You could have sued the university
I just sat there
I was quiet

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	None mentioned.
Intimate Relations:	1). Husband during the time the professor spoke about her work negatively at a professional event.

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Former Dean using his power so that Leslie, although ready, couldn't submit a tenure file.</p> <p>2). Colleague speaking negatively about her work to someone in her profession who had a power position and determined her play wasn't good enough to win.</p>
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Leslie, Narrative Analytical Process Transcript #1	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none">• As a child, Leslie learned about gender at home. "So growing up, there was always a distinction between, okay, 'mom says this' but then we have to have permission from dad ultimately."• Also seeing gender in high school. One friend even had an arranged marriage for after high school.• Going to college and then deciding to go to grad school.• Got hired at current university in 1994.• Was the only woman for a long department in a department of 3 men. 3 more men were hired before another woman was hired.• In 2000, information was shared about Leslie that was personal.

	<p>Present:</p> <ul style="list-style-type: none"> • Keeps to herself. Does not share personal information with her colleagues or develops relationships with them outside of a professional one. • Does not trust her colleagues. • Hard-working; doesn't stop, even with her tenure. Comes in M-F for at least 8 hours a day to help her students. <p>Future:</p> <ul style="list-style-type: none"> • Future was not discussed in this transcript.
Step 2: Sociality- Context and Social Conditions	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • "It was me mostly pushing myself to get out of a situation that I wanted nothing to do with. So, it was me, my drive, and a lot of spirituality to help me get to where I am." • Believes she would never and has never been asked to take on a leadership role. • Had a really hard time in the early 2000's. Felt she could share this with two leaders in the organization. • Shocked that a student knew about her situation; shocked that the student told her that he knew and heard it from her male colleague. • Bugs Leslie that her co-workers don't work as often or hard as her; mostly the men do this and they complain. <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Male driven department. • Two male colleagues, keep going back and forth as the chair and were friends for years; they made all of the decisions in the department.

Step 3: Place	<p>1). Household where she grew up; where she first noticed gender differences.</p> <p>2). English classes and chemistry classes in high school. Noticed more women were in the English classes and more men were in the chemistry classes.</p> <p>3). Houston, TX: Where Leslie grew up and she wanted to leave due to a dysfunctional family. Knew education was her only way out.</p> <p>4). College where she majored in the performing arts.</p> <p>5). Grad school where she decided to teach.</p> <p>6). Freeways: Where she drove back and forth as an adjunct at multiple universities.</p> <p>7). University where the professor works at.</p> <p>8). Leslie's office where the interview took place. This was on-campus.</p>
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Leslie, Narrative Analytical Process Transcript #2	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Going to a film festival and having her work criticized by someone who had never seen her work but knew her male colleague. • Going through the tenure process and getting sick due to the stress (ulcers, stomach aches, etc.). <p>Present:</p> <ul style="list-style-type: none"> • Enjoying her job by teaching the students.

	<ul style="list-style-type: none"> • Dealing with a negative department climate. Just the week of this interview, someone told her doing a meeting, “Don’t look at me that way Leslie.” • Serves on multiple committees; other faculty barely serve. The same people serve on the same committees. <p>Future:</p> <ul style="list-style-type: none"> • The University needing more mentorship for faculty members, specifically during the tenure process.
Step 2: Sociality- Context and Social Conditions	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • “I was so upset and I immediately thought back to what she told me and it was kind of like, another backstabbing thing.”-in regards to the play festival • Hard to work in her department with her colleagues. • Loves her students; they are the reason she stays • Shuts down in meetings due to their disorganization and her lack of voice • Loves the university she works at. “I love the university as an institution because it’s very geared toward the students.” • “I always wanted to have a strong rapport with the people I work with. There’s a certain point I cut off. I just don’t want to go past a certain point.” <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • In meetings her voice is not heard. “And so I shut down because of that, because it’s not like you’re going to listen anyway” • The larger University is good for Leslie; she believes they care about the students.

Step 3: Place	<p>1). Festival where the other critical incident of backstabbing took place.</p> <p>2). Classroom where she teaches her students.</p> <p>3). Other department in Performing Arts where she teaches in the physical building; less pressure when in that environment.</p> <p>4). University where the professor works at.</p> <p>5). Leslie's office where the interview took place. This was on-campus.</p>
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Leslie, Narrative Analytical Process Transcript #3	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • One faculty she used to work was hostile toward Leslie. This interaction taught her how to deal with men in organizations. "But just learning, that's when I learned how to deal with that, men like him and the situation." <p>Present:</p> <ul style="list-style-type: none"> • Is a leader to her students. Empower them to be leaders themselves and to find their way. "But I always tell students, you have to own your education." <p>Future:</p> <ul style="list-style-type: none"> • In 10 years, Leslie sees herself still teaching, most likely at the university she is currently at. However, she sees herself teaching in a different capacity.

<p>Step 2: Sociality- Context and Social Conditions</p>	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • “I am a person who remains teachable, who strives for excellence, who always approaches everything she does from the point of view that I am performing something greater than myself.” • Leadership style changes when she is dealing with her colleagues. “It’s different with my colleagues because I’m a lot more critical with what’s going on in terms of the critical way I think about how the department is going.” • “I sometimes think that the women in our department are so much stronger than the men.” • “Are you kidding? The students appreciate it. The thing is the students appreciate it, I don’t think they give a shit (points to the department). They could care less.” • “So if it wasn’t for academic freedom and me having that to support what I do, then I would probably find a way to get the hell out of here.” • “I really believe in this saying, you can work with people you don’t necessarily like.” • Learning how to deal with difficult co-workers, particularly men. “But just learning, that’s when I learned how to deal with that, men like him and the situation.” <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • The university wouldn’t exist without the students. “If we didn’t have the students, we wouldn’t have a university.”
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	<ul style="list-style-type: none"> • Advice for young women, “Don’t sell yourself short by trying to appease someone in the room because you think it’s going to get you something.” • “The men try to always control the conversation.”
Step 3: Place	<p>1). Classroom where she teaches her students.</p> <p>2). University where the professor works at.</p> <p>3). Department where Leslie works in.</p> <p>4). Leslie’s office where the interview took place. This was on-campus.</p> <p>“And this is the place where I go to escape sometimes, just to sit, and be without any noise . . . this place reminds me of the journey I used to take at the University at times.”</p>

Leslie, Narrative Analytical Process Transcript #4	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Seeing her aunts use men; realized she did not want to leave like that and that inspired her to go to school and work hard. • One faculty she used to work was hostile toward Leslie. This interaction taught her how to deal with men in organizations. “He would always tell me, ‘That’s not true, that’s not what it is.’ He would do that to me, he wouldn’t do it to anyone else in the room just me.” • The colleague telling someone about her work in a negative way. This impacted her submission in a festival. “And I felt that the reason why was because he had spoken to her and she was on the board and that’s one of the reasons. So I was just so distraught.” <p>Present:</p> <ul style="list-style-type: none"> • None in this transcript; all about the past. <p>Future:</p> <ul style="list-style-type: none"> • Would apply for full professor when she feels ready.

<p>Step 2: Sociality- Context and Social Conditions</p>	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • “It’s annoying, well it’s annoying. Because, who are you to tell me what this word means.” • “I really wanted to come back here and tell that person off”-the professor who spoke negatively about her work • “I was so depressed; I was so depressed. Because how could a colleague go behind my back and say things that just aren’t true.” • “And after that, I was just like you can’t trust anybody here.” • “I didn’t say anything back because I was kind of floored”- when the former Dean told her if she went up for tenure, she essentially wouldn’t get it • “I got my promotion. I was very happy. I worked very hard to get my file together.” • After she met with the former Dean, what she wished she had done: “I wish I would have gone higher up to see if I could have been able to do it. I really wish I would not have listened to him because I trusted him. I thought he had my best interest at heart.” • “Then years later, sitting in the Dean’s office, and telling him that situation and him telling me, you could have sued the university, I was just floored.” • “You put these stories so far in the back of your mind and your memory and their connection to your relationship to colleagues and your relationship to the university. Because if it’s something really hurtful or difficult, you just want to block it out.”
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	<p>2). Social Contexts:</p> <ul style="list-style-type: none"> • “And after that, I was just like you can’t trust anybody here.” – talking about her colleagues in the department. • “Out of all the things he could have told me, why would he say that to me, being the only female at the time on the faculty. Why would he say that to me? There were no other females on the faculty then.” • “When the new Dean said that, I realized, this was like a male thing. This particular Dean was trying to maintain a certain outlook for the department.”
Step 3: Place	<p>1). Office where the former Dean did not support her.</p> <p>2). Office of the new Dean who said she could have sued the university.</p> <p>3). University where the professor works at.</p> <p>4). Festival</p> <p>5). Leslie’s office where the interview took place. This was on-campus.</p> <p>6). Home where she went after the festival and drank because she was so depressed about what happened; first and last time she did that.</p>

APPENDIX E

Lynette, Listening Guide, Transcript #1	
Listening Guide Step 1:	
Recurring Words:	<p>1). Unfair (11): “I remember thinking things were unfair in graduate school.”</p> <p>2). Woman/women (31):</p>
Recurring Themes:	<p>1). Things not being fair. She saw it in elementary school with boys allowing to be altar boys. She saw it in graduate school with guys getting scholarships. She saw it at work with being disrespected by students. She saw it at work when she had to do more service/more teaching/more preps.</p> <p>2). Serving as a mentor to female students. “Well you know, it’s not fair but I try to look at the good side of it. That when I’m mentoring female students, that I’m making them aware of this.”</p>
Recurring Events:	<p>1). Not getting things her male colleagues were.</p> <p>Started with elementary school, was not able to be an altar server.</p> <p>Then in graduate school, did not receive the scholarships and stipend.</p> <p>Then in first job, was not treated with the same respect.</p> <p>Then in second job, was called Mrs. or Miss instead of the formal name like her male colleague.</p> <p>Then in current job, almost did not get tenure even though her file was just as good as her male counterparts.</p>

Chronology of events:	<p>1). Elementary school through graduate school; first noticing gender.</p> <p>2). First two jobs, noticed gender slightly.</p> <p>3). At current job, going through a horrible tenure process.</p>
Protagonists:	<p>1). Female colleagues who fought for her during the tenure process.</p> <p>2). Chancellor who made the decision to give her tenure, despite of what the Dean said</p>
Plot:	<p>1). Went through the tenure process, felt good about her file, but the Dean said he wasn't going to support her.</p> <p>"It went to our Dean and he said no way, I don't want her."</p>
Sub plots:	<p>1). At her first job, she noticed that a lot of her students went to her for different problems versus her male colleagues.</p> <p>2). At her second job, she co-taught a course with a male colleague. The students didn't listen to her but they listen to him.</p> <p>"But when it came down to really like, listening and believing, he definitely had the authority."</p> <p>They also called her Mrs, Miss, or her first name where they called her colleague Professor or Dr.</p> <p>3). Students not taking her seriously on teaching evaluations. "I remember the student wrote, 'Oh she's a real nice lady, but she knows nothing about the topic.'"</p>

	<p>Although she just received her Ph.D. in the exact same topic.</p> <p>4). Being singled out to serve on University committees. Feels it's a female thing.</p>
Key Characters:	<p>1). Lynette</p> <p>2). Dean</p> <p>3). Female colleagues</p> <p>4). Key character</p>
Two Voices:	<p>1). Being an agent of change. Working toward mentoring female students so they do not have to go through similar experiences and are at least prepared to recognize that these gender issues still exist.</p> <p>2). Being used to what is going on, rather than challenging it.</p>

Lynette

I-Poem: Interview 1

I remember thinking that's not fair
 Why do boys get to do that and girls don't get to do that
 I was probably 7
 I remember being at a young age
 Thinking things aren't fair
 I remember thinking
 Through elementary school
 "It's not fair, it's not fair"
 I never wanted to be a boy
 I wanted to be able to do the same things boys did
 I don't think I thought about it much at high school
 I started to, because of my questioning
 I started looking at women's studies and gender studies
 I had primarily female faculty
 I think it was more of a safe space thing
 When I teach classes that are women oriented
 I wish I had more men in the class
 At my first job, I didn't feel any inequality
 I did notice
 I had a lot more students coming to me

With different problems, when they didn't come to my male colleagues
I didn't know much better
I just noticed it
I went to another institution
I co-taught a class with a male colleague
Whatever I said
Many students wouldn't listen to me
I said call us by our first names or Dr. or Professor
They called me Miss or Mrs
They'd assume I was married
I really noticed it in that class
I really, really noticed it there
In one of my evals
I remember the student wrote
"Oh she's a real nice lady, but she knows nothing"
I had just gotten a Ph.D. in the topic
So I know, you know
They had a women's faculty group
I realized, it wasn't just me, it was everyone
Then I came here
And this is not supportive at all
I feel
I wanted to be closer to my family
I hadn't even heard of the University
I just wanted a job in California
I mean I hate to say that
I was in Ohio, it was conservative
I was ready to get back to California
I liked it here
When I first started
I really connected with the students
First year, I was in bliss
I didn't really know what was going on
I was just happy to be here
When I started to think about my tenure file
I started to feel
Like my male colleagues seem to have had more advantages
I was teaching more classes, more different preps
I thought, that's not fair
I applied, either in the second or third year
I applied for a course reduction
I remember being denied it
Then a male, almost in the exact same place got it
I thought, "That's not right, why did that happen?"
I was thinking as a woman
I was thinking

“Maybe I’m not good enough”
I felt that
I started seeing women not getting tenure
I started to feel it more
I think we have a real problem here on campus
I think that only certain groups of people are addressing it
I feel for me personally
It has gotten better
I have a large support of female friends
I feel support from our Chancellor
I’ve been able to go in there
And talk to him
I think he tries to understand
I feel our Dean is not supportive
I have no statistics
I don’t know if I’ve learned to get
My students to respect me
I think our student body is much more open minded
Perhaps if I taught in sciences or math
That might be different
I serve on hundreds
I’m not exaggerating, service committees
I feel that I am a woman
I am singled out
Because I’ve been doing it, they know I’ll do it
I say yes
I’m not saying they are all females
I actually feel as a faculty member
That’s part of my obligation
I feel we have to serve the university
I don’t want to name names
It’s me and another female professor
We advise all of the students
Where I feel, that’s what I’m here for
That’s why I became a professor
That’s just how I feel
I’ve had male colleagues who sign up for committees
And never go
I have hope that things are changing
On campus
I think I work all the time
8 am in the morning, I come in
I probably work 8 am-5 pm
Then I go home and do it on my computer
I don’t know
10 hours a day and all weekend?

I think it's a personal work ethic
I check my email late at night
I'll check my email on my phone
I don't have that policy
I don't turn everything off
That's just how I am
I think because I work so much
I don't have a husband and children
It doesn't mean I'm not open to it
I'm so busy I don't have that
I do make a point
I will physically live
I'll go see my parents
But I'll always have my computer
I'll always be working
I'll make time for them
I'll actually physically leave to separate
I sound like I always work
I make sure I go out with friends
I was going along just fine
Thinking I'm doing everything right
My Dean didn't want me
I thought that was it
I'm going to have to look for another job
I was really upset
I was told somebody fought on my behalf
And I felt, ugh
I got a Ph.D. for this
I had been teaching everywhere
I had been doing great
I had a million students
I was looking at
"Okay, I'll go live with my parents"
I'm fifty something years old
I'll work at Starbucks
I was very fortunate that somebody came to my support
I try to look at the good side of it
I'm mentoring female students
I'm making them aware of this
I see it all the time in my field
I'm just so used to it
I don't feel too upset about it
I had to work extra hard
Because I was a female
I was never going to move to the top
I'm trying to make the best of it

Thinking I'm going to make a difference
So they don't have to go through what I went through
I think just being aware, that this is going to happen
I'm sure you've heard things men say
I mean, men still say
"Oh she must be on her period."
I do this, we don't promote ourselves enough
I see this in my female students
I say, 'You've got to talk about what you did'
That's a piece of advice I always give them
I think it gradually came on
I feel like the moment when I was like
I need to make change
Was when I was here
I went to the lowest part of my career
I had spent thousands of dollars going to school
I was like
No one is going to go through what I went through
I'm going to be an agent of change
Before that, I sort of just accepted it
I think it wasn't until
I had to really feel vulnerable
I try to make the best of it
I remember thinking things were unfair in graduate school
I had a male colleague
He was getting a full ride, I wasn't getting a full ride
I remember the first class
I remember after the first class
I showed him how to use the library card
I remember thinking
"This guy's an idiot"
I got a job and graduate
I don't know what happened to him
I remember thinking that
My friends and I would complain
I definitely feel
I have white privilege

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). Lynette has a network of female faculty that she can talk with when she has issues and listens to their issues.</p> <p>This network helped her in the tenure process when a senior female colleague brought discrepancies to the chancellor in comparing Lynette's file with others who have received tenure.</p> <p>"I feel for me personally, it has gotten better because I have a large support of women friends that are faculty and staff, who you know we get to process this information and get to talk about it."</p> <p>2). Has a relationship with the Chancellor and feels supported by him.</p> <p>3). Has a group of women archeology friends who they direct their own digs and give scholarships to women.</p>
Intimate Relations:	<p>1). Does not have husband or children. She wanted to but due to her focus was work, she wasn't able to.</p> <p>2). Visits her family on Spring Break; they live in another part of the state so she doesn't see them all of the time.</p> <p>3). Has friends outside of work that she hangs out with when she has some free time.</p>

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). The Dean did not want her to get tenure, so she thought she was going to lose her job.</p> <p>"It went to our Dean and he said no way, I don't want her. And usually whatever the Dean says goes."</p>
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	<p>2). The chancellor, based on the other pieces of the search, made the decision to off her tenure.</p> <p>“So the Chancellor made the decision in y favor.”</p>
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Lynette, Listening Guide, Transcript #2	
Listening Guide Step 1:	
Recurring Words:	<p>1). Aggressive (5): “Yeah, and it’s not really being aggressive. I use that word but I don’ tthink I’m being aggressive.”</p> <p>2). Women/female (28): “I mostly get females taking these classes. I could have 23 females and 2 males in the class.”</p> <p>3). Male/men: (19): “I never thought about that as being part of male privilege.”</p>
Recurring Themes:	<p>1). Feeling a sense of gratitude for getting tenure and being allowed to stay at the university.</p> <p>2). Men having more of a voice.</p> <p>3). Faces gender issues at the university not her department.</p> <p>4). Blaming herself for issues she has faced.</p> <p>“I often pay the consequences of not being aggressive enough, I should ask for more, and those kinds of things.”</p> <p>5). Being a mentor to female students.</p> <p>“But I’m careful not to take away their own voice and their own power.”</p>
Recurring Events:	<p>1). Almost not getting tenure.</p> <p>2). Being a mentor to female students.</p>

Chronology of events:	Not evident in this transcript.
Protagonists:	1). Chancellor. “I’ll go around it. If I have a problem, I’ll skip that step and go straight to the Chancellor.”
Plot:	1). Almost not getting tenure. Once she got tenure, she had a sense of gratitude. ““Well they gave it to me, I feel like I owe it to them.”
Sub plots:	1). Serving on search committees where the men make sexist comments, she says they don’t even realize. “Well they’re young, they may get pregnant.” 2). Serving on university committees and having microaggressions spoken to her for having an opinion. “I need to have a comeback for that, for when they say you’re being too motherly or you’re being like a mother, but I just, I don’t know what to say.”
Key Characters:	1). Chancellor-goes to him for support/advice 2). Dean-does not go to him for anything.
Two Voices:	First voice: being frustrated/wanting change. “It does frustrate me, every now and then it does frustrate me, because I feel overworked.” “I will notice in my classroom if they are not speaking, I try to make ways that are comfortable for them to have a voice.”

	<p>“And when I meet with women and advise them, you know, just listen to their problems and find out what’s going on and encourage them to go onto graduate school or get a job or whatever they want to do. Just act like a mentor to them.”</p> <p>Second voice: Blaming herself; not blaming the institution. Accepting things for what they are instead of challenging them.</p> <p>“But then I realize, I (emphasizes it), should have said no.”</p> <p>She says she has more gender issues at the university but not in her department, even though the department is where the critical incident of possibly not getting tenure occurred.</p> <p>Says she could have become more successful if she was more aggressive, which is seen as more traditionally masculine. Again, not challenging the structures but saying if SHE changed, she would be more successful.</p> <p>“I often pay the consequences of not being aggressive enough, I should ask for more, and those kinds of things.”</p> <p>“I know there’s many times that I could have asked for more like my male colleagues would do but it’s not in my nature to do it.”</p> <p>When seeking change for hiring committees so there is more diversity.</p> <p>“Hard to change somebody’s mind in that way.”</p>
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Lynette

I-Poem: Interview 2

One of the times I think of
When we have faculty searches
Tendency to ignore female candidates
I feel comfortable to call them out on it
I've heard stories from other colleagues
Nothing happens or there's no change
I think that's one place
Where you see a little bit of gender
In search committees
I think my own coming into work
And interacting with my colleagues is fine
It's when I move out into the bigger University world
Is when I have a problem
We have more women than men
I feel comfortable coming into work
I don't know if we do that purposively
Let the men talk
I don't know if it's intentional
I feel I have support here
They are primarily women
It's only something
I've recently felt
I sought that out
I won't tone down my gender
I'm stubborn that way
I know there's women that do
I won't do it
I can't be what I'm not
I won't do it
I often pay the consequences
I should ask for more
I know
If I did turn on that role
I could be more successful
But I just won't do it
I would encourage them not to
I don't feel comfortable with being masculine
I wouldn't be being myself
I know there's many times
I could have asked for more
I think we need more women leaders
I think that would be something female faculty can look up to
I think that would be the biggest thing

We could do
I think we can do more
To get women tenured and promoted
I don't know how they do that
I think a mentoring system
I think having women or minorities
On search committees
I know an example
A colleague was on a search committee
She felt they hired a sexist male
I don't know
I think the students are okay
I think they are doing better
Than the women faculty
I will notice in the classroom
If they are not speaking
I try to make ways that are
Comfortable for them to have a voice
I try to mess up groups
So women aren't writing the notes
I'll mix-up the gender
Where a male has to read a female part
I try to balance that
When I meet with women and advise them
I listen to their problems
I act like a mentor to them
I think on campus
I am always on committees
I see myself as a leader
I'm always students' faculty advisor
I see myself as a leader
I am more direct with students
I'm careful not to take away
Their own voice
If I see something
That is not good for them
I will encourage them
To look at a different idea
I will never tell them
Not to do that
I have to lead the way
I had a student
I felt like she should be doing
Something different
I didn't say a word
I knew it

I said she needs to figure that out
On her own
I can be more aggressive with colleagues
I can say, "This is how I feel about it"
Even if I'm the lone voice of opposition
I use that word
But I don't think
I'm being aggressive
I think I'm being forceful
Saying this is what I think
This is what I believe
I've gotten pushback
I'm chair of a committee
I'm on the side of the student
I will often be
The lone voice
I hate this one
"You're being like a mother"
I'm not a mother
I need to have a comeback for that
I don't know what to say
I want to do the best for the students
How would I support myself
If I didn't stay
I remained happy
I'm here for the students
I'm giving them a good year
I'm here for them
Once I got tenure
I was allowed to stay
I feel like I owe it to them
I truly like my job
I like living here
I like everything that goes with it
That's why I stayed
I know other people who leave
I like where I'm living
I like everything about it
I don't want to look for another job
That's why I stayed
I was like I'm going to show them
I'm going to leave but I stayed
I don't get any support from the Dean
I have to get support in other ways
I avoid it
I don't think I would be able to do that

If I wasn't tenure
I feel like I can do that
I teach my classes
I do a good job
I keep doing my research
That's all I'm supposed to do
I'll go around it
If I have a problem
I'll skip that step and go straight to the Chancellor
I have a very comfortable relationship
With the Chancellor
I am a female
I am generous
I'm a teacher
I teach
That encompasses what I think is leadership
I care about my job
I care about my students
I don't hate my job
I love my job
I love what I do
I'm not saying it's perfect
Some days, I go why am I doing this
I bounce back quickly
I'm doing this for my students
I am the main one
Who works with the students in the department
I work on their senior thesis
I'm their advisor
I do independent studies with them
I do more than my share
I have male colleagues
Who have never advised a student
I have six independent studies this semester
I meet with them
I have three kids
Coming to my house this afternoon
I'm teaching them
I just do because that's how I am
I don't have to
Sometimes I feel overworked
Then I realize
I should have said no
I can't do this
I don't know if it's a gender thing
I have a hard time

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). Chancellor.</p> <p>“Well I feel comfortable going to him and telling him about sexist things. And he listens. And he understands.”</p> <p>2). Participants students. Her office is filled with memorabilia from them and she stays at her job because she genuinely loves teaching them.</p> <p>3). Has a group of female supporters/mentors on campus.</p> <p>“The whole tenure process, I sought that out, with a senior woman administrator and she gave me support and in the course of that, I met other women supporters.”</p>
Intimate Relations:	<p>1). Female mentors.</p> <p>"I feel I have support here and they are primarily women."</p>

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Male faculty. They have a dominant voice on hiring committees and what not. They make decisions. When women challenge these decisions, there is little change.</p> <p>“But I’ve heard stories from other colleagues who have been in similar situations and they may feel comfortable to call the male faculty out on it but nothing happens or there’s no change.”</p> <p>2). The Dean has power in a leadership role, but he does not enact it well, specifically with Lynette.</p> <p>“I feel like I don’t get any support from him so I have to get support other way.”</p>
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	<p>3). The Chancellor-she has a good relationship with him so the power relation is positive.</p> <p>“I have a very comfortable relationship with the Chancellor and he respects me.”</p>
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Lynette, Listening Guide, Transcript #3	
Listening Guide Step 1:	
Recurring Words:	Devastated (4): “And I was just devastated. Because I was far away.”
Recurring Themes:	<p>1). Having things happen to her but then internalizing it.</p> <p>“I was doing feminist theory and they didn’t understand feminist theory.”</p> <p>“Why do you want to go in and see somebody who hates you? Sorry, I’m emotionalizing it.”</p>
Recurring Events:	N/A
Chronology of events:	<p>1). Worked full-time for ten years before going to school. Went to graduate school late as well.</p> <p>2). Started the tenure process and felt good about it based on her accomplishments. Received high marks from external reviewers.</p> <p>3). About 3 or 4 months into the process, Lynette was not worried. She received another great review, this time, from her peers.</p>

	<p>4). She was away at a conference with students when she received an email from her Dean saying he was not recommending her for tenure.</p> <p>“I was confused in my mind. Because I thought, here I am at a conference with students presenting research, which is what the university is all about, then somebody says you’re not good enough to be here.”</p> <p>5). When returned from her conference, she talked to colleagues in her department who said they would speak to the Dean. But even then, he wasn’t changing his mind.</p> <p>6). While she was waiting for the final result, she began looking for new jobs.</p> <p>7). Then she continued with a travel course, with students. She had spent a year working on it with them so she kept it, even though she wasn’t sure if it would still happen. This class turned out great and she got the best reviews of her career. This was a turning point; when she realized if she didn’t get tenure, she had a lot to give to another university</p> <p>8). After the course, she had another review from the faculty review committee and the letter came out great.</p> <p>“And it denied what the Dean had said earlier.”</p> <p>9). Students on-campus found out and wanted to place a petition to keep Lynette but she told them know.</p> <p>10). In March she received the shock of her life when the Chancellor called her and said she would receive tenure.</p>
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	<p>“And it was presented to me that sometimes Deans make mistakes.”</p> <p>11). The Chancellor has asked her to be a higher level administrator, which will start next year.</p> <p>“I was asked to step into this pretty prestigious position so it made me feel even better about myself.”</p>
Protagonists:	<p>1). Dean who almost did not allow her to get tenure.</p> <p>2). Chancellor/faculty review committee who ultimately made the decision to tenure.</p>
Plot:	<p>1). Lynette went to school late, after working full-time for 10 years, in order to fund it.</p> <p>2). Went through the tenure process and her Dean didn't want her while everyone else did. In addition, male colleagues with similar or worse files were receiving tenure.</p> <p>Ultimately, she was granted tenure.</p>
Sub plots:	<p>1). Students call her Mrs. on their papers, even this semester. When she has clearly told them she is Professor or Dr.</p> <p>2). Feeling like a fraud when she presents papers.</p> <p>“I feel confident in knowing what I'm talking about for that very paper but I'm terrified at the moment after the paper is over and they ask me questions on the paper and I get a questions that I may not know.”</p> <p>“Now I've had conferences, twice, I can remember, both in a foreign country, where I have had, male colleagues just trash me.”</p>

Key Characters:	<p>1). Lynette</p> <p>2). Students at the conference she attended when she found out her Dean said he didn't want her.</p> <p>3). Dean</p> <p>4). Her chair who went to the Dean on her behalf to show him how valuable Lynette was</p> <p>5). Chancellor</p> <p>6). Students in her travel course. This was a turning point in how she felt about possibly not getting tenure.</p> <p>7). Students who wanted to place a petition for Lynette to stay</p> <p>8). External reviewers/peer reviewers who gave Lynette strong marks, despite what the Dean said</p>
Two Voices:	<p>First voice: Confidence in her work; knowing she deserves what she gets.</p> <p>“We’re preparing for this great class and I’m thinking, ‘Wow, I’m doing something fabulous and I’m not going to be here anymore.’”</p> <p>“I was feeling kind of good about myself. I was like, ‘I’ve done a lot of accomplishments. I’ve done so much.’”</p> <p>“And I’m like, this is crazy that the University doesn’t want to keep me, then I realized, I have a lot to give to another university”</p> <p>“So I think that I know what I’m doing.”</p> <p>Second voice: A lack of confidence or making excuses for when people don’t see her worth.</p>

	<p>“It was only twice and it was two times by men when I was dealing with difficult interpretations of a male text.”</p> <p>“Why do you want to go in to see somebody who hates you? Sorry, I’m emotionalizing it”</p> <p>“Somebody at a higher level, like I said, presented the file and said this could be a case, so maybe that’s why I was granted it.”</p> <p>“But no, I was taking it internal, feeling bad, and then everything, feeling like, oh it’s not just that I’m not a good scholar, I’m stupid, I’m not a good teacher, I’m fat, I’m this or that, everything came in, during that it was say during that November, December, January time, it was just awful.”</p> <p>“But I just say, you know, that’s a great question, but I haven’t researched that aspect of it yet, so if you could give me some advice”</p>
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Lynette

I-Poem: Interview 3

I was grading a batch of papers
 I am not married
 They always write “Mrs”
 I noticed it
 I looked at the papers
 I know when they walk about male professors
 They think professor or Dr.
 I think that happens
 More often than I realize
 I’ve already corrected you on it
 I’ve had some struggles
 I was going through the process
 I was feeling kind of good about myself
 I’ve done a lot of accomplishments
 I’ve done so much
 I was feeling really good

I was feeling even better
I wasn't worried at all
I was nervous
But I was feeling pretty good about it
I was just set
I was happy
I think we're now in November
I was away at a conference
I had students presenting
I was taking care of students
I got an email letter from my Dean
He said, I'm not going to recommend you
I was just devastated
I was far away
I got it by email
I had to put on a happy face
For all of the students
I didn't want to dwell
I had to keep that happy feeling
For my students
I went from being completely thrilled
To this devastation
I was confused
I thought
Here I am at a conference
Presenting research with students
I was so confused
I was so devastated
I started looking for new jobs
I think in March
I got a great phone call, I received tenure
I'm emotionalizing it
That's how I Felt
I would have been too emotional if I met with the Dean
It's what I trained for my whole life
I don't think it would have made a difference anyway
I know it wouldn't have made a difference
I was just very lucky
Whatever I was doing
I was doing the right thing
And somebody saw that
I had a case
I'm not a suing kind of person
I don't know
I was getting people sending me recommendations for lawyers
I probably would have

I'd like to think I was granted it because of my merit
I decided
I'm done with the University
I'll be moving on
I had that already accepted in my mind
I mentor so many students
I did not want them to know
I just couldn't let them know
I had to act
Like I'm going to be here next year
I can keep working on your thesis
I decided to make the best of it
I realized
I had a lot to give to another university
I had that turning point
I was okay
I mean
There were times I came to my office
And cried
I realized
I had a lot to give to another university
I considered career options
I knew there were more parts of the process
I got the shock of my life
That I got to stay
I was in shock
I couldn't believe it
I didn't believe it
I felt validated
I was glad
I just have to let it go
I just wish
I hadn't been so emotional about the whole thing
If I were a man
Would I have been that emotional?
I was taking it internal
I'm not a good scholar
I'm stupid
I'm not a good teacher
I'm fat
I'm this or that
I'm defending the institution that was basically screwing me around
I feel very lucky
I shouldn't say that
I've been very good

Listening Guide Step #3: Looking for social networks and close intimate relations:

Social Networks:	<p>1). Went to colleagues in her department for them to talk to the Dean to change his mind on this decision.</p> <p>“And they said they would go in and give the good fight for me.”</p> <p>2). Her honors students were ready to do a petition to ask for her to stay. She stopped them though.</p> <p>3). Chancellor has asked her to take on a higher level administrator role, that would start next year.</p> <p>“The Chancellor asked me to take that office over from the woman who is retiring.”</p>
Intimate Relations:	<p>1). Her friends were encouraging her to sue.</p> <p>“I mean I was getting people sending me recommendations for lawyers and the AAUP, American Association of Professors . . . they really thought I would have had a case.”</p>

Listening Guide Step #4: Looking for power relations and dominant ideologies:

Power relations:	<p>1). Due to what happened, Lynette doesn't report to her Dean anymore.</p> <p>“I don't report to that Dean anymore. Which, I kind of wonder if that was a political move that was done to help me out.”</p> <p>2). Relationship with Chancellor has been a power relation to her benefit. She has tenure and now is going to have a high level administration position. The Chancellor did not listen to the Dean's sole concerns about Lynette.</p>
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	<p>3). The Dean could have destroyed Lynette's career.</p> <p>"I didn't want to dwell, I mean at that point, my job was over because never before had it been overturned."</p>
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Lynette Narrative Analytical Process Transcript #1	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> Remembering in elementary school first noticing that things weren't fair. The boys got to do stuff that she wanted to do. "I never wanted to be a boy or anything like that, but I wanted to be able to do the same things that boys did." Graduate school: helping a guy figure out how to use the library but he received a full ride scholarship and she did not. Primarily had female teachers, which she thinks made school a safe space for her, especially in her women's studies courses. First institution, students went to her a lot for advice. Second institution, her students didn't give her the same respect as her male colleague. Had a difficult tenure process; the Dean, who was her boss, almost made it so she did not get tenure. <p>Present:</p> <ul style="list-style-type: none"> Serves as a mentor to students so they don't have to go through what she went through. <p>Future:</p> <ul style="list-style-type: none"> Did not discuss future in this transcript.

<p>Step 2: Sociality- Context and Social Conditions</p>	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • First year in her current job, she was in bliss. • Happy to be at the university her first year. • Second year, “I started to feel like male colleagues seem to have had more advantages.” • Feeling it was a horrible process, the whole tenure process. “And I felt ugh, I mean I had got a Ph.D. for this, I had been teaching everywhere, I had been doing great and I had a million students and it was just fabulous. And then one person says you suck, and that was it, that was going to be the end of my career.” • “It’s a terrible process in that way.” • “But I feel very fortunate, that somebody, a female, at a higher level, came to my support.” • “Well you know it’s not fair but I try to look at the good side of it.” • “I had to work extra hard on one of my digs, but because I was female, I was never going to move to the top.” This was for her archeology dig. • She tries to turn her experiences into something positive for young women. “Thinking I’m going to make a difference for the next generation for females that come up so they don’t have to go through what I had to.” • She decided to become a mentor, “When I went to one of my lowest parts of my career, when I thought, ‘this was it.’” • “I’m going to be an agent of change . . . And I think it wasn’t until I had to feel really really vulnerable.”
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	<ul style="list-style-type: none"> • Acknowledges she has white privilege and a different experience from her colleagues of color. <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Large support group of friends. • Serves on many committees, including helping students with their theses when her male colleagues rarely do. However, Lynette feels this is part of her role as a faculty member, “I feel we have to serve the university, we have to serve our students, and we have to do our research. And I don’t think any one of them should be higher than the other.” • “I think, because I work so much, that’s why I don’t have a husband and children. But, it doesn’t mean I’m not open to it, it just means that I’m so busy I don’t have that.”
Step 3: Place	<p>1). Lynette’s on-campus office.</p> <p>2). The University she currently works at.</p> <p>3). Catholic elementary school.</p> <p>4). University she got her degree at.</p> <p>5). First University she taught at; a CA state school.</p> <p>6). Second University she taught at; a school in Ohio.</p> <p>7). Archeology dig site.</p>

Lynette Narrative Analytical Process Transcript #2	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Serving on HR committees where men made sexist comments about candidates. “They have a husband they have to follow around.” • Almost was not awarded tenure; had a difficult tenure process. <p>Present:</p> <ul style="list-style-type: none"> • Never tones down her gender. “I actually haven’t, because I won’t do it.” • Focuses on encouraging her female students to speak up in class. If they are taking notes in the group, she switches it up and has one of the guy group members take the notes. • Sees herself as a leader through the various committees she serves on. “I am always on committees or end up being chairs on committees. That’s where I see myself as a leader.” • Serves on a committee right now, where she regularly gets referred to as a mother to the students, even though she is not a mother. • Currently does not speak to her department’s dean. • Goes to the current Chancellor for any issues she has. • Currently is on multiple committees and is running six independent studies. <p>Future:</p> <ul style="list-style-type: none"> • Changing the campus climate for women could occur by hiring more women in senior leadership roles. “I think that would be something other women faculty can look up to and aspire to.”

	<ul style="list-style-type: none"> • Also have more diverse individuals on the search committees for faculty positions. • Believes the new president make changes in diversity on the campus. • Thinks the president and senior leadership should take her classes on diversity issues; things that could help their worldview. "Many times we talked about things, especially last year, if only the president could sit in on the class."
Step 2: Sociality- Context and Social Conditions	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • Sense of gratitude when she was awarded tenure. "So that's kind of why I stayed. But in the beginning it was a little bit of gratitude." • Genuinely likes her job. "I care about my job. I care about my students. When you love something you do, you do a better job." • Says she is at fault for taking on too much. "And I don't know if it's a gender thing, but I have a hard time saying no." • Says she has not been as successful since she is not as aggressive as a man. "I often pay the consequences of not being aggressive enough, I should ask for more and those kind of things." • Sees herself as a leader when she serves on committees and as a mentor to female students. • She did not leave the university after the tenure process because, "how would I support myself if I didn't stay."

	<p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Large support group of female mentors. One of those mentors helped her through the ‘horrible’ tenure process. • Feels comfortable calling the male faculty out on committees if they are making decisions she does not think are in the best interest of the university. • Feels comfortable in her own department environment, but sees the issues in the larger university. “I think my own coming into work and interacting with my colleagues in my own department here is fine . . . it’s when I move out into the bigger university world.” • Has no interaction with her dean; goes straight to the Chancellor for issues. This is due to the tenure process and the severed relationship that left her with her Dean. • Works harder than other colleagues. “I really am not exaggerating I am the main one who works with the students in the department.”
Step 3: Place	<p>1). Lynette’s on-campus office.</p> <p>2). The University she currently works at.</p> <p>3). Classrooms where she teaches</p>

Lynette Narrative Analytical Process Transcript #3	
Narrative Analytical Process:	
Step 1: Temporality: Past, Present Future:	<p>Past:</p> <ul style="list-style-type: none"> • Working full-time for 10 years prior to going to college. • Going through the tenure-process. Had support from everyone except the Dean.

	<ul style="list-style-type: none"> • Ended up receiving tenure. This occurred 2 years ago. <p>Present:</p> <ul style="list-style-type: none"> • Grading papers and noticing that mostly male students, call her Mrs. even though she has repeatedly told them she is not married and to call her professor or dr. • Training to become a higher level administrator <p>Future:</p> <ul style="list-style-type: none"> • Chancellor offered her position as a higher level administrator at the university. she will take on this role next year. • Also plans to go up for full professor in about 7 years. Wants to be sure she is ready so she doesn't go through the tenure process all over again.
Step 2: Sociality- Context and Social Conditions	<p>1). Personal Contexts:</p> <ul style="list-style-type: none"> • She felt emotional about the situation; that the Dean hated her. "Sorry, I'm emotionalizing it. But that's what we do as women. So we, that's how I felt." • She didn't want to meet with the Dean because, "I would have been too emotional. And I think that I would have been emotional and it would have discounted me." • "But I was just very lucky that whatever I was doing, I was doing the right things and somebody saw that." • "I'm not a suing kind of person." • "I realized I had a lot to give to another university, so I considered career options." • "I couldn't make a jump to a career outside of academia." • Wish she wasn't so emotional during the process. "I just wish I hadn't been so emotional about the whole thing."

	<ul style="list-style-type: none"> • Felt like a fraud in graduate school. “They shouldn’t have accepted me, they made a mistake. That’s how I felt.” <p>2). Social Contexts:</p> <ul style="list-style-type: none"> • Two female colleagues went to her Dean to tell him how valuable Lynette was to the department. “But as time went on, whatever they said didn’t change the person’s mind and that was it and I had to then, let it go.” • Always was concerned about the students throughout the process: did not want them to know that she may not be teaching there next year. So while they were asking her about helping them on future projects, she smiled and said yes. “So I had to act like, I’m going to be here next year and I can keep working on your thesis.” • Felt validated that the process of tenure, aside from the Dean worked and she was granted it. • She was encouraged during her early career and graduate school to keep pursuing her education. • Compared herself to other classmates in her Ph.D. program. “Because my colleagues in my class were really smart and they said intelligent things.” • Wonders why male colleagues at external conferences have to challenge her so negatively when she presents her work.
Step 3: Place	<p>1). Lynette’s on-campus office.</p> <p>2). The University she currently works at.</p> <p>3). Classrooms where she teaches</p>

	<p>4). Conference where Lynette found out her Dean did not support her for tenure (was sent via email)</p> <p>5). Conference overseas (2) where Lynette's knowledge was challenged by a man</p> <p>6). Company where Lynette used to work at and encouraged her to get her degree</p> <p>7). Graduate school where she decided to get her Ph.D.</p> <p>8). Graduate School where she earned her Ph.D. and decided she wanted to be a professor.</p>
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