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Journey to Leadership: Women Administrators in Architecture

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JOURNEY TO LEADERSHIP:
WOMEN ADMINISTRATORS IN ARCHITECTURE

A Dissertation
Presented to
the Graduate School of
Clemson University

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

by
Margaret Dale Woosnam
May 2007

Accepted by:
Dr. Frankie Keels Williams, Committee Chair
Dr. Lamont Flowers
Dr. Brent Igo
Dr. Russ Marion

ABSTRACT

Of the 114 accredited architecture programs within colleges and universities across America, only 18 (or 16%) employ females at the highest administrative positions as deans, directors, chairs, or heads. Despite this statistic, nearly 50% of all graduates from architecture programs are female. Little is known about women administrators in architectural education, perhaps because of the fact that there are so few.

The central question that guided this research study is as follows: What personal and professional factors characterize 10 women employed as administrators in nationally accredited architecture programs, departments, schools, and colleges in American institutions of higher education? Additionally, this study identified the women's career paths, characteristics they believe aided them in their advancement as well as in their current work, sacrifices they made in order to advance and as a result of their current work, their current work responsibilities, and their future aspirations.

Qualitative research methods were employed for this study. Specifically, the collective case study tradition (Creswell, 2003) was utilized in order to obtain thick, rich descriptions of the cases. Ten women administrators of accredited architecture programs, departments, schools, and colleges within American institutions of higher education participated in the study. Each woman held the title of dean, director, head, or chair. Interviews, documents, and observations were collected and included in the data analysis.

Within-case analyses were conducted for each participant, followed by a cross-case analysis, in which major themes emerged and characterized the 10 women. While feminist leadership theories were used as a lens and guided the current research, themes emerged from the study that point toward a potentially new, emerging theoretical construct. This new, emerging potential construct requires that pioneering female leaders in male-dominated fields be characterized differently than female leaders in other contexts.

Five conclusions are presented that relate to the themes that emerged for each secondary research question. The five conclusions were drawn based on the research findings. The conclusions describe the common characteristics of the women and are summarized as follows: (1) Pioneers; (2) Unwavering Ambition in the Face of Obstacles; (3) Employ Post-heroic Leadership Style; (4) Oftentimes Prioritize Career over Family, and (5) Committed to the Architecture Profession.

Recommendations for females who aspire to become administrators in architectural educations and for current administrators and policy-makers within institutions of higher education are detailed. Suggestions for future research are presented, including further exploring and testing the emerging construct identified in the study findings.

DEDICATION

This work is dedicated to my personal Savior, Jesus Christ. Without Him, all of my efforts would be meaningless. This is also dedicated to my beloved husband and best friend, Kyle Woosnam, who is a source of strength and comfort, and to my precious daughter, Josie Woosnam, who gives me sweet, cookie kisses and big hugs that melt away any stress. Both of you not only allowed me time to work towards completing my coursework and dissertation, but loved and supported me in my best and worst moments throughout the process. You are my world. Finally, this dissertation is dedicated to my parents, Tim and Carol Dale, my grandmother, Peggy Mangum, and my brother, Alex Dale, sister-in-law, Kristi Dale, and niece, Katie Dale who support me in more ways than can be counted.

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So many individuals have propelled me through the program and have made the seemingly mundane incredibly enjoyable. Primarily, Dr. Frankie Keels Williams, my professor, program advisor, dissertation chair, mentor, and friend, encouraged me and demanded my best. Dr. Williams embodies kindness and sincerity, and is my role model for successfully balancing academic demands and familial responsibilities without sacrificing either.

I express my gratitude to my committee members, Dr. Lamont Flowers, Dr. Brent Igo, and Dr. Russ Marion for their time and contributions to my research. You have improved the quality of this dissertation tremendously. Specifically, I am incredibly grateful to Dr. Igo, who encouraged me and helped me through the collection and analysis of my data.

I wish to include a special note of thanks to my “EDL buddies.” Specifically, to Lorilei Swanson and Darren Linvill who commiserated and celebrated with me during our Tuesday lunches, Saturday classes, early morning phone calls, and frantic emails. Also, a special thanks to my dear “distance” friend, Laurie Fladd. Laurie is such a support for me, and I am thrilled that we will graduate together.

Finally, I wish to thank the 10 wonderful women who participated in this research. Their assistance not only made this research possible, but enjoyable. I relished learning from them, and I know that other females who aspire to administrative positions in male-dominated fields will be inspired by their words.

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At the present time, America is the only country where there is a class of women who may be described as ladies who do their own work. By a lady we mean a woman of education, cultivation, and refinement, of liberal tastes and ideas, who, without any very material addition or changes, would be recognized as a lady in any circle of the Old World or the New.

The existence of such a class is a fact peculiar to American society, a plain result of the new principles involved in the doctrine of universal equality.

- Catharine E. Beecher and Harriet Beecher Stowe

The American Woman's Home

First published in 1869, this book was the first written by women that included architectural floor plans.

CHAPTER ONE

NATURE OF THE PROBLEM

Louis Sullivan, one of America's great architects, once wrote, "Our [nation's] architecture reflects truly as a mirror" (Sullivan, 1918). Unfortunately, the body of American architects does not accurately reflect the nation's demographics or the demographics of American higher education. Today, approximately 51% of the United States population is female (United States Census Bureau, 2005). Approximately 57% of students in American institutions of higher education are female (National Center for Education Statistics [NCES] 2006) and 42% of graduates from architecture programs at the baccalaureate level are female (NAAB, 2003). Nevertheless, the architecture profession remains a White-male-dominated field (American Institute of Architects [AIA], 2006). Notwithstanding, females, regardless of race, have finally begun to permeate the field of architecture. For almost 20 years, approximately 50% of the university architecture program graduates at the baccalaureate and graduate levels have been female (Deuschle, 2003; Frangos, 2003; National Architecture Accrediting Board [NAAB], 2006; NCES, 2005). Moreover, approximately 25% of the practicing architectural staff in private American firms are female (AIA, 2006; Dietsch, 1997), and 11% of licensed architectural professionals are females (AIA, 2006; Deuschle, 2003; Pratt, 2003). Approximately 16% of accredited schools of architecture employ females at the highest rank (NAAB, 2006).

The American Institute of Architects (AIA), America's most widely-recognized organization for architecture professionals, publicly acknowledged that the number of architecture graduates and the number of licensed professionals are incongruent. Recently, the AIA undertook preliminary research to attempt to understand the disparity (AIA, 2005). This research uncovered some general barriers to licensure, but barely mentioned gender-specific barriers. Nevertheless, the topic of gender-specific barriers is a hot-button issue among practicing professionals in architecture as well as professionals in many other fields, including American university professors (AIA, 2006; American Association of University Women [AAUW], 2006).

Notably, at least one author forcefully addressed the gender issue in architecture. Deutschle (2003) stated that females in architecture often place familial responsibilities as a higher priority over obtaining licensure and suggested familial responsibilities are a primary reason females are not staying in the profession.

Further, the AIA recognized its gender imbalance within its membership and proposed measures to increase diversity and awareness among its members (AIA, 2005). The AIA also formed several committees of practicing architects who are committed to diversity in the profession. As evidence that female practitioners are becoming more active in the organization, during 2006, the AIA elected a woman as its president (Frank, 2005). Kate Schwennsen is only the second female to hold this position in the 149 years of the association's history (AIA, 2006). Similarly, female architect Zaha Hadid received the 2004 Pritzker

Architecture Prize. Hadid is the first woman ever to be awarded this most prestigious of architecture awards in the award's 26-year history (AIA, 2006).

Statement of the Problem

Of the 114 accredited architecture programs, departments, schools, and colleges in institutions of higher education across the country, only 18 (or 16%) have females filling the highest administrative positions as deans, directors, chairs, or heads (NAAB, 2006). Nationally, the number of females who occupy full-time faculty positions in accredited schools of architecture increased from 16% in 1991 (Landecker, 1991) to approximately 25% in 2006 (NAAB, 2006), a percentage equivalent to that of female architectural staff practicing in the field. Approximately 50% of all graduates from architecture programs are females (Deutschle, 2003; NAAB, 2006; NCES, 2005). Little is known about female administrators in architectural education, perhaps due to the fact that so few females hold these positions. Further, because research regarding females in these positions is limited, other females who may wish to pursue similar careers have little to look to for career guidance.

The relevant literature detailed possible and documented reasons females rarely achieve top-level positions in both private organizations and institutions of higher education (Dreher, 2003; Eagly & Johannesen-Schmidt, 2001; Ridgeway, 2001; Rudman & Glick, 2001). These reasons vary from gender discrimination (Kaplin & Lee, 1995; Wilson, 2004) to an increased need or desire to care for family members (Deutschle, 2003; Holland & Hart, 2004; Sullivan, Hollenshead,

& Smith, 2004). Further, some researchers investigated motivating factors in females who pursue careers in male-dominated fields (Stevenson, 1994; Tinsley, Secor, & Kaplan, 1984). The existing literature on female administrators in higher education rarely included studies regarding female administrators in male-dominated fields (Shakeshaft, 1987; Tinsley, Secor, & Kaplan, 1984). Additionally, the existing literature on females in male-dominated fields focused on students and practitioners (Association for Women in Science [AWIS], 2006; Chu, 2005; Stevenson, 1994). A dearth of literature exists that thoroughly investigated female faculty in male-dominated fields as well as female administrators in higher education. This study adds to the literature base by identifying factors that characterize female administrators of male-dominated fields (such as architecture) in American institutions of higher education.

Because architecture is a practical field, little research has been conducted on females in administrative roles in higher education. Women have been practicing architecture for many years (Almanac, 2004), but have only recently been granted significance by their male counterparts, as evidenced by the 2004 Pritzker Architecture Prize winner and the 2006 elected AIA president (AIA, 2006). On the other hand, gender issues in American universities have been researched for years (American Association of University Professors [AAUP], 2003). Consequently, little research exists that combines the aspects of female architects and female faculty. The phenomenon of female architects filling the roles of administrators within institutions of higher education has not been addressed by scholars.

Purpose of the Study

This research stemmed from the major issues revealed in the literature review related to female administrators in male-dominated fields within institutions of higher education. More specifically, the study addressed a desire to shed light on gender-specific barriers in the educational workplace, and a need to investigate female administrators in architectural education.

The purpose of this study was to uncover characteristics common to 10 women administrators in accredited architecture programs, departments, schools, and colleges. Additionally, the purpose of the study was to gain insights into the journeys on which these women embarked throughout their careers that led them to their current positions. Further, this study identified characteristics the women believe aided them in their advancement as well as in their current work, sacrifices they made in order to advance and as a result of their current work, their current work responsibilities, and their future aspirations. The current study contributes to the limited existing literature on female administrators in higher education in male-dominated fields. This study also provides females who wish to pursue similar careers with an in-depth examination of 10 women who have achieved top-level administrative careers in architectural education.

Research Questions

The central question that guided this research study is as follows: What personal and professional factors characterize females employed as administrators in nationally accredited architecture programs, departments, schools, and colleges

in American institutions of higher education? The following secondary questions also guided the study:

1. What career paths did these women embark upon that led them to their positions, and how have their career paths impacted them professionally and personally?
2. What personal and professional characteristics do these women possess that they believe aided their advancement to their current positions? How have these characteristics aided them?
3. What obstacles do these women believe that they overcame in their careers to achieve their positions, and how did the obstacles impact them?
4. What personal sacrifices, if any, did these women make in order to achieve their positions, and how did these sacrifices impact them?
5. What are the women responsible for in their current work?
6. What personal and professional characteristics do the women possess that they believe aid them in their current work? How do these characteristics aid them?
7. What obstacles as a result of their gender do the women face in their current work, and how do these issues affect their advancement and/or satisfaction with their work?
8. What personal sacrifices, if any, do the women make now as a result of their advancement, and how do the sacrifices affect them?
9. What short-term and long-term aspirations do the women have regarding their personal and professional lives?

Research Methods

Due to the nature of the central and secondary research questions, qualitative research methods were employed. Specifically, the collective case study tradition (Creswell, 2003) was utilized in order to obtain thick, rich descriptions of the cases studied. Ten women administrators in accredited

architecture programs, departments, schools, and colleges within American colleges and universities participated in the current study. Interviews, documents, and observations were collected and included in the data analysis.

Theoretical Lens and Conceptual Framework

Feminist leadership theories were employed as a theoretical lens in the study. Literature related to gender issues in leadership as well as feminine leadership styles were used to guide the research. Literature regarding both of these aspects of feminine leadership theories aided the researcher in framing the secondary research questions and the interview questions.

Figure 1 provides a conceptual framework for the study. The conceptual framework illustrates how the secondary research questions address the primary purpose of the study: to uncover characteristics common to 10 women administrators in accredited architecture programs, departments, schools, and colleges in American institutions of higher education. By investigating the journeys the women took in order to achieve their current positions, the issues regarding their current work, and the aspirations the women hold for the future, characteristics common to the 10 women were revealed.

THE JOURNEY TO LEADERSHIP

WHAT PERSONAL AND PROFESSIONAL FACTORS CHARACTERIZE 10 WOMEN ADMINISTRATORS IN ARCHITECTURE?

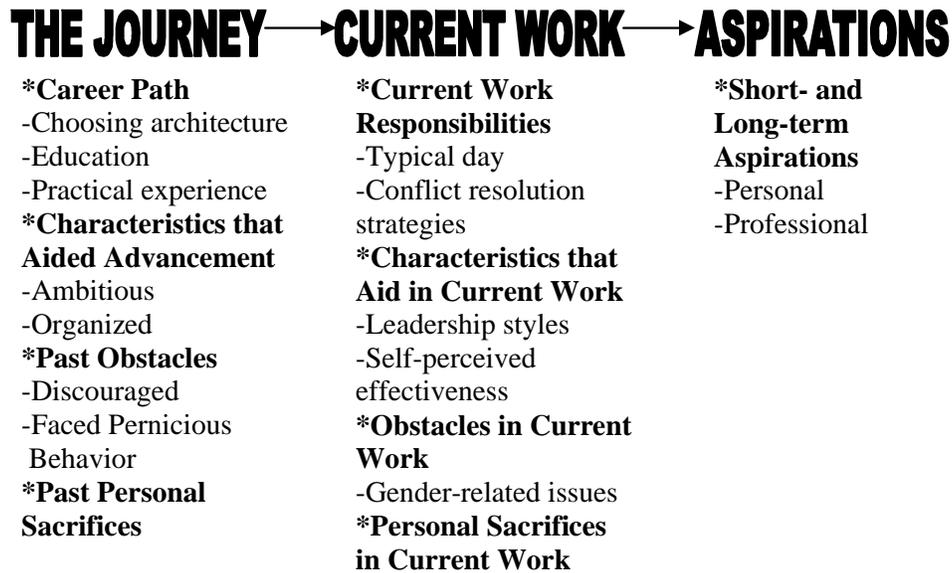


Figure 1. Conceptual framework for the current study.

Definitions of Terms

The definitions of terms assisted in framing the research questions for the study. The following terms are used throughout the study.

Administrators: those who fill supervisory or managerial positions in accredited architecture programs, departments, schools, or colleges within the United States, including the roles of chair, head, director, and dean.

Male-dominated fields: fields that are traditionally comprised of males at various levels including, but not limited to, engineering, business, architecture, medicine, mathematics, and technology.

Career paths: the formative experiences, education, and jobs each woman experienced that led her to her current position.

Obstacles: any perceived barriers including, but not limited to, persons, events, or experiences that hindered or hinders the women's advancement or perceived success in the past or in their current jobs.

Personal sacrifices: things the women believe they gave up in their personal lives in order to advance their careers or maintain their current status.

Delimitations

This study was limited by purposeful sampling. This type of sampling was required in order to obtain the information that was of interest to the researcher. The scope of the study was bounded by time and feasibility. Eighteen women administrators in architectural education were identified as potential candidates for the in-depth interviews and observations. Access and rapport issues were present in this study. Conducting case study research, as defined by Yin (1989) and expanded on by Merriam (2001) and Creswell (2003), requires that the researcher establish a high level of access and rapport with the study participants. Additionally, the researcher completed this research as part of the requirements for a degree in educational leadership, and not architecture.

The findings in this study are specific to the women who participated. It was not the purpose of this study to generalize the findings to a wider audience; rather, it was the purpose of this study to uncover factors that characterize these

women in order to understand more about how female administrators in male-dominated fields navigate through their careers.

Organization of the Study

This study is divided into five chapters. Chapter One includes an overview of the study. The chapter covers the nature of the problem, the rationale for undertaking this research, and other background information.

Chapter Two, Literature Review, contains a review of the existing literature in several different areas related to this study. Chapter Two also includes a review of feminine leadership theories, which were employed as a lens for the current research study.

Chapter Three, Research Procedures, is comprised of information regarding how data were obtained, including how interviews were conducted, observations made, and documents secured, as well as brief information about each woman that participated in the current study. Chapter Three also includes procedures for the analysis of the data used to uncover recurring themes that identified characteristics common to the 10 women.

Chapter Four, Findings, contains an overview of the findings and includes discussions regarding the results of all of the within-case analyses as well as the cross-case analysis. Each theme that was revealed in the cross-case analysis is included in the summary of the cross-case analysis findings.

Chapter Five, Summary, Conclusions, and Recommendations, includes a summary of the study's findings, conclusions about the major emergent themes,

which identify characteristics common to the women who participated in the research. Chapter Five also contains suggestions for future related research and general recommendations for females who aspire to become administrators in architectural education, as well as administrators and policy-makers in institutions of higher education.

CHAPTER TWO

LITERATURE REVIEW

The purpose of this chapter is to provide a summary of the existing literature relevant to the current research study. This study drew from existing leadership theories including gender-related and feminine leadership theories. Further, because this study covered an examination of female administrators in male-dominated fields within American institutions of higher education, the researcher completed an examination of literature on females within institutions of higher education.

Additionally, because the study participants included women administrators in architectural education, a discussion of the issues surrounding females in architecture is included in the literature review. Issues identified in the secondary research questions are included in the literature review, which helped the researcher develop interview questions, draw comparisons between the existing literature and the findings of the current study, and describe the journey to leadership for each of the women participants.

Females in Male-Dominated Fields

The topic of females entering male-dominated fields is one that has been widely researched since the 1970s, the time when females began entering institutions of higher education and the work force in marked numbers (Cohen, 1998). However, much of the existing research focused on females in particular

fields, including engineering and medicine in the United States, and the priesthood within the United Kingdom (Aldridge, 1994; Bagilhole, 2003; Rose, 1996). The majority of the research on females in architecture dates from the late 1980s and early 1990s (Dietsch, 1991; Landecker, 1991; Solomon, 1991).

Nevertheless, research regarding female faculty members in the male-dominated field of architecture has been largely ignored, with only a few exceptions (Anthony, 2001; Gregory, 2006; Groat & Ahrentzen, 1997). Currently, approximately half of the student population in architecture programs nationwide is female; however, the attrition rate of females after graduation is high, perpetuating the male-dominance in the field (Gregory, 2006).

Research has attempted to uncover motivating factors and experiences of females who pursue careers in male-dominated fields. In a book entitled *Gender Roles through the Life Span* (Stevenson, 1994), Frieze and Olson (1994) contributed a chapter that addressed research conducted on the values that males and females assign to occupational fields. Frieze and Olson (1994) noted that the feminine professions were thought of as those that would allow the workers to help others, whereas the masculine professions were thought of as those that would allow the workers to demonstrate capability. Additionally, Frieze and Olson (1994) found that individuals' values strongly affected on their occupational choice. Specifically, females in male-dominated fields placed value on gaining professional recognition, demonstrating capability, and making more money than did females in non-male-dominated fields.

Peng and Jaffe (1979) contributed one of the seminal pieces regarding females entering male-dominated fields of study in college. The authors noted that females in male-dominated fields tended to score higher on a work scale and lower on the community and family scales when compared to females in fields that are not male-dominated. This finding indicated that females in male-dominated fields of study were required to be more career-focused and less family-focused.

More recently, Steele, James, and Barnett (2002) examined the perceptions of female undergraduate students enrolled in male-dominated academic areas. Specifically, Steele, James, and Barnett (2002) focused on females in the areas of math, science, and engineering because, as they noted, fewer females earn undergraduate degrees in these fields. They found that females in these male-dominated areas of study: (1) experienced higher levels of gender-related discrimination, (2) anticipated higher levels of gender-related discrimination, and (3) felt threatened by gender stereotypes. Additionally, the researchers found that females in these areas of study were more likely to consider changing their major before they graduated than were males or females in female-dominated fields of study.

Bagilhole (2003) addressed the dynamic shift in hegemony within the Church of England that occurred in 1994, when the diocese allowed females to become ordained priests in the United Kingdom. Bagilhole asserted that the first few generations of females who entered male-dominated professions were “pioneers” (p. 361). She further contended that these females were “change

agents” (p.361) of the organizational culture and structure in the Church of England.

Employing focus groups, Chu (2005) found that female engineering students experienced great difficulty in interacting professionally with their male cohort while remaining feminine in their actions. Further, she found that females in the engineering program were much more likely to consider a change of major than men because of the interaction difficulty. Chu (2005) drew upon the work of Brainard, Metz, and Gillmore (1999) and Seymour and Hewitt (1997) who examined the lowered confidence levels that females in male-dominated fields of study exhibited when compared to the males in their fields of study. The researchers found the lowered confidence levels, regardless of the grades the females had earned in their coursework. The researchers concluded that the females’ lowered confidence had little to do with their classroom performance, but rather resulted from discouragement by professors, the workload, and the weed-out processes associated with male-dominated fields, including engineering and architecture.

Researchers who investigated entrepreneurs found that, in general, entrepreneurship is considered to be male-dominated (Chaganti, 1986). Additionally, researchers suggested that the majority of female entrepreneurs do not enter male-dominated fields (Moore, 1990; Scherer, Brodzinski, & Wiebe, 1990).

Several researchers investigated the utility of androgynous physical characteristics and behaviors by females in male-dominated fields. The majority

of the research was completed in the 1980s. Specifically, Jagacinski (1987) examined the sex-typed traits of male and female engineers, and found that physically and behaviorally androgynous females reported higher levels of work-related responsibility, involvement in professional activities, and overall satisfaction when compared to female engineers who were not androgynous. Androgynous female engineers were also found to earn a higher salary than female engineers who were not androgynous. Lemkau (1983) examined the personal characteristics of females in male-dominated professions and non-male-dominated professions. Lemkau found that females in male-dominated professions were “tough-minded” and “assertive” (Lemkau, 1983, p.144), and exhibited characteristics that are associated with behaviorally androgynous females and masculine males. Rudman and Glick (2001) found that physically androgynous females were less likely to be discriminated against in performance-driven institutions.

Females in Architecture

Although females have been practicing architecture for over 100 years (Almanac, 2004), females had not entered the profession in large numbers until the last several decades (Deuschle, 2003). The existing literature regarding females in architecture focused on females in the architectural profession. Little emphasis has been placed on females in architectural education and administration within institutions of higher education.

Limited research has been conducted that identified factors that characterize female administrators of male-dominated fields (such as architecture) in American institutions of higher education. Books and articles have been published that discussed gender issues in the architecture field (Anthony, 2001; Deutschle, 2003), as well as gender issues in the architecture faculty (Groat & Ahrentzen, 1997; Landecker, 1991). The October 1991 issue of *Architecture*, a leading journal for architectural scholarship, was devoted to gender issues in the profession (Dietsch, 1991). Research regarding gender issues in the architectural field and faculty is detailed in the following sections.

Gender Issues in the Architecture Field

Solomon (1991) identified a shift in the proportions of females within corporate architectural firms. Solomon published data collected from a survey of 20 members of the AIA Large Firm Roundtable. According to these data, females were not reaching the top ranks in the profession (i.e., at the time of her study, 2% held principal positions). Solomon interviewed males and females in leading architectural firms in order to learn more about this phenomenon. She found that many males believed that females were not reaching the top ranks because the number of qualified females in the architectural profession was limited. The percent of female principals rose from 2% in 1991 to 21% in 2006 (American Institute of Architects, 2006).

Anthony (2001) completed survey research that indicated females in architectural practices experienced roadblocks and obstacles to advancement. Anthony also found that females in the field found the tasks of job interviewing,

interning, and completing the licensing exam particularly intimidating.

Additionally, she found that females in the profession often do not stay in the profession due to discrimination and harassment, pay inequity, and familial responsibilities.

Deuschle (2003) wrote about issues females face in the architectural profession. Her news report stated that nearly 50% of all American college students that graduate from university architecture programs are female, while only 13% of licensed practicing professionals working at AIA-member organizations are female. Notably, Deuschle's article was not published in a journal, but rather a daily newspaper, which indicated that this issue was noteworthy to the mainstream.

Gender Issues in the Architecture Faculty

Landecker (1991) was one of the first to research the gender disparity in the architectural professoriate. In her article entitled "Why aren't more females teaching architecture," Landecker compared nationwide data on faculty in institutions of higher education with data on males and females in architectural faculties. She found that full-time male professors of architecture made up 19.5% of all faculty nationwide, while full-time female professors of architecture made up only 0.8%. Tenured male professors of architecture made up 33% of all architecture faculty nationwide, while tenured females made up only 2.8%. Landecker (1991) acknowledged statistics disseminated by the Association of Collegiate Schools of Architecture (ACSA) published in 1990 that reported an increase in the number of females in graduate programs of architecture. She

interviewed several female professors of architecture and published their opinions regarding why females were not teaching architecture. She found that these female professors believed that, until females are promoted to top-level positions in higher education, the number of female faculty in architectural education will continue to wax and wan.

The females interviewed in Landecker's study stated that many females were not hired when qualified. Additionally, when females were hired to teach, they were given the marginal assignments, including teaching the 'soft' courses such as design, history, and planning, and they were required to serve on more committees and complete more service projects than their male counterparts. The females interviewed believed that, when females occupy the administrative positions in architectural education, female faculty will be awarded the more technical courses and will not be burdened with the extra service assignments.

Groat and Ahrentzen (1997) wrote about female faculty in architecture and addressed Landecker's (1991) idea of marginality. However, Groat and Ahrentzen did not suggest ways to overcome this marginality, but rather, suggested ways to use it as a tool. They suggested that these females use their service requirements and soft courses to challenge the "ideals of liberal education" (p. 274) and to forge "interdisciplinary connections" (p. 275) among other things.

Females in Institutions of Higher Education

Females' experiences in and affects on institutions of higher education have been researched. Researchers determined that the ages females enter

academia cause conflicts between the females' familial responsibilities and work responsibilities (AAUP, 2004; AAUW, 2004; Williams, 2004). Additionally, researchers determined that female faculty and administrators face gender-related discrimination (Kaplin & Lee, 1995; Smallwood, 2001). Research regarding female faculty and administrators is detailed in the following sections.

Female Faculty in Institutions of Higher Education

Researchers found that the academic careers of females in higher education are often negatively affected by the females' age and the extramural responsibilities placed on women of particular ages (AAUW, 2004; Mason & Goulden, 2004; Williams, 2004). Further, researchers found that females still face gender discrimination in institutions of higher education. This gender discrimination has manifested in various ways, including hiring and tenure discrimination, pay inequity, and pregnancy discrimination (Kaplin & Lee, 1995; Smallwood, 2001; Wilson, 2004).

Age-related Issues

Researchers concluded that many females in higher education do not pursue tenure-track positions and do not achieve tenure in institutions of higher education because of issues related to the ages of the females (AAUP, 2004; AAUW, 2004; Williams, 2004). According to a recent survey (AAUP, 2004), the average age for attaining a Ph.D. is 33; the average age females receive Ph.D.s is 34, and males, 33. On average, institutions of higher education have a seven-year tenure application process (AAUP, 2004); therefore, the average age females in institutions of higher education earn tenure is 41 years old. Tenured males

dramatically outnumber tenured females in higher education (Mason & Goulden, 2004).

Males and females achieve Ph.D.s at an even rate (AAUW, 2004), however, only a small percentage of those females who earn Ph.D.s pursue full-time tenure-track positions (AAUW, 2004). Researchers hypothesized that the primary reason that females with Ph.D.s turn down full-time higher education employment is because the ages females receive their doctorates directly coincides with prime childbearing and childrearing years (AAUP, 2004). Additionally, this age also can coincide with the time when many females are required to care for elderly family members or family members with special needs (AAUP, 2004).

The Maternal Wall

Females who decide to pursue full-time careers in institutions of higher education often hit what one author called “the maternal wall” (Williams, 2004, p.1). This phenomenon occurs mostly in male-dominated fields (which include institutions of higher education) and attempts to explain why so many females in these fields choose to appear physically and behaviorally androgynous to coworkers in order to appear equal to males in their fields or dedicated to their jobs or fields (Jagacinski, 1987; Lemkau, 1983). Because of this occurrence, more females in higher education who desired to have children chose to start a family only after they achieved tenure (Williams, 2004). Conversely, many females put off having children indefinitely for the sake of their careers, with approximately 45% of tenured females remaining childless (Williams, 2004). Additionally,

Williams found that males and females who worked in institutions of higher education and had children at the same age did not achieve tenure at an equal rate (Williams, 2004). Females often took time off immediately following the birth of their children in order to recover, but also to care for their infants – a responsibility largely doled out to females, in part because of social norms (AAUW, 2004). Many men in higher education were able to enjoy a successful academic career and a family life, while females in higher education were forced to choose between family and work (AAUW, 2004).

Gender Discrimination

Kaplin and Lee (1995) indicated that females' failure to rise to the top in institutions of higher education was due to blatant gender discrimination. Predominantly, more males than females hold faculty positions in postsecondary institutions, and the disproportion increases significantly when examining tenure-track faculty positions (Kaplin & Lee, 1995). Gender discrimination lawsuits are the largest number of discrimination cases filed by faculty under Title VII (Kaplin & Lee, 1995). Notably, most female faculty who challenged universities on the basis of gender discrimination did not win their claims in court (Kaplin & Lee, 1995). Only one-fifth of the females who filed lawsuits between 1972 and 1984 prevailed (Kaplin & Lee, 1995).

Postsecondary institutions are proving to be fertile grounds for gender discrimination. In *Stephen v Case Western University*, Stephen, the associate professor who filed suit, equated her discriminatory experience in tenure review and her subsequent denial as an “academic gang rape” (Smallwood, 2001, p.

A14). Moreover, according to a recent report, the majority of females in higher education who sued their institutions based on sex-discrimination lost their lawsuits, accrued millions of dollars of debt collectively in legal bills, and were ostracized in higher education (Wilson, 2004). The issue is still one of utmost importance as gender discrimination is unconstitutional.

Female Administrators in Institutions of Higher Education

“If females are thinly represented on faculties, especially in traditionally male fields, they are so rarely represented in top academic administrative positions as to be practically non-existent in the upper echelon” (Carnegie Commission, 1973, p. 123). Although in recent years, institutions of higher education have undergone significant diversification at most levels, the administrative positions have remained White-male-dominated (AAUW, 2004). As addressed in another section of this literature review, researchers indicated that females who achieved upper-level positions oftentimes exhibited more physically and behaviorally androgynous characteristics than their female colleagues (Jagacinski, 1987; Lemkau, 1983), and made more personal sacrifices than their male colleagues (AAUW, 2004; Williams, 2004). Additionally, females who achieved upper-level positions were subject to gender bias (Dreher, 2003; Eagly & Johannesen-Schmidt, 2001; Ridgeway, 2001; Rudman & Glick, 2001).

Career Paths of Female Administrators

In her book, Shakeshaft (1987) stated that the career paths of female administrators have not been adequately investigated. Although Shakeshaft’s

discussion of female administrators was limited to those in P-12 settings, her assumption is true for females in higher education administration as well.

Existing research investigated childhood experiences as a predictor for career choice (Nachmann, 1960; Skolnick, 1989). Nachmann (1960) postulated that, of those males and females who pursued professions in the medical and social work fields, the majority had childhood experiences involving aspects of those professions. Skolnick (1989) identified the childhood experiences of daughters of practicing rabbis and determined that some of those experiences can be causally linked to the daughters pursuing careers in the rabbinical ministry.

Carroll and Wolverton (2004) investigated the chair's positions in institutions of higher education. According to these authors, 10% of all department chairs were female. Their research identified characteristics of both male and female department chairs. The authors found that the average department chair was 46 years old, although female chairs were slightly younger on average (44 years old). Female chairs were less likely to be full professors. If they were full professors, they were in such positions for shorter periods of time than the male department chairs. In a separate study, Wolverton (2002) found that the majority of department chairs were White.

Carroll and Wolverton (2004) addressed the impact that the hiring mechanism has on the duration of administrative tenure. They noted that all of the department chairs in their study were faculty members before they assumed their administrative positions, although not necessarily at the institution in which they were hired as administrators. Further, they found that chairs who were hired

through an external search remained in the positions for almost a year longer than those who were hired internally. The researchers categorized administrators who were hired internally as faculty chairs, and those who were hired through an external search as institutional chairs. They addressed the philosophical differences that these two positions embody. A faculty chair identifies him or herself first as a faculty member and becomes the champion of the faculty, while an institutional chair focuses more on the “bureaucratic or political” aspects of the institution (2004, p. 5). Further, Carroll and Wolverson (2004) contended that academic deans were more likely to shed their faculty identities altogether, in exchange for wholly administrative identities.

Carroll and Wolverson (2004) also addressed the various factors that motivated administrators to assume their positions. These motivating factors included administrators’ desires for financial gain, the pressures placed on them by colleagues or superiors to assume administrative roles, the administrators’ desires for career advancement, or the administrators’ perspectives of the positions as duties or services to their institutions or the faculties in their departments. Wolverson and Gmelch (2002) found that, in general, of those motivating factors for accepting administrative positions, those who saw the positions as “duties” (p.5) tended to stay in their positions longer than the others. Administrators who took on their positions for extrinsic purposes were less likely to serve more than one term. Carroll and Wolverson (2004) found that administrators tended to stay in their positions for approximately six years.

Characteristics of Female Administrators

Research regarding the characteristics of female administrators in higher education was relegated to demographic data including age, marital status, and the presence or absence of children (Carroll & Wolverton, 2004; Gmelch & Schuh, 2004; Tinsley, Secor, & Kaplan, 1984). These aspects of female administrators' lives are more relevant when addressed in the context of female administrators' career paths, because age, marital status, and children oftentimes dictate female administrators' career choices (Tinsley, Secor, & Kaplan, 1984). Research regarding female administrators' ambition and organizational skills are limited.

Obstacles to Achievement

Wolverton (1999) found that department chairs felt as though their efforts were unnoticed and unrewarded. Additionally, Wolverton's research indicated that the majority of the department chairs expressed a desire to obtain training on various aspects of their administrative work. Wolverton (1999) noted, however, that chairs who were in their positions for longer periods of time desired less training. This is, according to Wolverton (1999), due to the fact that many administrative duties can be learned.

Carroll and Wolverton (2004) addressed the ambiguity associated with department chair positions. Other researchers found that department chairs felt as though they must serve the interests of both the faculty and the upper administration (Creswell, 1990; Leslie, 1973; Moses & Roe, 1990). Carroll and Gmelch (1992) found that department chairs defined their roles as leaders and managers, faculty developers, and scholars.

Personal Sacrifices

Research that investigated the personal sacrifices female administrators in higher education make in order to achieve their status or as a result of their status is limited. The literature regarding personal sacrifices made by female faculty and administrators in institutions of higher education focused on familial sacrifices (Smallwood, 2004; Williams, 2004).

Responsibilities of Female Administrators in Higher Education

Thomas and Schuh (2004) wrote about the responsibilities associated with academic administration, particularly at the department chair level. In their study, they found that a department chair's typical responsibilities included the following: managing a budget, developing the instructional schedule (assigning courses), applying departmental bylaws and rules to various tasks like tenure, curriculum change, hiring, and record-keeping, administering financial support to students through work-study programs, assistantships, or scholarships, supervising grants, and organizing faculty, staff, students, and events (p. 12).

Aspirations of Female Administrators

Carroll (1991) found that 70% of department chairs returned to faculty positions after they stepped down from their administrative positions. Carroll and Wolverton (2004) also found that those department chairs who were hired internally, particularly through a faculty election, "seldom entered the institutional hierarchy of academic administration" (p. 6). In general, only 20% of department chairs further advanced their careers by moving up to other administrative positions after they completed their tenure as chairs. Additionally, the authors

found that those who further ascended, were highly unlikely to return to the faculty ranks.

Gender and Leadership

Leadership theories that guided the current study, including feminine leadership and charismatic leadership, and research investigating backlash towards female leaders are addressed in the following sections.

Leadership Theories

Scholars of feminine leadership theories claim different perspectives regarding females in leadership. Overall, researchers found that feminine leaders focus on relationships and participatory practices. Charismatic leadership requires that leaders motivate followers according to the institutional vision or mission.

Feminine Leadership

Fletcher (2004) addressed the mostly feminine “post-heroic” form of leadership (p. 647). Fletcher (2004) found that feminine leaders employ post-heroic (or non-traditional) leadership that focuses on collaboration and social networking. Three specific characteristics that define this style of leadership are: 1) leadership as practice: shared and distributed, in which leaders rely on skill sets of enabling, supporting, facilitating and collective achievement, social networks, teamwork, shared accountability, collaboration, and blurred lines between the leader and the follower; 2) leadership as social process: interactions, in which leaders portray a dynamic, multidirectional, collective, egalitarian, mutual, less hierarchical style and are open to being led by others by being less competitive

with a fluid boundary between self and other; and 3) leadership as learning: outcomes, in which leaders seek to establish mutual learning, collective understanding, and positive action in order to foster co-created and implemented collective learning. This final aspect of post-heroic leadership also relies on emotional intelligence, including self-awareness, empathy, vulnerability, and an openness to learning. In sum, Fletcher (2004) defined post-heroic leadership as distributed leadership; “up, down, and across” the hierarchy (p.650).

Kark’s (2004) article summarized feminine leadership theories and linked them with existing leadership paradigms. She also addressed studies completed on feminine leadership. One body of feminine leadership studies that Kark addressed questioned the existence of distinguishable differences between female and male leadership. A second body of studies she addressed indicated that females were perceived by others and perceived themselves as using transformational styles of leadership. A third body of studies that Kark addressed indicated that female leaders were rated higher on transformational scales, which has implications for the effectiveness of female leaders.

Shakeshaft (1987) examined female leaders in P-12 education and found that female administrators prioritized differently than do male administrators. She addressed the career paths of females in educational administration, the barriers to advancement that female’s face, and the female culture of administration. While Shakeshaft did not discuss female administrators in higher education, some of her assertions can be transferred. Although females in these two settings have different career paths, they face similar obstacles to advancement (Restine, 1993).

Shakeshaft's (1987) investigation of female administrators in education was considered to be a seminal piece in the feminist discussions of advancement in educational administration. Shakeshaft's work provided an understanding of females who achieve top-ranking positions in educational settings.

Jablonski (2000, p. 245) found that female university presidents employed "participatory" leadership styles. Jablonski (2000) indicated that the female presidents emphasized collaboration, communication, and shared decision-making.

Other researchers of gender-related studies identified that feminine leaders focused on relationships and participatory processes. Burstyn (1980), DiBrito, Carpenter, and DiBrito (1986), Funk (1988), Gilligan (1982), Miller (1986), and Morgan (1986) found that females in education emphasized communication and teamwork.

Charismatic Leadership

Charismatic leadership requires that leaders employ several attributes that are similar to feminine leadership, including empowering followers, and employing expressive communication (Yukl, 2002). In existing studies, charismatic leaders focused on the vision or mission of the organization (Weber, 1947; Yukl, 2002) and relied on organizational power and authority (Bennis & Nanus, 1985). In comparison, Krausz (1986) found that leaders within institutions of higher education employed a coaching approach to leadership and relied on personal power rather than organizational authority.

Gender Issues for Females in Top-Ranking Positions

Researchers of gender-related backlash towards female leaders investigated the various ways females are subjugated in organizations as a result of their gender. In Eagly and Johannesen-Schmidt's (2001) work, the authors addressed some of the issues that surfaced when females assumed leadership positions. Gender roles served to constrain females' decision-making authority as well as their ability to gain approval from their peers and superiors, which inhibited their advancement (Dachler, 1988; Deaux & Kite, 1987; Eagly & Johannesen-Schmidt, 2001; Nivea & Gutek, 1981).

Eagly and Johannesen-Schmidt (2001) examined how gender role incongruity can lead to prejudice toward female leaders. The researchers contended that female leaders who exhibited incongruent gender role behavior received low evaluations regarding their potential for leadership because, as Eagly and Johannesen-Schmidt indicated, leadership ability is stereotypic of males and male behavior. Additionally, the authors found that female leaders who exhibited incongruent gender role behavior received low evaluations regarding their leadership because they were perceived to be inadequately feminine.

Eagly and Johannesen-Schmidt's (2001) research also involved the conflicting demands of being a female and a leader. Using the social role theory, the authors claimed that female leaders' were constrained by their gender and leader roles. Eagly and Johannesen-Schmidt (2001) contended that leaders who conform to their gender roles might fail to meet the requirements of their leader roles. Conversely, leaders who conform to their leader roles might fail in their

requirements of the gender roles. This research also uncovered ways in which females lead, as well as the prejudices females face in male-dominated fields. Eagly and Johannesen-Schmidt (2001) addressed double standards that indicate females must be more effective in order to achieve high-level managerial or leadership roles and retain those roles over time. Their research supported the research of Nivea and Gutek (1981), who found that female leaders were evaluated on their femininity as well as their leadership skills, and were sanctioned when they appeared overly feminine or overly managerial.

Past and present-day scholars wrote in detail about possible and documented reasons females rarely achieve top-level positions in both private organizations and institutions of higher education. Dreher (2003) examined females in top-level management positions and the glass ceiling phenomenon. Dreher's research, which employed the social contact theory and resource dependency theory, indicated that as the female-to-male ratios in lower-level managerial positions increase (that is, a more equal balance between the genders develops), females "should experience less isolation and social pressure, begin to form coalitions and support networks, and become more acceptable as candidates for senior positions," (p. 545). Accordingly, females' opportunities to achieve top-level positions improve as more females choose to permeate male-dominated fields.

Summary

In summary, this chapter presented a review of the existing literature relevant to this study. Existing research that investigated females in male-dominated fields, including architecture and institutions of higher education, was presented. Researchers found that females in male-dominated fields valued professional recognition, focused on career aspirations more than familial responsibilities, and experienced discrimination and stereotyping more than females in female-dominated fields. Further, females in architectural education and practice encountered barriers to advancement. Research regarding females in higher education indicated that females experienced gender-related discrimination in relation to tenure, promotion, and pay, and they also faced age-related issues related to familial responsibilities. Additionally, researchers indicated that females in higher education administration faced obstacles to advancement and sacrificed time with their families.

Research that investigated feminine leadership as well as gender-related issues in leadership was presented. Researchers found that leaders who employed feminine leadership, including post-heroic leadership, used collaborative and participative practices as well as social networking in their leadership. Gender-related issues for female leaders included backlash for overly agentic or overly feminine behaviors, gender role stereotyping, and gender-leader role incongruity.

CHAPTER THREE

RESEARCH PROCEDURES

The primary purpose of this chapter is to present the data collection and analysis procedures required by the research method employed in the current study. The research method used for the current study was the qualitative case study method. More specifically, the research method for this research consisted of a collective case study. Yin (1989, p. 23) suggested using the case study method when the research requires an investigation into a “contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used.” Leedy & Ormrod (1997) indicated that case studies are useful when the researcher aims to learn more about a little known topic. Leedy and Ormrod (1997, p.149) also suggested using a collective case study method in order to “make comparisons.” Comparisons were important in this study because they served to inform the researcher of the women’s common characteristics.

Merriam (2001, p.19) defined a case study design as one that is “employed to gain an in-depth understanding of the situation and meaning for those involved.” The intent of this study was to uncover, describe, and compare the factors that characterize the women in administrative positions within accredited architecture programs, departments, schools, and colleges in American institutions of higher education. Researchers in various fields, including

educational psychology, sociology, and education have utilized the collective case study tradition. For example, in the education field, Lightfoot (1983) employed the collective case study tradition by studying six schools, presenting each school individually, and then examining similarities and differences across all cases in order to determine the factors that characterized good schools. Additionally, Kiewra and Creswell (2000) employed the collective case study tradition in their examination of the personal and professional aspects of three “highly productive educational psychologists” (p. 135). Kiewra and Creswell (2000) drew out commonalities in order to provide aspiring researchers in the field of educational psychology with career-related advice.

Research Questions

The central question that guided this research study is as follows: What personal and professional factors characterize females employed as administrators in nationally accredited architecture programs in American institutions of higher education? The following secondary questions also guided the study:

1. What career paths did these women embark upon that led them to these positions, and how have their career paths impacted them professionally and personally?
2. What personal and professional characteristics do these women possess that they believe aided their advancement to their current positions? How have these characteristics aided them?
3. What obstacles do these women believe that they overcame in their careers to achieve their positions, and how did the obstacles impact them?
4. What personal sacrifices, if any, did these women make in order to achieve their positions, and how did these sacrifices impacted them?

5. What are the women responsible for in their current work?
6. What personal and professional characteristics do the women possess that they believe aid them in their current work? How do these characteristics aid them?
7. What obstacles as a result of their gender do the women face in their current work, and how do these issues affect their advancement and/or satisfaction with their work?
8. What personal sacrifices, if any, do the women make now as a result of their advancement, and how do the sacrifices affect them?
9. What short-term and long-term aspirations do the women have regarding their personal and professional lives?

This study employed the narrative research strategy defined by Creswell (2003) as “a form of inquiry in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives” (p. 15). Creswell (2003) recommended that these stories be re-told by the researcher in a “narrative chronology” (p.15). Because this study was designed to identify 10 women’s career paths, characteristics that helped them advance to and succeed in their current positions, obstacles they overcame and continue to face, personal sacrifices they faced and continue to face, and aspirations they hold for the future, their stories as they reflected on their journeys to leadership were a focus of this study. After the stories were gathered and then retold by the researcher, an analysis was conducted in order to identify characteristics common to the women, which was the overarching purpose of the present research study.

Role of the Researcher

Case study research requires that the researcher spend extended time with and maintain relationships with the participants (Creswell, 2003). Therefore, the role of the researcher was clearly defined a priori in order to avoid any conflicts of interest and to protect the participants, the researcher, and the institutions wherein the participants and the researcher worked. Prior to the study's commencement, the researcher had no relationship with any of the participants.

The researcher's interest in this study stemmed from the researcher's own experiences in a college of architecture as a student of design. Further, as a graduate of a college of architecture and as a student of university administration, the researcher desired to uncover characteristics common to the 10 women and share the findings with other females who might pursue similar careers. Females in male-dominated fields within higher education face unique challenges. Not only must they navigate through their own field as a minority, but they must also attempt success in the male-dominated field of higher education administration. The researcher in the current study hoped to lend a voice to a small group of women in order to communicate their stories to the academic architectural community and to females who aspire to pursue similar careers.

Institutional Review Board Approval

Following the dissertation committee's approval of the research proposal, the researcher applied for expedited status from The Institutional Review Board (IRB) at Clemson University. The IRB approved the study before the researcher

contacted the potential participants (see Appendix I for the official letter of approval). Those that agreed to participate were asked to read and sign an informed consent form (see Appendix II) before data collection began. Participants were given the option to withdraw from the research at any time. The researcher ensured that the participants were aware of their options as defined by the informed consent form and the IRB.

Data Collection Procedures

The best method for collecting the case study data was interviews conducted by the researcher (Creswell, 1994; Yin, 1989). Therefore, the researcher contacted the women and requested that they participate in face-to-face or telephone interviews. The researcher obtained contact information about the 10 women from the National Architecture Accrediting Board (NAAB) website, which provided cursory information about the women and the programs, departments, schools, and colleges in which they served as administrators. Each of the 18 women that were identified as administrators (including deans, directors, heads, and chairs) in architectural education were first contacted via email by the researcher and asked to participate (see Appendix V and VI for sample recruitment emails). While 12 women agreed to participate, only 10 were able to participate due to scheduling issues.

The eight women who were geographically located farthest from the researcher (Clemson, South Carolina) were asked to participate in telephone interviews and the two women who were geographically located closest to the

researcher were asked to participate in face-to-face interviews held at both of the administrators' campuses. Although two women initially agreed to participate in face-to-face interviews, one of the women participated in a telephone interview because of scheduling conflicts during the period of data collection. Therefore, only one face-to-face interview was conducted.

After the women expressed an interest (via email) to participate, the researcher mailed (via United States Postal Service) each woman an informed consent form (see Appendix II). Each woman returned the form by fax or by postal mail. Once informed consents were secured, the researcher set up interview times with the women via email.

All of the interviews were audio-recorded; however, the data from one audio-recorded interview was deleted before it could be transcribed due to a technical error. The researcher took detailed notes during all of the interviews, and the interview data that were lost were reconstructed from the researcher's notes and with the help of the interviewee. Because of this loss, few direct quotes were used in the summary of that participant's data found in Chapter Four.

Prior to the interviews, an interview protocol was developed and was followed for each interview. The protocol (see Appendix III) consisted of broad, exploratory questions designed to uncover thick, rich descriptions of the factors that characterize these women. Emergent insights continually directed and redirected data collection. Consistent with the constant comparison analysis technique employed in this study, new interview questions manifested after each interview and interview questions that were deemed inappropriate were deleted.

Using the interview protocol developed a priori (see Appendix II), the researcher asked direct questions. However, the participants were asked to share and were allowed to do so freely. Follow up questions or questions of clarity were asked. Occasionally, the researcher emailed additional follow-up questions to the participants in order to address details that were not discussed in the telephone interviews or in the face-to-face interview.

At the conclusion of each telephone interview, each woman was asked to send (via email) a copy of her curriculum vitae and any other documents that she was willing to share and that were deemed relevant to the research by the researcher. The researcher also obtained internet documents about each participant including university biographies, online professional portfolios, and online vitae. These documents were obtained by linking to websites listed on the women's vitae, by linking to websites included in the women's biographies on each university's website, and by performing basic internet searches on the women.

The researcher spent parts of two work days with the face-to-face interview participant. At this interview, participant observations as well as researcher observations were recorded and collected (see Appendix IV for observational protocol). At the conclusion of the visit, the researcher obtained the participant's curriculum vita.

Participants

The 10 women that agreed to participate were identified by the NAAB website. A brief summary of their credentials and their institutions' degree offerings in architecture are provided alphabetically by last name.

Ellen Dunham-Jones is the director of the College of Architecture at the Georgia Institute of Technology (Georgia Tech) in Atlanta, Georgia. She received a Bachelor's of Art degree in architecture and planning and a Master's of Architecture degree from Princeton University. Georgia Tech offers Bachelor's of Architecture degrees and Master's of Architecture degrees (pre-professional plus two years or degree plus three years). Although Ellen was initially contacted to participate in a face-to-face interview, due to her travels abroad, she was only able to participate in a telephone interview from her office. Ellen participated in an audio-recorded, telephone interview from her office on February 6, 2007, at 4:00 p.m., Eastern Standard Time.

Lisa Findley is the interim chair of the School of Architectural Studies at California College of the Arts (CCA) in San Francisco, California. She received a Bachelor's of Arts degree in environmental planning and political theory from the University of California at Santa Cruz and a Master's of Architecture degree from the University of California at Los Angeles. California College of the Arts offers Bachelor's of Architecture degrees (five-year program). Lisa participated in an audio-recorded, telephone interview from her office and the College President's office when her office lost power on February 13, 2007, at noon, Eastern Standard Time, 9 a.m., Pacific Standard Time.

Geraldine Forbes Isais is the director of the School of Architecture and Planning at the University of New Mexico in Albuquerque, New Mexico. She received her Bachelor's of Art degree in cultural anthropology from California State University, Fullerton, where she also did graduate work in ethnomusicology. She also received a Master's of Architecture degree from the California State Polytechnic University at Pomona. The University of New Mexico offers a Bachelor's of Architecture degree and a Master's of Architecture degree (pre-professional degree plus two years or degree plus three and one-half years). Geraldine participated in an audio-recorded, telephone interview from her office on January 30, 2007, at noon, Eastern Standard Time, 10 a.m., Mountain Standard Time.

Martha Kohen is the director of the School of Architecture at the University of Florida in Gainesville, Florida. She received her Bachelor's of Architecture degree from the Universidad de la Republica in Montevideo, Uruguay and a Master's of Architecture degree from Cambridge University in Cambridge, England. The University of Florida offers a Bachelor's of Architecture degree and a Master's of Architecture degree (two to four year program). Martha participated in an audio-recorded, telephone interview from her office on February 1, 2007, at noon, Eastern Standard Time.

Wendy McClure is the chair of the Department of Architecture at the University of Idaho in Moscow, Idaho. She received a Bachelor's of Art degree in Architecture from the University of Pennsylvania and a Master's of Architecture degree from the University of Washington. The University of Idaho offers a

Bachelor's of Architecture degree and a Master's of Architecture degree (five year program). Wendy participated in an audio-recorded, telephone interview from her office on February 5, 2007, at 5:30 p.m., Eastern Standard Time, 2:30 p.m., Pacific Standard Time. Her interview data were lost due to a technical error; however, her interview was reconstructed through the use of notes taken by the researcher and email communication between Wendy and the researcher.

Elizabeth Plater-Zyberk (Lizz) is the dean of the School of Architecture at the University of Miami in Miami, Florida. She received a Bachelor's of Arts degree in architecture & urban planning from Princeton University and a Master's of Architecture degree from Yale University. The University of Miami offers both a Bachelor's of Architecture degree (five year program) and a Master's of Architecture degree (two to three year program). Lizz participated in an audio-recorded, telephone interview from her office on February 12, 2007, at 5:45 p.m., Eastern Standard Time.

Michaele Pride is the director of the School of Architecture and Interior Design at the University of Cincinnati in Cincinnati, Ohio. She received a Bachelor's of Architecture degree from Arizona State University and a Master's of Architecture and Urban Planning degree from Harvard University's Graduate School of Design. The University of Cincinnati offers a Bachelor's of Architecture degree (six-year program) and a Master's of Architecture degree (pre-professional degree plus two years). Michaele participated in an audio-recorded, telephone interview from her office on February 9, 2007, at 4 p.m., Eastern Standard Time.

Judith Sheine is the chair of the Department of Architecture at California State Polytechnic University at Pomona. She received her Bachelor's of Art degree in mathematics from Brown University and her Master's of Architecture degree from Princeton University. The Department of Architecture at California State Polytechnic University at Pomona offers both a Bachelor's of Architecture degree (five-year program) and a Master's of Architecture degree (three and one-half year program in addition to the Bachelor's degree). Judith participated in an audio-recorded, telephone interview from her office on February 8, 2007, at 5 p.m., Eastern Standard Time, 2 p.m., Pacific Standard Time.

Christine Theodoropoulos is the head of the School of Architecture and Allied Arts at the University of Oregon in Eugene, Oregon. She earned a Bachelor's of Science degree in civil engineering from Princeton University and a Master's of Architecture degree from Yale University. The University of Oregon offers a Bachelor's of Architecture degree (five year program) and a Master's of Architecture degree (degree plus three and one-third years or pre-professional plus two years). Christine participated in an audio-recorded, telephone interview from her office on January 31, 2007, at 2 p.m., Eastern Standard Time, 11 a.m., Pacific Standard Time.

Crystal Weaver is the dean of the School of Building Arts at Savannah College of Art and Design in Savannah, Georgia. She received a Bachelor's of Science degree in home economics from Morehead State University, and a Master's of Science degree and Doctor of Philosophy degree in interior design and housing from the University of Tennessee at Knoxville. The Savannah

College of Art and Design offers a four year Bachelor's of Fine Arts degree and a five year Master's of Architecture degree. Crystal participated in an audio-recorded, face-to-face interview in her office on January 23, 2007, at 1:15 p.m., Eastern Standard Time. The researcher also participated in various activities with Crystal on February 22, 2007, and February 23, 2007, which allowed for participant and researcher observations.

Data Analysis Procedures

Because qualitative research is interpretive research (Creswell, 1994) and because the researcher intended to obtain a thick, rich description (or a “complete, literal description of the entity being investigated,” Merriam, 2001, p. 29) for each case, the data were analyzed in tandem with the data collection, as specified by the constant comparison method (Creswell, 2003). The data analysis was based on “reduction” and “interpretation” (Marshall & Rossman, 1989, p. 114); as each typed interview was transcribed, notes were made of any overall tone, underlying themes, or subjects that were repeated throughout the interview. After all of the interviews were transcribed, commonalities within the characterizing factors were identified, emerging themes were reviewed, and conclusions regarding the factors and themes were made from the data.

Because interview data represent unstructured data, the eight analysis steps recommended by Tesch (1990) were used to allow the researcher the ability to engage in a “systematic process of analyzing textual data” (Creswell, 1994, p. 155). Both within-case and cross-case analyses were performed, respectively. A

qualitative software package, NVivo 7[®], that assists with the organization and analysis of interview and observation data was used to aid the researcher in the data analysis.

For each case, Tesch recommended (1990, p. 142-145) that the researcher first attempt to (1) get a sense of the whole interview. In the current study, the researcher reflected on each interview transcription and identified several words that summarized aspects of each interview. The researcher recorded these words and linked them to the corresponding interview data in NVivo7[®]. Secondly, Tesch (1990) indicated that (2) the researcher must closely examine the interview as a whole to determine its underlying meaning. In the current study, the researcher used the summarizing words identified in step one and developed broad statements that summarized each interview. For example, if the majority of a participant's responses were positive, the researcher indicated that the participant was generally content with her past as well as her current work. These statements were inserted as memos and linked to the corresponding interview data in NVivo7[®]. After completing step two for several transcriptions, Tesch (1990) suggested that the researcher (3) make a list of all emerging themes or topics and cluster them together. In the current study, these themes were identified as free nodes and linked to the corresponding interview data in NVivo7[®]. Relating the lists (or nodes) back to the transcriptions, Tesch (1990) suggested that the researcher (4) assign codes to the appropriate segments of the text and find new emerging categories and codes. In the current study, the researcher organized the free nodes into tree nodes in NVivo7[®]. Then, Tesch (1990) suggested, (5) the

most descriptive wording for the topics should be chosen and turned into categories. The topics that relate to one another should be grouped together. In the current study, the researcher labeled each tree node with a summarizing word or phrase and organized the tree nodes so that each parent tree node had corresponding child tree nodes in NVivo7[®]. Tesch suggested that a final decision (6) should then be made on the abbreviation for each category and codes should be alphabetized. In the current study, this step was performed by NVivo7[®] automatically. Finally, (7) the data material should be assembled for each category in one place and a preliminary analysis should be performed. In the current study, the researcher reviewed and analyzed the parent and child tree nodes. Tesch (1990) suggested that (8) the data should be recoded, if necessary. In the current study, the researcher did not eliminate any existing nodes, but reorganized the nodes when required. Further, the researcher completed the eight steps several times for each interview transcription in order to capture all emerging themes.

These steps were followed for analyzing the interview data. However, observational data (when available) and documents were analyzed using the same methods for each case following each interview analysis. In general, the documents and observations were used to learn more about the women, but were also used to supplement, complement, and “triangulate” (Creswell, 2003, p. 196) the findings from the interview data. After these steps were completed for each case, the researcher compared the emergent themes from each case across all of the cases.

The data are presented in several formats within Chapter Four. Descriptive information for each participant is included in table format prior to the findings of each within-case analysis. A summary of the findings that resulted from each within-case analysis is presented for each participant. The summaries are presented using Creswell's (2003) narrative research design, wherein the researcher attempts to retell the participants' stories in narrative chronologies.

The within-case findings are followed by the cross-case analysis findings. In the cross-case analysis, the researcher compared all of the participant's responses to the interview questions. Tables summarizing all of the participants' responses are included in the cross-case analysis section. The within-case analyses and cross-case analysis include the participants' responses to each secondary research question. Themes for each secondary research question are included in the presentation of the cross-case analysis findings. The headings used in Chapters Four and Five that are associated with each secondary research question are included in Table 1.

Table 1

Headings Associated with Secondary Research Questions

Secondary Research Question	Heading
1. What career paths did these women embark upon that led them to their positions, and how have their career paths impacted them professionally and personally?	Career Paths
2. What personal and professional characteristics do these women possess that they believe aided their advancement to their current positions? How have these characteristics aided them?	Characteristics that Aided Advancement
3. What obstacles do these women believe that they overcame in their careers to achieve their positions, and how did the obstacles impact them?	Past Obstacles
4. What personal sacrifices, if any, did these women make in order to achieve their positions, and how did these sacrifices impact them?	Past Personal Sacrifices
5. What are the women responsible for in their current work?	Current Work Responsibilities
6. What personal and professional characteristics do the women possess that they believe aid them in their current work? How do these characteristics aid them?	Characteristics that Aid in Current Work
7. What obstacles as a result of their gender do the women face in their current work, and how do these issues affect their advancement and/or satisfaction with their work?	Obstacles in Current Work
8. What personal sacrifices, if any, do the women make now as a result of their advancement, and how do the sacrifices affect them?	Personal Sacrifices in Current Work
9. What short-term and long-term aspirations do the women have regarding their personal and professional lives?	Aspirations

Strategies for Validating Findings

In order to ensure the “trustworthiness” of the findings from the study (Creswell, 2003, p. 196), the researcher employed strategies identified by Creswell as necessary in qualitative research. First, the researcher “triangulated” the data sources (Creswell, 2003, p. 196) by analyzing the various forms of data collected for the emergence of themes. Themes were identified when they were justified by various data collected (including interviews, participant and researcher observations, and documents) or when justified by data from multiple participants. However, themes that emerged that were unique to individual participants or only one type of data were also included but were identified as unique.

The researcher employed the “member-check” strategy as suggested by Creswell (2003, p. 196), which allowed participants to ensure the accuracy of findings by reviewing and approving interview transcripts and generalizations made by the researcher. Further, “rich, thick descriptions” (Creswell, 2003, p. 196) were originated, which required authenticity and allow readers to feel as though they are experiencing the data first-hand.

Both “peer debriefing” and an “external auditor” (Creswell, 2003, p. 196) were used in order to lend perspective to the researcher and provide outsider-evaluation (Lincoln & Guba, 1985) of the research. Finally, the researcher spent adequate “time in the field” (Creswell, 2003, p. 196), which included time observing and interviewing the participants, as well as reviewing and analyzing the data. Adequate time in the field was required in order for the researcher to

gain a complete understanding of the journey to leadership for each woman, the career paths each woman has taken, the issues and responsibilities associated with each woman's current work, and each woman's aspirations for the future.

Ethical Issues

During the data collection process, several measures were employed to ensure the safety and well-being of the participants and to ensure the "trustworthiness" of the findings (Creswell, 2003, p. 196). As an observer in the study, the researcher strived for minimal impact on the study setting (i.e. the office space and classrooms) and minimal disruption of the activities under observation. Additionally, Creswell (2003) suggested allowing participants opportunities to contribute to various aspects of the study. The researcher allowed participants opportunities to offer suggestions for additional interview questions, opportunities to offer suggestions regarding how and through what publications this research should be disseminated once it has been completed, and opportunities to review the transcribed data as well as the within-case analyses (through member-checking).

Data analysis procedures also included measures to stave off ethical issues that could have been problematic without such measures. Because the interviewees are prominent figures in the architectural-academic community, the names and identities of the participants have been disclosed in the findings. However, information that was deemed to be too personal (as identified by the participants) or potentially harmful to the participant was not disclosed.

Participants were allowed to review all of the information specifically attributed to them prior to publication in order to avoid any unforeseen negative repercussions.

Theoretical Lens

Feminine leadership theories were employed as a theoretical lens in the study. Specifically, literature investigating feminine leadership, as well as gender issues in leadership, was used to guide the research. Authors of feminine leadership (Eagly & Johannesen-Schmidt, 2001; Kark, 2003) and post-heroic leadership research (Fletcher, 2004) indicated that leaders who employ these types of leadership are focused on the people in organizations. Authors of research regarding gender issues in leadership indicated that female leaders must satisfy the conflicting demands of their gender roles and their leadership roles (Eagly & Johannesen-Schmidt, 2001; Ridgeway, 2001; Rudman & Glick, 2001).

Significance and Implications

The themes uncovered in this study provide insight into the journeys that 10 women administrators in accredited architecture programs, departments, schools, and colleges embarked upon that led them to their current positions. This study provides a response to the clarion call from researchers pointing out the need for studies investigating female leaders in male-dominated fields. Scholars of gender-related issues in male-dominated fields have indicated that research is needed regarding female leaders in male-dominated fields (Brainard, Metz, &

Gillmore, 1999; Chu, 2005; Eagly & Johannesen-Schmidt, 2001; Frieze & Olson, 1994; Peng & Jaffe, 1979; Seymour & Hewitt, 1997; Steele, James, & Barnett, 2002). Additionally, scholars of feminine leadership styles have indicated that not enough is known about the ways in which females lead, especially in hierarchical organizations (Fletcher, 2004; Kark, 2004).

The current study is the first known to provide in-depth, thick, and rich descriptions of the career paths of female administrators in architectural education. Additionally, the current study is the first known to uncover characteristics the women believe aided them in their advancement as well as in their current work, and to examine obstacles they faced and continue to face as a result of their gender. Further, the current study is the first known to identify work responsibilities and future aspirations of female administrators in architectural education. The findings from the study themes that emerged from the data may inform other females who aspire to pursue similar careers.

Summary

This chapter included a description of the qualitative research tradition, collective case study, employed in the current study. In general, collective case studies are employed when comparisons are required. The role of the researcher and data collection procedures were described. In the current study, the researcher relied on the structured interview data collected from the participants; however, documents and observations were also included in the analyses. A brief summary of each participant was included. Additionally, data analysis procedures,

including within-case and cross-case analyses were described. Strategies for validating and ensuring the trustworthiness of the findings were presented and included member-checks and triangulation. A discussion of anticipated ethical issues and the researcher's efforts to minimize the negative effects of those issues was included. Finally, the theoretical framework and the significance and implications of the study were presented. Specifically, feminine leadership theories guided the current study.

CHAPTER FOUR

FINDINGS

The purpose of this chapter is to provide an in-depth summary of the findings that resulted from within-case analyses of data from 10 women administrators in accredited architecture programs, departments, schools, and colleges in American institutions of higher education. This chapter includes a presentation of the data that resulted from the within-case analyses for each participant individually, and a presentation of the data that resulted from the cross-case analysis for all of the participants collectively. An overall summary of the findings is presented at the end of the chapter.

The findings of the study are organized based on the secondary research questions:

1. What career paths did these women embark upon that led them to these positions, and how have their career paths impacted them professionally and personally?
2. What personal and professional characteristics do these women possess that they believe aided their advancement to their current positions? How have these characteristics aided them?
3. What obstacles do these women believe that they overcame in their careers to achieve their positions, and how did the obstacles impact them?
4. What personal sacrifices, if any, did these women make in order to achieve their positions, and how did these sacrifices impacted them?
5. What are the women responsible for in their current work?

6. What personal and professional characteristics do the women possess that they believe aid them in their current work? How do these characteristics aid them?
7. What obstacles as a result of their gender do the women face in their current work, and how do these issues affect their advancement and/or satisfaction with their work?
8. What personal sacrifices, if any, do the women make now as a result of their advancement, and how do the sacrifices affect them?
9. What short-term and long-term aspirations do the women have regarding their personal and professional lives?

Collective case study research methods were employed to collect and analyze the data from the women in order to identify recurring themes. By identifying these recurring themes, this research serves to educate other women who might aspire to similar leadership positions, both in institutions of higher education and in the architectural profession. The participants for this study included 10 women who were interviewed, both over the telephone and in person. In addition, participant and researcher observations were made and documents were secured and reviewed.

Within-case Analyses

A within-case analysis was completed for each participant. In each within-case analysis, each participant's data (interviews, observations, and documents) were treated as a comprehensive case in order to address the specific purpose of the research. Descriptions of each case are presented in table format prior to each within-case analysis. Each participant's responses to the specific secondary research questions are presented including direct quotes from each woman.

Participant responses to the secondary research questions are presented using the subheadings included in Table 1 in Chapter Three. The within-case analyses were written using the strategies proposed by Creswell (2003) for narrative research. Creswell (2003) stated that narrative research requires that the participants tell stories about their lives. The researcher retold the participants' stories in narrative chronologies.

The 10 within-case analyses for all participants are followed by the themes that emerged from the cross-case analysis of all interviews, observations, and documents collected. The cross-case analysis was completed based on the primary research question: What personal and professional factors characterize females employed as administrators in nationally accredited architecture programs in American institutions of higher education?

Case One

Description of the Case

Table 2

Crystal Weaver

Institution and State	Savannah College of Art and Design, Georgia
Department, School, or Program	School of Building Arts
Accrediting Body	National Architectural Accrediting Board
Rank	Dean
Education	Doctor of Philosophy, University of Tennessee
Years in Position	7 years
Ethnicity	Caucasian
Religious Affiliation	Christian, not formally affiliated
Age	50 years old
Marital Status	Single, never married
Children	None
Primary Caregiver	No

Crystal Weaver participated in a face-to-face interview in Savannah, Georgia, on Tuesday, January 23, 2007. The interview was audio-recorded and later transcribed by the researcher. The researcher and Crystal both sat in her office during the interview. Crystal has served as dean of the School of Building

Arts at the Savannah College of Art and Design for seven years. Before she assumed that role, however, she was a faculty member in the interior design program for three years and the program coordinator for four years within the same school.

Documents that were analyzed along with the interview data included Crystal's vita, which she emailed to the researcher after the interview was completed, and online documents such as articles from the Savannah College of Art and Design's webpage. Participant and researcher observations were also included in the analysis. The findings from the within-case analysis of Crystal's data are included below.

Secondary Research Question 1: Career Paths

Although Crystal grew up in Ohio, she attended college at Morehead State University in Morehead, Kentucky. She graduated with a Bachelor's of Science degree in Home Economics (the predecessor to what is now Interior Design) in 1979 and moved directly from that institution to the University of Tennessee (UT) to pursue a Master's of Science degree in Consumer Studies and Housing. Crystal's research focus includes gerontology and public policy regarding housing satisfaction. She described her rationale for entering a Master's program immediately after completing her Bachelor's degree, "It's more my personality – when I start something, I do it. I knew that if I stopped, I wouldn't go back."

Crystal indicated that she was required to student-teach in order to complete her Bachelor's degree and knew that after her first nine-month appointment, she was not interested in teaching at the high school level or below.

She said, "...I knew that was not for me. I taught ninth grade for nine months, and I knew that if I had to do that anymore, I would go to prison!" She realized at that point that she wanted to study interior design with more depth and ultimately decided that moving directly into a Master's program was best for her. Once she arrived at the University of Tennessee, she knew she had made the right decision. She said, "...when I hit UT and met with people who would become my mentors, that is when it clicked. 'This is what I want to do.'"

Crystal noted that she intended to pursue a career in government policy-making in housing upon completion of her Master's degree. However, she recalled that the time that she finished her Master's degree was inopportune for her to achieve the goals she had set for herself. She said, "Well, when I completed my Master's, it was the year Reagan was elected. And of course, all of the funding went away for that overnight..." Her advisors knew this and offered her an opportunity to stay at the University of Tennessee in order to pursue a doctorate. She recalled, "...that's when UT came back and had a scholarship as a research assistantship and asked, 'Do you want to stay and continue?'" Crystal accepted the assistantship and graduated with an interdisciplinary doctorate in housing, gerontology, and planning in 1984.

Immediately after earning her doctorate, Crystal was hired to teach at Ball State University in Muncie, Indiana, which was in the midst of some turmoil. Although she had not always aspired to teach at the college level, she quickly learned that she had a propensity for it. She said, "I started teaching at Ball State and that program just started booming and booming and booming, and I thought,

‘Wow, I really have a knack for fixing things!’” Crystal stayed at Ball State for three years until she was hired as an associate professor and program coordinator for the interior design program at Mankato State University in Mankato, Minnesota (now a part of the Minnesota State University System).

It was there, Crystal said, that she began her own firm, The Interiors Group, in order to maintain some separation between her teaching and her professional work. Most of the projects she described as working on while in Minnesota were associated with the University. Crystal used her firm to hire her students in order to give them some professional experience. While she found this to be a valuable tool for her students, she also realized that her work at her firm was interfering with her teaching. She recalled an experience while teaching at Mankato State and working at her firm:

It was 3:00 in the morning, and I had to be back into the office at 6:00 and I said, “Ok. I have three hours. I have this to do for the business and I’ve got this to prepare for class.” And I said, “It is time to get out of this,” so I dissolved the business.

Crystal dissolved her business and, after three years in Minnesota, took a position at Western Carolina University in Cullowhee, North Carolina, as an associate professor and program coordinator of the interior design program. She reopened her business once she moved and worked on projects in the Asheville area. Again, she employed her students in order to provide them professional experience. However, again, Crystal found that her professional work was monopolizing her time. She recalled having to choose between her firm and her

teaching, “I started getting a lot of work out of Asheville and the minute it’s kinda like ok, ‘Which? I am a teacher. I am a teacher.’”

She stayed at Western Carolina for three years and was hired in 1992 to teach at the Savannah College of Art and Design (SCAD) in Georgia, where she is currently. Crystal taught for three years and was then asked by the president to step into the chair’s position, which she did for four years. After an international search to fill the dean’s position at the School of Building Arts seven years ago, the president of SCAD asked Crystal to assume the role. She agreed to take both the chair and dean’s positions because she believed her leadership style was something that could benefit the institution. She said:

If you do something right, I am the first person to say “Good job!” If you do something wrong, I am the first person to say, “Let’s look at what you did and back up.” Basically, if you don’t rise to the challenge, then you don’t have the right to complain.

Crystal is the first woman to fill the dean’s position in the School of Building Arts, but noted that SCAD is a relatively young institution, having only been founded in 1978. Crystal is the second official dean in that School. She said, “The dean that was here started with the School...” She said that she never aspired to become dean and in fact, never liked administrators. She described her feelings about administrators as follows:

I never really had much respect for them. No. I never wanted it. If you would have told me I was going to be dean, I would have laughed at you.

Absolutely NO WAY! No way. I am most content to be the one behind the curtain, you know, holding you up and putting you out there.

Crystal has never experienced an interruption in her career. In reference to this, she said, "...in essence, I went to school in kindergarten and never left!" Additionally, she typically does not take time off even for vacations. She said, "I don't even take vacations.... and that's probably my downfall." She did mention a two-week vacation that she would take in February. Crystal would travel to Hawaii to celebrate her 50th birthday. She expressed confidence in her faculty to manage without her, "They'll figure it out."

Secondary Research Question 2: Characteristics that Aided Advancement

Crystal discussed her experiences growing up as the child of parents who owned a hardware store. She recalled customers always coming into the store to have things fixed and believes that these experiences somehow fostered her ability to problem-solve. Crystal also discussed her resolve for ensuring that the dignity of everyone in the workplace is honored and she believes that others notice and admire this characteristic of hers.

Crystal believes that she is more ambitious than her peers, although she admitted that fact with humor. When asked if she were more ambitious, she replied, "Yes. You can also put neurotic in there!" Further, she discussed her drive as a potential reason why her romantic relationships have not worked when she indicated, "I am just too driven."

Crystal is not married nor is she involved in a romantic relationship. However, she rescued a sheltie dog, which she named Minnie Pearl, and

discussed her dog's influence over her work schedule. She said, "I got a rescue four years ago to make me go home. You know if you have a dog, you gotta go home to walk the dog." She said that she does not have children, but described her students as her adopted children. Crystal does not have responsibility for an aging or otherwise dependent loved one. According to Crystal, her parents are both in good health and live in Ohio, where she grew up. Her grandmothers are also both alive and in their nineties, and still mostly independent.

When asked if she believed she was more organized than her peers, Crystal responded, "Yes..... I am the only one who gets stuff in on time." She also commented on her office as looking like a "disaster" during the interview. The researcher observed an incredibly neat office with only small stacks of paper crowding her desk. When the researcher commented on how neat it appeared, Crystal exclaimed, "No, this is a disaster. All these stacks!"

Secondary Research Question 3: Past Obstacles

The researcher asked Crystal to recall obstacles that she had overcome in her career. She recalled a teacher in high school discouraging her academically: "Crystal, you might as well go look at the vo-tech programs, and see if there is something there because...otherwise you are just not going to amount to anything." She believes also that, in the past, she experienced professional backstabbing. She said, "I've been set up.... Women are catty! And they are not good team players." Crystal also discussed her experiences in traditionally-male environments and the fact that sometimes being the only woman in the room is beneficial.

Secondary Research Question 4: Past Personal Sacrifices

When asked about the personal sacrifices she made in order to achieve her position as dean of the School of Building Arts, Crystal said only that she believed she had made personal sacrifices. She later discussed her drive and how her drive impacted her personal life. She said, “my relationships have not worked...I am just too driven.”

Secondary Research Question 5: Current Work Responsibilities

As dean of the School of Building Arts, which includes interior design, architecture, and historic preservation programs, Crystal estimated that she supervises 75 people including faculty and staff. Typically, she arrives at her office around 7:00 in the morning, and she leaves around 7:00 in the evening. She said that she often takes work home with her, but makes herself stop working by 10:00 in the evening. She described her average day as full of meetings – most of which are not in her building. Crystal is the only dean who does not hold an office in the administration buildings. When her superior insisted that she move, she said, she delivered a letter of resignation to her superior. Her superior allowed her to stay in her academic building. Crystal said, “I like being here. My door is always open.”

Because SCAD has an urban campus of over 80 buildings scattered throughout downtown Savannah, meetings that Crystal attends are often miles away. Crystal described the impact of this, “...it causes a lot of time issues. If a student has an issue, [I say] ‘Let’s deal with it right now’ and they have gotten very used to that.” However, Crystal spends the remainder of most of her days

with her students and faculty, which makes holding an office in her academic building convenient. She discussed her interactions with her faculty:

A lot of faculty here were my former students so there is a lot of...mentoring there. So I do a lot of "how can I help?" I guess that's how my day goes. [I'm] around the building. I meet with the department chairs on a regular basis. I'm checking in. I guess that's the best way to describe my day - whether through email or by phone.

Her professional experiences as a faculty member and as a program chair allowed Crystal to develop an awareness of the pressures the faculty members in her School are under. She said, "I am aware of the load that everybody's got, and I have developed a pretty good sense of being able to read people." She discussed how she uses this awareness to help her faculty even when they do not ask for it. She said:

Yesterday, when someone was supposed to be doing something and got overwhelmed with the load, instead of walking in there and chewing them out, you walk in, assess the situation, and you start pulling things off their plate and now it's on my desk.

When a conflict arises among her faculty or students, Crystal has a hands-on approach. Crystal made a point to express how "wonderful" her faculty are and indicated that most of the conflicts she faces are with students around midterm and finals times. She explained her technique of conflict resolution, which requires both parties in the conflict to rationally consider the events that led to the conflict. She described her technique as follows:

I pull them apart immediately. The second thing I do is I meet with each one of them, and I ask them to write down the emotional side of it and the rational, logical, black and white side of it. This happens to a lot of students. They will come in, and they are very upset – they are tired, they're emotional.... Then, what I am really trying to do is to get them to calm down and reassess. I learned that if I ask them to talk about it, it still bleeds over. But a lot of times I ask them to write things down and explain it to me. [I ask them to] explain to me, on one piece of paper, the emotional and on the other side give me the facts. Nine times out of 10, I don't see them again. I think when they write [things] down and can see the facts...

Secondary Research Question 6: Characteristics that Aid in Current Work

Crystal does not consider herself to be a charismatic leader or a feminine leader (one who focuses on interpersonal relationships and networks of influence). She indicated that she does, however, consider herself to be an effective leader because she considers herself a facilitator. She said:

I think about what people are really good at, what they are really bad at, and then...I try and massage them into that.... I am a real stickler for their development. So I look at myself as a facilitator and as being able to take advantages and the opportunities and find out - who really is set for that?

Who will take advantage of that? Who will really run with that?

Conversations the researcher had with several members of the faculty reinforced Crystal's claim that she makes everyone feel valued, regardless of their station at

the school. Crystal said that she is an effective leader because she always respects an individual's dignity. She elaborated on this:

I always try to remember – whether they are a student or faculty – first and foremost they are a human being...you can give up your own dignity...but I don't have the right to attack someone else's dignity. There should be respect there.

Secondary Research Question 7: Obstacles in Current Work

When asked if Crystal were the only female dean on campus, she responded that there is only one other. However, she did not discuss this as being an issue for her work. Instead, when asked what issues she faced as a result of her gender, she described others' reactions to her behavior. She said, "I think I am more aggressive than what they were expecting." She also discussed her non-traditional, androgynous appearance as surprising people. She said:

We are in the heart of Savannah. So, I think...my appearance....and my demeanor.... Everybody knows me as Crystal, but for anybody who doesn't know me – there is a little bit of confusion there. But I think even more so, I did not fit the stereotypic female role in Savannah.... Savannah has layers.

Secondary Research Question 8: Personal Sacrifices in Current Work

Crystal believes that her career has become her life. She mentioned failed romantic relationships that have not worked because of her drive and the hours required of her at work. She did note, however, that work is fulfilling to her, which lessens the feelings of sacrifice. Crystal also discussed the fact that her

current position restricted her time in the classroom and expressed that she “really missed it [teaching].”

Secondary Research Question 9: Aspirations

Professionally, Crystal hopes to eventually give up her position in order to move back into a full-time teaching position. She called teaching her “love” and expressed no desire to further ascend in the academic administrative ranks.

Laughingly, she said that an immediate goal is “survival” when asked about her aspirations regarding her current work. Taking on a more serious tone, however, she did discuss a specific project that she is currently working on -- one of “self-destiny” for each of the departments within her School. She said, “Three years ago I formed committees in each of the departments and those committees are coming in full force now...in terms of those individuals setting the direction and the destiny of their areas.” Crystal would like to be remembered as a leader who led the departments by allowing them the autonomy and authority to determine the direction of their programs. Concluding the interview she said, “That’s what I hope my legacy would be – that I really empowered the faculty.”

Case Two

Description of the Case

Table 3

Geraldine Forbes Isais

Institution and State	University of New Mexico, New Mexico
Department, School, or Program	Architecture Program
Accrediting Body	National Architectural Accrediting Board
Rank	Director
Education	Master's of Architecture, California State University at Fullerton
Years in Position	Almost 2 years
Ethnicity	Hispanic
Religious Affiliation	Catholic, not practicing
Age	57 years old
Marital Status	Divorced, now with a life partner
Children/age	1 adopted son, 14 years old
Primary Caregiver	No

Geraldine Forbes Isais participated in a telephone interview on Tuesday, January 30, 2007. The interview was audio-recorded and later transcribed by the researcher. Geraldine participated from her office and the interview lasted 1 hour and 20 minutes. Geraldine has been the director of the Architecture Program in

the School of Architecture and Planning at the University of New Mexico for almost two years.

Documents that were analyzed along with the interview data include Geraldine's curriculum vita, which she emailed to the researcher after the interview was completed, and online documents such as articles from the University of New Mexico's newspaper highlighting an award she won in January. The findings from the within-case analysis of Geraldine's data are included below.

Secondary Research Question 1: Career Paths

Geraldine said that she found her way to architecture as a young adult, only after she had earned a Bachelor's degree in cultural anthropology and had completed graduate work in ethnomusicology. She remembered growing up in the 1960s when high school girls were not encouraged to pursue higher education in technical fields. She said, "You had to be really kinda lucky or special to have anyone say...maybe you could take a drafting class." But she recalled a girlfriend from high school sharing with her that she planned to study architecture in college. Geraldine reflected on the impact her girlfriend's comment had on her, "...I said 'Huh?' You know? And then somehow that always stuck with me."

Even before she began her graduate work in ethnomusicology, Geraldine remembered meeting an architect whose work interested her. She said, "...I was looking at his sketchbook and I thought, 'Wow! This is great!' So, even before I went to graduate school the first time, I started thinking about architecture, but...it just seemed so far away." After pursuing graduate work in ethnomusicology, she

found herself becoming more interested in architecture. She said, “I just kept thinking more and more and more about the built environment and how much I loved environments. And I started buying books on architecture.” She was so intrigued by what she was reading that she decided to take some beginning courses to determine if she was capable of returning to school to become an architect. After she had “tested herself every which way” she decided to pursue a three-year Master’s of Architecture degree from California State Polytechnic University at Pomona.

After she earned her Master’s degree, Geraldine said that she immediately entered the professional world of architecture full-time, but said that she was drawn back into higher education. She explained her reason for returning to academics to teach. She said, “I think that by the time I finished graduate school the second time, my biorhythms were set...I’m just someone who loves school!” She also described what she loves about working in higher education. She said:

I always gravitate back towards academe. I think that I love the world of ideas and the ability to think outside the box and be creative and work with others and be creative in a different way than in practice.

She said that she took her first teaching position at Woodbury University in Burbank, California, where she moved up the ranks in administration -- first as an assistant chair, then a chair, then an assistant dean, and then a dean. Before taking her current position at the University of New Mexico, she said that she was also a program chair at the University of Colorado at Boulder and Denver.

Geraldine said that although she had never “set out to be an administrator,” she felt she was promoted to administration because of her work ethic. She said:

...When something needs to get done, I don't say, “Well, you know. That's not my job,” I just do it. So pretty soon...I was doing things that other faculty just wouldn't do. I found myself doing schedules and being asked to do this or that and pretty soon....

She also believes that she is a natural leader and that in many respects, administration just “happened” to her.

Although she said that she did not always aspire to become an administrator, Geraldine said that she made a conscious effort to advance her career in academics by ascending up the ranks in administration. She said:

I just got to a point where I really wanted to leave that small institution and go to a large institution. So that was when I went... to Colorado. I actively said, “I want to do that. I really want the challenge of being the director at a Research One institution.” And just to, kind of, challenge myself and to take a huge step forward in my career.

Geraldine said that she is divorced, but has a life partner and an adopted son who is 14 years old. Her family remains in California, while she lives and works in New Mexico. She discussed traveling home every third week to be with her family. She said that she has lived away from them for extended periods before, for example when she was at in Colorado before she moved to New Mexico. She said that her mother is now 83 and her partner's mother is 86 and in a nursing home. Geraldine and her partner are caregivers for both their son and

their mothers. She said, “I think we are just in that sandwich right now where...you are care-giving on both ends.... It takes time, energy, and money, which is always an interesting balancing act.”

When she was asked if she had ever experienced an interruption in her career for personal or family-related reasons, Geraldine responded:

The last four years, before I came here, I stepped back from my position at Colorado because [of] my son. I have an adopted son who has cerebral palsy.... I was 42 when I adopted him....

Because Geraldine’s son had to undergo a number of very serious surgeries, she indicated that she thought she would move him with her to Colorado, but then felt like she couldn’t. “I felt like I needed to be there, so I stepped down from my position in Colorado to take care of my son and my family.”

Geraldine said that, because she had to leave Colorado “abruptly,” she had a hard time getting back into academia. She described the fallout from her decision to step down in Colorado. She said, “I was constantly having to explain, ‘Why did you leave Colorado so quickly? Was there something wrong?’ It was very suspect. It was amazing. People would ask me these really amazing questions.” She also said that when she was honest about why she left so abruptly and after only a short time, her reason was not well-received. She said, “I would just get these weird kind of responses like, ‘Oh yeah, sure.’ That happened many times.”

Secondary Research Question 2: Characteristics that Aided Advancement

Geraldine said that she believes that her best preparation for administrative work came from growing up in a household with a great aunt who was an incredible role model for her. She described her aunt's accomplishments. She said:

...My great aunt lived with us when I was growing up. She was quite elderly at the time, but she was a teacher, and she talked about being a teacher all the time. She was from Mexico, and she went around and founded kindergartens all over Mexico and...even though at the time it didn't have much impact...as I got older I realized [what]...an imprint that was.... I am not even aware of how profoundly that affected me. And she would talk about how she would do this, and organize all of this stuff and...it was...an interesting imprint.

Geraldine also listed her work ethic as a professional characteristic that aided her advancement. She described herself as a creative leader who keeps people energized and interested. She said that she is not a fast worker, but is methodical and tenacious. She also discussed the high expectations she has for her faculty and also for herself. She said, "I just keep constant pressure on, on everybody else and on myself. And everywhere I have always been, the faculty and students, whatever, see that I work hard. So I try to lead by example."

She said that she does not feel that she is more ambitious than other faculty in architecture, or other architects, in general because of her belief that architects are naturally ambitious. Instead, she described herself as a leader who

attempts to “harness,” “corral,” and “engage” the faculty and students in a way that encourages their own drive rather than restricting it. She considers herself to be “pretty” organized, but said, “I’m not the most organized person I have ever seen.... But I never miss a deadline...”

Secondary Research Question 3: Past Obstacles

When asked if she could recall any instance when a peer or superior told her that she would not be successful in any aspect of architecture, Geraldine remembered a specific instance. She said:

I had a previous administrator that I worked for tell me flat out that I should never, EVER run for...an ACSA [Association of Collegiate Schools of Architecture] position. “You’re a woman and you’re a Hispanic. That’s just never going to happen. Don’t be ridiculous.”

Despite this discouragement, Geraldine said, she was elected as the first Hispanic president of ACSA in 2003. She recalled her reaction to seeing that individual who discouraged her after she had become president. She said, “...I have seen him several times subsequently, and I just kind of snicker.”

Although she said that she couldn’t remember a time when someone flagrantly betrayed her professionally or blocked her from advancing, she did speculate. She said:

I was pretty sure that there were situations where I should have been, at least, short-listed for a position and someone used the opportunity to bring up my situation at Colorado. But, you know, there’s no way of knowing that for sure.

She went on to describe how she does not focus on that negativity, but instead focuses on the positive. She said:

I feel very fortunate to be in the position that I am in. When I think about the fact that there are so few of us doing this job, I feel like I was able to grab the golden ring in so many ways. I felt that way when I became a faculty member. There are so few [female] faculty [in architecture] in the whole country.

Geraldine discussed the under-representation of females in the higher reaches of architectural administration and practice at length. She considers this under-representation an obstacle to many females who wish to pursue a career similar to hers. She said:

I think that most (this is conjecture on my part) women administrators have a fairly good sense of themselves, but are absolutely aware of the imbalance in the world of architecture education and architectural administration....When you talk about practice -- then it gets even more extreme!.... And it gets worse. Principals are one thing. But firms that are actually owned by women and the principal architects are women -- almost none.... There was a time there were some, but slowly and surely they have just been absorbed.

When asked her opinion regarding why so few females had reached the top,

Geraldine said:

I honestly believe that even the most aggressive, tenacious, women – there are so few people who can take the constant isolation and beating. It's sort

of the Hilary Clinton syndrome. You are distinguished by being alone and that aloneness just beats you up.

Later, she discussed the under-representation at the administrative level in architectural higher education. She said, “The imbalance is enormous...only more egregious in terms of under-represented minorities.”

Secondary Research Question 4: Past Personal Sacrifices

Geraldine said that while she lives and works in New Mexico, her son, life partner, and mother live in California. She said that she flies home approximately once every three weeks for three to four days. She discussed living away from her family as being the biggest personal sacrifices she has made in order to advance her career. She described her feelings about living away from them. She said, “It’s RIDICULOUS! I HATE it! But, you know, for the time being, it is the best place for them.”

Secondary Research Question 5: Current Work Responsibilities

Geraldine said that her average day begins at 8:30 in the morning. She said that she chats with her administrative assistant for a few minutes and then attempts to turn on her computer before a faculty member or student comes into her office to talk. She said:

I often don’t make it to my computer before someone is in my office because they want to talk.... I have a whole bunch of the faculty who just like to stop by. They come in about once a day and say “Hi!” And we talk.

Once she is able to get to her computer, she said, she checks her agenda and email. She explained that, on any given day, she has both long-term tasks and

short-term tasks, but that most of the long-term tasks are reserved for weekends and evenings.

She said that she is often home by 7:00 in the evening, except when the school is holding a lecture series where prominent architects and architectural scholars are invited to present to the students, faculty, and guests. She said, "...whenever I am here [in town], I go to all of the lectures. That is part of leading by example."

Geraldine described faculty conflicts as surfacing because of underlying issues among the individual faculty members. She said that when the faculty conflicts are relatively "mild," she will first let those in conflict try to resolve the matter alone. She said, "...But then, if it is looking like it is going in the wrong direction, then I will intervene and I step in...and I step in strong." She also described her attitude when confronting issues among the faculty. She said:

I think I try to be very straightforward, very earnest. I try to keep things on a positive keel, but if I have to -- even though I don't like to because I am not a very argumentative person myself.... I will just say "That's it!" And I draw a line and say, "That's it!"

She also described her courage to discuss the topic of collegiality with her faculty. She said, "I put that right out there. I am not afraid to talk about this stuff." She discussed how she encourages her faculty to work on their relationships. She said, "I have told them, 'We can all disagree about all kinds of things, but we still need to walk out of here and be collegial. You don't have to love each other, but you have to be collegial.'"

Student conflicts require a different and varied approach according to Geraldine. She described student issues as “diverse” and said that she deals with these problems “as they come in.” She told a story of a student who had recently come to see her about a conflict with one of the department’s professors. She said:

I had a student come in not long ago and he was absolutely irate about something...that happened in one of the structures class and he...wanted me to solve his problem. And I simply said, “I can’t solve this for you. I need to bring the faculty in here and we need to talk, the three of us, and I will mediate.... Let’s see if we can’t come to some sort of consensus on how this can be handled.” And, in fact, the faculty member came in and he was great. He listened really great. The student wasn’t totally happy about it when he left, but now he’s fine.

Geraldine said that she does not spend much time in a professional firm while she is teaching and administrating, but that she bounces from full-time architectural work to teaching and administrating. She said that she team-taught a studio course in the fall and a course last summer. She described teaching and administrating as being “very difficult,” but she enjoys teaching. She also said that teaching was important for administrators to participate in because it “raises ones respect level with the faculty and with the students.” She said that without staying active in the classroom, faculty will question an administrator’s authority and understanding. She said, “Otherwise, faculty begin to say, ‘Well, you don’t understand what it means to teach.’” Additionally, she said that she follows the same framework for practice and said that practitioners will also question

administrators' authority in architecture unless the administrators stay current in professional work. "So you get it from both sides!" she said.

Regarding her relationship with her superiors, Geraldine said that they have "good working relationships," but that those relationships are not as good as she would like them to be. She described having a "great" relationship with her dean at the University of Colorado. She said, "She was fabulous. I really respected her and continue to respect her. She taught me a great deal." She said that she has learned to "roll with punches" regarding her relationships with her current superiors and added that "they all have their own strengths."

Secondary Research Question 6: Characteristics that Aid in Current Work

When asked if she thought she was a charismatic leader, Geraldine said that she thinks she is to some extent. She described what she thinks makes her a better leader than simply being charismatic. She said:

I think now there is also the dimension of really having a lot of experience and having the maturity and respect of my colleagues...respect for being connected and respected for doing work that they are surprised that I am doing...both the ability to work at the national level and roll up my sleeves and do this work.

She described her attitude towards her faculty as interested in them personally.

She said that she cares about each one of them and makes an effort to get to know them.

In reference to her relationships with her students, she said that she tries to learn all of their names. She does not consider herself a maternal figure for her

students, but said that she does care about them. She also said that she listens to and works with them. She considers herself to be an effective leader “most of the time.”

Secondary Research Question 7: Obstacles in Current Work

Geraldine reflected about some issues in her current work as a result of her gender, ethnicity, and age. She said that when she was in her thirties, she was “in the vanguard.” She said that, now that she is an “older woman,” she is constantly battling feeling distanced from her faculty and students. She said:

Now, I think that older women have a very hard time maintaining their stature as still being really on top of what’s going on – particularly in a visual field. Where the way you look, the way you dress, [and] the way you present yourself is part of the ambiance. I think that adds a dimension that is rarely spoken about. So, that is something that I am trying to figure out in my own head.

Geraldine said that she is the only woman director in the School of Architecture and Planning. She said that she feels like she is well-respected by her colleagues, but has seen them “close rank” occasionally. She said that she does not think those closing rank are even aware of it. She also said that she is “pretty sensitive to those things.” She went on to discuss the challenges of breaking out of the old stereotypes associated with being a female in higher education administration. She said:

A colleague of mine who is now a dean in architecture once told me a great story. She said she had gone to interview for a position, which she

did not ultimately get. After the interview (I think she was interviewing for a directorship), she went out to dinner with the dean and he said to her, “Well, you know. You have to understand that the chances of you getting this position because the person holding this position prior to your coming was a woman.” And she said, “You know. Think about that.” Would they say that to a man? “Oh, you aren’t going to get this job because the person holding this before you was a man.” What?! I mean, it’s like HELLO! Those are the kinds of things that people say! A lot of the women, as they move through the ranks, they have to take a lot of...there are a lot of scars.

Additionally, Geraldine discussed the obstacles associated with working in a predominately male field outside of higher education. She said that, because architecture is a practical field, educators and administrators in academics must constantly work with full-time practitioners, as well as members of other “collateral groups.” These collateral groups, Geraldine said, include the National Council of Architectural Registration Boards (NCARB), the American Institute of Architects (AIA), and the National Architectural Accrediting Board (NAAB). She described the under-representation of females in the collateral groups as “horrific” because the groups have been slower to diversify. She said that working in these “worlds” is “tricky” and put “interesting pressure” on female administrators in architecture. Geraldine said that she often attends meetings with members of these collateral groups where she is the only woman in the room. She described having a “weird feeling” when she realized this was the case.

She also described an instance when she was mistaken for a waitress at one of the meetings. She said:

It was [a meeting with] multiple organizations and they had brought in marketing directors. They were talking. I came in late, so I was standing in the back of the room.... One the marketing directors walked up to me and she said, "Could you pour me a glass of water please?" and I said, "Sure." And...I said, "But you know, I don't work here." And she said, "You don't?" and I said, "No. I don't. I am part of the meeting." And she was so appalled that she couldn't even apologize, she just scuttled off.

Geraldine said that it is "difficult" when so few females are not in "subservient roles" because professional females are oftentimes "overlooked" because others "don't know how to treat you."

Secondary Research Question 8: Personal Sacrifices in Current Work

In addition to sacrificing geographical proximity to her family, Geraldine talked about sacrificing her personal time and her personal life. She said, "To some extent, in this position, you are a little more public than you would be if you were a faculty member." She also commented on faculty members making assumptions about her based on misconstrued actions or body language. She said:

I have had faculty come into the office and they will say weird things like, "The students say you are talking about blah, blah, blah," or "We notice that you appear to be something or other," and I think, "What are you guys talking about? You guys are paying too much attention to me!"

She said that she is a “slightly more public figure” as an administrator and “that is kind of hard.”

Secondary Research Question 9: Aspirations

Geraldine said that she is considering the possibility of moving up in the academic ranks. She said that she has 10 to 13 years remaining in her professional and academic life. She said that she is “head-hunted” often, but that she would only take the “right position,” and that the new job must be “a really great fit” for her. Otherwise, she said, she plans to stay in her current position for another three years, and then to return to the full-time faculty ranks for another seven years. She believes that administrators can achieve maximum effectiveness between three and five years, but begin to lose their effectiveness between five and seven years, unless an administrator can “really reinvent” him or herself. She said, “...that is why people move around a lot. I don’t want to just care-take. If I can’t do stuff, then I don’t want to be here.” She said that she finds administrators who stay on only as caretakers are “self-indulgent.”

Case Three

Description of the Case

Table 4

Martha Kohen

Institution and State	University of Florida, Florida
Department, School, or Program	School of Architecture
Accrediting Body	National Architectural Accrediting Board
Rank	Director
Education	Master's of Architecture, Cambridge University
Years in Position	3.5 years
Ethnicity	Latin-American
Religious Affiliation	No formal
Age	59 years old
Marital Status	Married
Children	3 children, all grown; 4 young grandchildren
Primary Caregiver	No

Martha Kohen participated in a telephone interview on Thursday, February 1, 2007. The interview was audio-recorded and transcribed by the researcher. Martha participated from her office and the interview lasted 1 hour and 15 minutes. Martha has been the director of the University of Florida's

School of Architecture for three and one-half years. When she was hired, she and her family moved from Uruguay, her native country.

Documents that were analyzed along with the interview data include Martha's curriculum vita, which she emailed to the researcher, and online documents such as pages from her online portfolio and various write-ups of some of her completed projects. The findings from the within-case analysis of Martha's data are included below.

Secondary Research Question 1: Career Paths

When asked why she entered the world of higher education, Martha said that she had always been in higher education. She said that she left her native country, Uruguay, with her husband in order to pursue higher education in architecture at Cambridge University in Cambridge, England. Martha confessed that she decided to attend Cambridge University in order to be with her husband, who wanted to move to England in order to earn his doctorate. She said, "He had already decided to go there, so I went with him."

While a student at Cambridge University, Martha said that she was granted a graduate teaching assistantship and began teaching undergraduate architecture courses. She said that after she earned her degree, she stayed on at Cambridge as a researcher and teacher for a short time and later returned to her home country with her husband.

According to Martha, males and females in Uruguay pursue careers in architecture at an equal rate. However, when she reached Cambridge University,

she quickly learned that this was not the case everywhere. She spoke of the male-dominance in the Cambridge University School of Architecture:

....The Cambridge School of Architecture is a very small school. Just 150 students when I went - and there were 149 men and ME! But, you know, in England, architecture there is like engineering here – a male profession.... It's much more technical and it has always been more male-dominated.

Martha said that another woman joined the School of Architecture after her first year at Cambridge University and she described her relationship with the new female student as spirited as a result of their minority:

...a second woman came on board my second year I was there: Benedict Foo. She was from Hong Kong and she is still there [at Cambridge]...and I saw her about two weeks ago. Of course we started a friendship. You know, united against the world!

After completing her studies at Cambridge University, Martha said that she returned to Uruguay with her husband and they started a family. Although she had a brief interruption in her career during this time, she said, she did not put her work aside altogether. She said she was "...able to not drop it completely." She said even when one must step back professionally, "you can always do something." She said that she taught urban design in Uruguay for about 30 years in addition to maintaining a career in the professional world of architecture. In 1997, Martha said, she became the coordinator for international affairs in the School of Architecture in Uruguay.

Martha said that, during her time as coordinator for international affairs in the School of Architecture in Uruguay, she traveled to the United States to invite participants to international seminars that she organized. Through these contacts, Martha said that she met several men who encouraged her to apply for the director's position at the University of Florida. She said that she applied, was flown in to interview, was hired, and accepted the position. She said that she never aspired to becoming an administrator per se, but that she always thought that it was something she would enjoy.

Martha said that she did not have to move her entire family because, by the time she moved to Florida, her children were grown and on their own. Actually, she said, her children were all living in the United States when she was hired. According to Martha, her husband is also an academic and was hired at the University of Florida as a Professor of Natural Resources. The offer from the University of Florida came at a good time for Martha, she said, as the economy in Uruguay had dissipated her firm. She discussed everyone in her office relocating to other countries in order to find work. She said:

That is why we took the move - because [of] the economic crisis...from the year 2000 until 2002. It stopped almost all new work for architects. And all that was happening just kind of stopped. You had a big diaspora of architects all across the world. I had ten people in my office, and we all went away. They are in Brazil, Spain, Israel, Mexico and France.

She also said that she saw the opportunity in Florida as a chance for more stability. Martha explained that she and her husband were “burdened with instability” while in Uruguay.

Secondary Research Question 2: Characteristics that Aided Advancement

Martha said that she believes that her experiences while she was the coordinator for international affairs in Uruguay helped to prepare her for her administrative work at the University of Florida. She said:

The school in Uruguay has about 6,000 students and 500 faculty. So I was doing this international corporation for the school, but this was not a small matter because there were so many people and so many programs going on.... I think it helped me develop an international understanding. It helped me understand the mechanisms of [an] international corporation in different countries....

She also credited her work experiences in many aspects of the building arts. She said, “Having practiced so extensively across the scale – interior design, commercial, residential, urban design, urban planning – prepared me to better understand the field.”

Martha also credited being a mom as something that has helped her in administration. She said it especially helped her learn how to deal with “moody people.” She said, “There is a lot of human understanding in this position.” She went on to describe the tight bond her department chairs have with one another. She said, “Department chairs are like a familia, you know?” She continued by saying that if you do not have a family mentality about the job, “you can’t quite

do it.” She also said that, as director, she has to treat everyone like members of her family. She said:

...You have to take interests in their lives and difficulties and adventures. And this implies students with difficulties, [and] faculty with difficulties. So, I think being part of an extensive family, and... on my father’s side, I do have an extensive family. So,...[I am] used to dealing closely with problems.

Martha said that she believes that she is more ambitious than her peers, but not necessarily more organized. She said that she multi-tasks extremely well, but lacks the administrative support she needs in order to be as organized as she would like. She said that she would consider herself very feminine. She said, “I am always wearing lots of jewelry and I go to the hairdresser and fix my hair and paint my nails. And I buy new clothes!” She said that she believes that much of her femininity stems from her Latino heritage, and she said that she believes Latino females would not make themselves appear more masculine, regardless of their profession.

Secondary Research Question 3: Past Obstacles

Martha said that she became aware of the under-representation of females in architecture in the United States when she moved to Florida. In Uruguay, Martha said, females are entering the field of architecture and practicing at the same rate as men. She said:

In our country, Uruguay,...that was a very progressive place...with women voting in 1915, and equal rights for women for a very long time. You do

have more than half the students [that] are female and so you do have more women in the profession than here in America.

Martha could not remember a time when someone told her that she would not be successful, but she said that she did have several negative experiences with a former superior. She said:

...I had an awful relationship with the dean that hired me. That was horrible, and I think it was because I represented faculty that he was fighting with. I was brought here with one hundred percent of the faculty vote and as the only viable candidate, so I had all the power to fight it.

When asked if she could recall a time when someone did something directly to her in an attempt to hinder her advancement, she remembered other negative experiences with that same former superior. She said:

...the dean who hired me would put my letters away and not reply to me for long periods of time. And he tried to do inadequate things with my salary. Then, he lowered the amount on the advertisement to be the same amount that he told me. And the faculty were questioning this. And I never did anything about it. I just let it go.

She remembered several faculty members who were denied tenure by that same superior. Martha said:

It was just a shame.... And I was warned: "This is what you are going to face." But I had what it took to fight. It took the falling of the Provost to get that dean out. You know, academic politics! They are vicious!

Secondary Research Question 4: Past Personal Sacrifices

Martha said that she left all of her extended family in Uruguay when she moved to Florida to take the director's position. She described this as her "double life;" one that was in Uruguay with many of her family and friends and one that was in Florida with her husband and her work. However, she said that she had very little choice when the economic crisis hit in 2000.

Secondary Research Question 5: Current Work Responsibilities

Martha supervises 30 full-time faculty members in the School of Architecture; only 9 of those are females. She said that she makes a great effort to ensure that everyone gets along despite their gender, racial, or philosophical differences. She described faculty conflicts as rising out of "a long history of friendships and enemies." She also discussed the differences between the two main types of struggles she sees between faculty members: personal and philosophical. Martha said that she chooses to deal only with the philosophical issues related to academics and uses sociable measures to ensure that everyone is getting along personally as well as possible. She described her efforts:

I got some good advice from another administrator who said, "The only way to deal with this is to have a lot of parties!" So I have parties: dinner parties, all kinds of parties, where the faculty socialize. I also cater lunches after every faculty meeting, just in case.... That way, they have it out at the meeting, but then talk and socialize and make it up after [the meeting].

Martha said that her program has more problems with staff conflicts than with faculty- or student-related conflicts. She said that she believes that many of

these problems stem from racial differences. She said, “It is difficult. We have a mostly White faculty and mostly Black staff. So it is difficult.” But she also added:

...We want diversity – everyone wants diversity. But unfortunately, here, diversity is sometimes used as a shield against disciplinary action...or to not do what you would normally do. Race is not a problem in other places like it is here – especially in the South.

According to Martha, there are many other females who hold School directors’ positions across campus. She also described the leadership roles that several members of the female faculty in her School were taking in national organizations and across campus. Martha said that she is the first woman to fill the director’s position in the School of Architecture.

Martha said that her typical days begin at 6:30 in the morning when she and her husband get up, have breakfast, and read the paper together. She said that they have one car and live six blocks from campus, so they typically carpool. Martha often drops her husband off so that she can have the car, “because I usually have to go here and there.” Her work days vary, Martha said, but she typically spends much of her time in meetings. However, she said, she does make efforts to spend time with her faculty and students. Martha said that she leaves work around 6:30 in the evening and she returns home to cook dinner for herself and her husband.

When asked to describe her relationships with her students, Martha said that she was definitely a maternal figure for them. She thought this was, in part,

because she is “in the generation of their parents,” but also because she is from another country and can relate to all of the students’ “anguish” and “difficulties” that come with being away from what is comfortable. She said this is especially true for international students. She said:

...Many of them are far from home and I am able to give them advice in life – especially those that come from very far away. You know we have many from all over – from Croatia, Puerto Rico, Colombia – you have these guys that come from very far away and they are in shock from an American university and American life. And I can see why. Maybe an American director could not see why.

Martha went on to explain why she thought Americans know so little about foreign countries. She said:

That’s the American way of life. It’s because of the race for achievement that you have here and also being part of the great economical opportunities here. When you look at other countries, they don’t practice like that. They are more collaborative. And they have academic relationships established and are more generalized. In a way, it’s a rich land of opportunity here. In America, there is so much happening here that people don’t make the effort to establish strategic alliances with people abroad as much as the people from poorer countries.

Secondary Research Question 6: Characteristics that Aid in Current Work

Martha said that she considers herself to be an effective leader “for certain issues.” She said that she has “no timidity whatsoever” in regard to making

changes. She said that she does not consider herself to be a charismatic leader, but rather, said that she is “somewhat self-effacing, and I give everybody a spot in the sun.” She said that she often encourages her faculty to make appearances and introductions for guest speakers during a lecture series on campus. She said, “I let them have that prestige. I fade into the background sometimes.”

Martha said that she believes that her relationships with the professional world have advanced the School and have “propelled us to have more strategic alliances.” She also noted that the School now has a focus on internationalizing their studies, adding programs in China, India, and Jamaica, in addition to the existing program in Italy. She commented on the high ratings the school has gotten from a leading ranking program since she stepped into her administrative role. She said, “The issue that came out last week rated our programs first in the South!”

Secondary Research Question 7: Obstacles in Current Work

Martha said that she does not feel as though she faces any issues in her current work because of her gender or her ethnicity. However, she discussed the complexity of administrating without any formal training in administration as a major hurdle for her. She said, “You know, most of us come from a teaching or a professional background with no administrative experience. This is true for men and women. So we come into this with no experience in planning budgets...and meetings and management.”

She went on to explain, however, that one cannot become an administrator in a school of architecture without the professional and teaching experience. She

said, “If you come in only as an administrator, you can’t do it. You won’t get it... you can be an excellent administrator, but have no authority in your area.” She also mentioned her biggest challenge is fundraising. She said that she felt totally “unprepared” for fundraising when she entered her current position.

Secondary Research Question 8: Personal Sacrifices in Current Work

Being so far away from her extended family is an ongoing sacrifice that Martha said that she makes, in part, as a result of taking the administrative position in Florida. However, Martha also discussed that her duties as an administrator restrict her from teaching and practicing as much as she would like. She said:

This is a very active school and it takes all my energy. So reconstructing a professional life abroad is a difficult thing. And for teaching I would need some time, like a term off, to prepare to teach in this other context and to focus my lectures. So I haven’t done it. But it is something.

She said that she does still practices a small bit, but that is mostly limited to work in Uruguay that she is finishing up. She said that she has not started any new projects since she moved to the United States.

Secondary Research Question 9: Aspirations

When asked about her aspirations, Martha said that she does not plan to move up in university administration. She said, “I think the further I go up, the more distanced I am from my profession.” She also said that when she steps down from her administrative position, she could become a full-time architect, but she would most like to return to teaching. She also said that she is a grandmother of

four and wants to spend as much time with her family as possible. She said, “I am a Latin Jewish mommy and grandma!”

Case Four

Description of the Case

Table 5

Wendy McClure

Institution and State	University of Idaho, Idaho
Department, School, or Program	Architecture Department
Accrediting Body	National Architectural Accrediting Board
Rank	Director
Education	Master's of Architecture, University of Washington
Years in Position	3 years
Ethnicity	White American
Religious Affiliation	No formal
Age	54 years old
Marital Status	Married
Children	1 son
Primary Caregiver	Mother-in-law in nursing home

Wendy McClure participated in a telephone interview on Monday, February 5, 2007, from her office. The interview was audio-recorded; however, due to an electronic device malfunction, the recording was deleted before it was transcribed. The interview was reconstructed from notes taken by the researcher and was verified via email correspondence with Wendy. Wendy has been the

director of the Architecture Department at the University of Idaho in Moscow, Idaho, since 2004.

Because the audio-recording was deleted before it was transcribed, few direct quotes from the telephone interview can be used in the within-case analysis. However, the reconstruction of the interview as well as internet documents and Wendy's curriculum vita (which was shared with the researcher via email after the interview) were used in the analysis. The findings from the within-case analysis of Wendy's data are included below.

Secondary Research Question 1: Career Paths

Wendy described choosing architecture as a profession as if it were something over which she had no control. She said, "It was in my blood." Wendy grew up in Connecticut, she said, but was born in Oak Park, Illinois, which happens to be a Mecca for lovers of architecture because the home, office, and many completed projects of America's architect, Frank Lloyd Wright, are there. What's more, she said, she grew up in a modern, experimental house in Connecticut and many members of her family pursued careers in architecture. Wendy said that her uncle founded the architecture school at Clemson University.

However, Wendy said, in college, she began studying landscape architecture or urban planning -- both fields that are related and closely linked to architecture. She remembered advice she received in college that steered her back to architecture; she was told that if she became an architect, she could practice urban planning and landscape architecture, but she would not have that kind of flexibility if she narrowed her studies to one of those two. Wendy considered

architecture a “catch-all” that would allow her the most flexibility, so she pursued it.

Wendy said that she graduated from the University of Pennsylvania with a Bachelor’s degree of Art in Architecture and Environmental Studies in 1974 and went on to receive her Master’s of Architecture degree from the University of Washington in 1977. She said that she began practicing architecture even before she graduated, and continued to practice in the Seattle and New Orleans areas for 10 years.

Wendy said that she worked in small firms (of about 15 employees or less) and was given tremendous responsibility early in her career. She said that she became a “project architect” very early in her career, which meant that she was given entire projects to work on from start to finish. Although she felt that she was professionally developed by her superiors in the profession, she did note a certain “hierarchy” between proprietorship and associates that she said she believes could be improved in order to maximize professional growth for all employees.

Wendy said that she needed the 10 years of practice she experienced before returning to higher education full-time. According to Wendy, those 10 years helped her gain a greater understanding of the profession, and she said that without that experience, she would not be able to teach architecture as well as she does. Wendy said that she strongly believes that, because architecture is such a practical field, teachers of architecture have to know it from having done it.

Additionally, Wendy said that she needed a deeper understanding of how things work in institutions of higher education, which she learned from the time she spent as an instructor of architecture before she stepped into the chair position. This understanding, she said, included learning about the tenure process, how to help faculty achieve tenure, how to advocate for the faculty, and how to improve the work environment by using the “participatory process.” Wendy said that she learned this process during her involvement with community development projects in her professional work.

Wendy said that she always knew that she wanted to teach architecture. She said that she had always enjoyed writing and she loved the idea that, in higher education, she has the “autonomy for creative pursuit.” She also said that she always liked the idea that academics have the freedom to “think outside the box.”

In Wendy’s department, a new chairperson rotates into the position from the faculty every three years. If the faculty agree, a chairperson can choose to stay in that position for an additional three-year term, according to Wendy. Wendy said that she is now in her third year as chair. She said that she had been interested in leadership, and that becoming an administrator at that level was an idea she had “toyed with,” but never would have considered without full faculty support. According to Wendy, the faculty unanimously voted for her to take the position, so she accepted. The department has always had an internal chair, she said, and an internal chair system works well for them.

Wendy said that she and her husband moved to Idaho with their son in order for them to pursue academic endeavors. Her husband wanted to make a

career change from geophysics to electrical engineering and Wendy wanted to teach full-time at the college level. Wendy said that the University of Idaho seemed to be a great fit for both of them to achieve their academic goals.

Wendy noted that her husband is now a top-ranking executive in an electrical engineering company. She said that she believes having dual-career relationships, especially when both of the partners are in highly demanding positions, is “incredibly difficult,” because there is no one home to “pick up the slack if one...gets bogged down.” Wendy’s son was born before they moved to Idaho. Wendy added that she is the only female faculty in her department who has any children, and that her son is disabled, which adds to her list of responsibilities. Additionally, Wendy indicated that her mother-in-law moved to Idaho to be closer to the family when Wendy’s father-in-law passed away a few years ago. She said that her mother-in-law lives in an assisted living community, but Wendy feels some degree of responsibility for her mother-in-law’s well-being.

Secondary Research Question 2: Characteristics that Aided Advancement

Wendy said that she believes that she is a great “collaborator.” She said that she learned “inclusive decision making” processes while working on community development projects, and she feels that her incorporation of this process is one of her best attributes as a leader. She considers herself more ambitious than her peers and that she was a “slam-dunk” for tenure and promotion. Wendy said that her New England preparatory school cultivated her drive; however, she said that she considers herself to be internally motivated.

Wendy believes that organization is not her best attribute and she said that she feels as though the hardest working people are often the least organized. She said that, although her office may appear messy to an outsider, she has a sense of organization in the chaos. Wendy said that she can find things she looks for, even though someone else may have trouble.

When asked if she believes she is more masculine or feminine than her female peers, Wendy responded that she falls somewhere in the middle. She said that she “pushes pretty hard,” and is perhaps the most athletic female in her department, but she does not consider herself masculine. She said that she has always been interested in some of the same things as men, such as outdoor activities and competitive running, but at the same time, she said, she is a mother with maternal instincts and she enjoys entertaining in her home.

Secondary Research Question 3: Past Obstacles

Wendy said that she believes that the administrative position is the “most seemingly insurmountable and challenging job” she has held to date. She said that this is one of the toughest jobs in the university system and she believes the dean’s position might be better because, at that level, administrators can lead and not simply react.

Although Wendy said that she could not recall anyone ever telling her outright that she would not be successful, she did not receive “lots of encouragement” when she decided to pursue architecture as a career. She remembered her father asking her if she was going to graduate school to be an architect or to marry one, and she replied that she was definitely not going to

marry an architect (and she did not). She also remembered her uncle, who was a prominent architect when Wendy was younger, as someone who was tough on her. She remembered a time that she watched him on television in the 1960s as he admitted the first Black student into the architecture program at Clemson University, and she felt very proud of him. But later, when Wendy's father called her uncle to ask him what she should do to earn an internship with an architect after her first year of college, her uncle said that she should take typing and shorthand. Wendy also remembered one of her bosses in an architectural firm firing many of the females in the firm during a recession because "he said women didn't need jobs like men did."

When asked if she could think of a time when someone did something specific in an attempt to hinder her advancement, Wendy said that she believes that she was set up for failure by others in the past. She spoke of several instances in which she was rated unfairly by a superior. Wendy said that she believes male deans micro-manage departments that are administered by females. She said that while she believes that her relationships with her superiors are good, she believes that there is room for improvement.

Secondary Research Question 4: Past Personal Sacrifices

Wendy's discussion of personal sacrifices was limited to those that she makes now, as an administrator. Primarily, she said that she sacrificed time her own professional development. She also discussed the toll her work has taken on her marriage.

Secondary Research Question 5: Current Work Responsibilities

According to Wendy, the Architecture Department at the University of Idaho employs 15 full-time faculty and has 500 students enrolled. She said that of the faculty, 5 of them are female. She also said that of the students, approximately 25% are female. Wendy noted that the number of female students has increased significantly since she began teaching there.

Wendy said that a typical day never turns out the way she had originally planned. She said that she is always “putting out little – or big – fires throughout the day.” She deals with conflicts differently depending on the conflict. For example, she said, a student who has a problem with grades would be directed back to the faculty. Wendy also said that faculty problems are handled “case-by-case;” but no matter the issue, she said that she tends to be “direct.” Wendy said that she teaches three credits per semester: usually one studio course in the fall and a lecture course in the spring. She thoroughly enjoys her studio course each fall semester because she said she is able to “work out her creativity” during that time. She said that she also supervises the internships and oversees several directed studies each semester.

When asked to describe her relationships with her superiors, Wendy said that her institution is very hierarchical, which limits communication among the department chairs and those in high-ranking positions such as the President. She said that she thinks the institution would benefit most from top ranking administrators who can rise out of their own discipline and exhibit loyalty across the board.

Wendy said that she has good working and social relationships with her faculty. She spoke of parties that she hosts for both faculty and students in her home and she considers herself friends with the faculty. She said that she believes that the faculty members in the department respect her. She said that she is accessible to, and not distanced from, her faculty members.

Secondary Research Question 6: Characteristics that Aid in Current Work

Wendy considers herself to be a proactive leader, but feels as if she is only given opportunities to react in her current position as chair. She said that she believes that she is not as charismatic as her uncle was, but she does believe that she can inspire people. She said that, as a department chair, she is not given many opportunities to lead in a charismatic way. She spoke of acting more as an “army sergeant,” with the dean as “the one calling the shots. The deans have the vision and the department chairs execute the vision.” However, she said, she feels that under the right circumstances, she can be charismatic.

Inclusion and collaboration are both high priorities for her in her leadership, according to Wendy. In this regard, she has noticed a big difference exists between male and female leaders. She said that she does not feel like she must be at the center of attention and is content to let her faculty shine. She does consider herself to be an effective leader, but believes she could be much more effective if the University would become less bureaucratic.

Secondary Research Question 7: Obstacles in Current Work

When asked about the issues she faces now as a result of her gender, Wendy replied that she does not feel undermined by her faculty, but occasionally feels undermined from her superiors because of her gender.

Secondary Research Question 8: Personal Sacrifices in Current Work

Wendy asserted that her job has not been easy on her marriage. She said that her stress level is intense because of the high-maintenance nature of her position. She stated that she believes that it is hard to expect things from the faculty if she does not meet their expectations, so she works very hard to do just that. Wendy noted that her scholarship has declined since assuming her administrative position, and that she does not have the time to work on the things she wants to do. She discussed a book that she is writing with another individual and expressed concern because she feels that she is not able to devote as much time on that project as she would like. Wendy also mentioned a project that she wants to work on and believes it will become obsolete if she cannot complete it soon.

Secondary Research Question 9: Aspirations

Wendy said that she is not sure what her future holds. She stated that she has applied for a one-year sabbatical and has considered returning as chair after her sabbatical, but does not know who would fill in while she is away. She also said that she would only return as chair if she is absolutely sure that the faculty want her back in the position. She said that the department chair's position is the ultimate "service job," and will only commit to another term of service if the

faculty members support that. She would like to have “her life back;” she does not want to become a “career chair.”

Case Five

Description of the Case

Table 6

Christine Theodoropoulos

Institution and State	University of Oregon, Oregon
Department, School, or Program	School of Architecture and Allied Arts
Accrediting Body	National Architectural Accrediting Board
Rank	Department Head
Education	Master's of Architecture, Yale University
Years in Position	3.5 years
Ethnicity	European decent
Religious Affiliation	None
Age	49 years old
Marital Status	Married
Children	2, 12 and 14 years old
Primary Caregiver	No

Christine Theodoropoulos participated in a telephone interview on Wednesday, February 7, 2007. The interview was audio-recorded and later transcribed by the researcher. Christine participated from her office and the interview lasted 1 hour. Christine has been the department head for the University of Oregon's School of Architecture and Allied Arts for three and one-half years.

Documents that were analyzed along with the interview data include Christine's vita, which she emailed to the researcher, and online documents such as biographies and online data from the University of Oregon webpage. The findings from the within-case analysis of Christine's data are included below.

Secondary Research Question 1: Career Paths

Christine said that she was fairly young when she decided that she would like to pursue architecture as a career. She remembered realizing in middle school that a career in architecture would be something she would enjoy. Christine said, "I think what I was looking for was a rewarding career." She stated that she did not know any architects when she made her decision. Her father was an engineer - - a field that is closely aligned with architecture.

Because Christine chose architecture at such a young age, she said, she had time to make an educated decision about where to go to college and what to study. She said, "...I knew exactly what to look for. And I had also read up on all of the issues related to the different degree types and accreditation." Knowing that she would need to attend graduate school in architecture, Christine said that she made what she called a "strategic decision" to earn an undergraduate degree in civil engineering. She said:

...in those days, I could get an accredited engineering degree in four years of study that would still allow me to do a certain amount of architectural study as a student. And then I knew I needed to go to graduate school for architecture, anyway. I thought having the double-whammy of the two accredited degrees....

She indicated that she had all of this figured out in high school before ever applying to undergraduate schools. She said:

I think most of the information I gleaned was through school catalogs and from information from schools and architecture programs. I think I may have gotten a hold of one of the early versions of the ACSA's [Association of Collegiate Schools of Architecture] catalog for schools of architecture, but I am not sure that I remember exactly where all of this information came from. I know that I compiled it on my own.

After she completed her Bachelor's degree, Christine said, she went to work for an engineering firm. She remembered that when she entered that firm, she was the only female among 200 engineers, but she said that she was used to being the only girl in the room because of her college experiences in engineering. She said:

I went to Princeton University and they did not have female students there for too long when I arrived.... And then I majored in a field that had mostly male students. So in any given class, I might be the only female student or there might be one or two others.

She compared her work at that firm as similar to her experiences as a student in the engineering program. Christine also described the firm as "very male-dominated" and "not female friendly," but said that the culture was not competitive in a negative way. She said that some of her peers and superiors there were "willing to mentor." She also said that "the people who worked there exhibited respect and good cooperative attitudes."

Christine said that she returned to academics in order to earn a Master's of Architecture degree from Yale University in Connecticut. During her last year of graduate school, she said, a visiting professor from the University of Houston asked her to apply to teach at his institution. She said, "I think it [the offer to apply] was based on the way that I spoke about the work of my peers in studio." She described her feelings at that time, "it was something that I had never anticipated before, and it just sounded like such an interesting thing that I thought, 'Well, I'll send a resume.'" She said that she was offered the position and accepted it. Because she was hired into a full-time academic position directly after finishing her Master's of Architecture degree, Christine said, all of her practical architectural experience "has been interspersed in and among" her academic work.

Christine said that she moved to Eugene, Oregon, to teach at the University of Oregon in 1997. She remembered the events that led up to her accepting an administrative position. She recalled her former administrator stepping down and the faculty deciding to fill the position from the inside, something they had not traditionally done. She said:

When that happened, you basically have a sub-group of people in the big group who have the skill set that would make them good at it [the administrative position]. And then, you have a smaller sub-group of that group who are willing to do it at that time. And the thing of it that was the trigger that allowed me to see myself in this position is [when] we conducted...a straw pull in which faculty members mentioned others who

they thought might do the job well. It was thought of as a way for us to encourage our colleagues to consider stepping in. And I got more people than I had expected – who identified me as a potential. So, after getting that feedback, and then having a few of my colleagues approach me and suggest that I consider it, I decided to step forward.

Christine said that she began considering an administrative role before her former administrator stepped down, but had not pursued it. She said, “I think that thought occurred to me when I was nominated for an administrative position at another University.”

Christine said that she stepped in over three years ago. She is beginning her second three-year term, which, she said, is the average time administrators stay in the position. She said that she is the first woman to assume the position.

Christine said that she has been married to her second husband for 15 years and has two children that are 12 and 14 years old. She discussed brief interruptions in her teaching when each of her two children was born, but, she said, those interruptions did not have a negative impact on her career. However, Christine remembered an interruption in her teaching that was more detrimental. This interruption occurred, in part she said, as an attempt to save her first marriage; however, that marriage ended after 11 years. She said:

I resigned from a position, a tenure-track position, that I liked and that I was doing well in, in order to relocate to be with a spouse...to another city. And for a few years after the relocation I was teaching in a part-time

adjunct position in order to establish myself. It was something I might have preferred not to do. But it was a way to keep a family in tact.

Christine said that she relocated her family to Oregon for her job, but her husband was offered a position at the University after they moved. She discussed her concern about her husband finding work when they moved. She said, "...that was one of my concerns – relocating to Oregon...the economy wasn't as robust as California [from where they moved]." Christine said that she and her husband are not primary caregivers for anyone other than their children.

Secondary Research Question 2: Characteristics that Aided Advancement

Christine stated that she does not think that she is more ambitious than her peers. In fact, she said, she ranks herself as somewhere "in the medium area." She also said that she ranks herself "in the middle" in terms of how masculine she is compared to her peers. She stated that she does, however, consider herself to be more organized than her peers. When asked what other attributes she has that she feels may have aided her in her advancement, Christine said that she is "fairly open-minded and willing to listen." She also discussed her ability to "read" her students. She said, "I can kind of tell if they're getting it or not. And I've come to believe that if you really observe and listen closely, they will tell you exactly how to teach them." She said that she believes an academic unit reacts similarly. She said, "If you listen closely, they will tell you what they need. They may not tell you overtly. You have to kind of watch and listen."

As an administrator, Christine said, she has to regularly participate in meetings and formally correspond with her superiors. She said that she feels she

excels at these tasks and enjoys doing them. She said, “You can see it as dreary or you can see it as interesting. I think I have often enjoyed service, and so I have been able to channel that.”

Secondary Research Question 3: Past Obstacles

Christine said that she could not remember anyone telling her that she would not be successful, but thinks perhaps others have tried to hinder her advancement a few times. She did not give details related to these instances.

Secondary Research Question 4: Past Personal Sacrifices

Time is what Christine said she has sacrificed most leading up to and including her current position. She said that she has not had as much time with her family as she would have liked. She also mentioned not having time for herself, “in terms of things like physical exercise or even pursuing hobbies and those kinds of interests.”

Secondary Research Question 5: Current Work Responsibilities

Christine said that she supervises 30 “tenure-related” faculty, which includes tenured and tenure-track faculty. There are also approximately 50 adjuncts, she said, “who may just teach one class and may not necessarily be on board every year, but are regulars.” She said that she also supervises 4 administrative assistants. The Architecture Department is “on the large side,” according to Christine, with 450 undergraduate students and 250 graduate students. Christine estimated that approximately half of the students are female and, regarding the faculty, about 40% are female.

An average day on the job, Christine said, is full of meetings that require different levels of preparation and interaction. She said, "...at least one [meeting]...or possibly more requires me to prepare some sort of presentation or take a more theatrical role." Christine also estimated that she spends at least an hour each day communicating via email. She talked about what happens when she travels or gets behind on emails for any reason. She said, "I have to find ways to make up the hours. It's not the type of thing that you can not get back to." Christine said that lately she is required to write more reports that are more time-consuming than in the past. She explained:

I think part of the reason for that is that we have a relatively new dean and a new Provost, so a lot of request for information and analyses seem to be coming. And this is an accreditation year, so there is a lot of reporting about that.

Depending on the "season," Christine said that she will spend more time with her faculty or more time with her superiors. She said, "There are some times of the year when you are mostly communicating with your superiors, and then once the faculty...arrive, and in the early weeks of an academic term, more communication with the faculty takes place." She also talked about her interactions with the junior faculty and the mentoring relationships she has cultivated with them. She said:

I spend proportionately much more time with the junior faculty than I do with colleagues at my level because they [those at her level] are all...on automatic. And, generally, we only connect if there is something specific

to accomplish. But, the junior faculty need more structured conversational time. So, I have at least one mentoring meeting with a junior faculty member each week.

Christine said that she teaches, but not as much as she would like. She said that she spends less time teaching than she has in the past and estimated that she spends 10 hours per week on preparing to teach and teaching. She said that she does not teach every term.

When faculty conflicts arise, Christine said, she typically lets the members involved attempt to “work it out themselves.” She said that she is careful not to “make more out of something,” because that can “actually exacerbate the problems...by rushing to the rescue with too much.” She said that her faculty “are very motivated to resolve it [a conflict] as well, and often prefer a situation where it can be dealt with discreetly.” She said that she refrains from becoming “overly meddlesome with interpersonal conflicts between members of the faculty” particularly because “they can resent the meddling.” She said that she tries to be receptive “to see if they will come and request assistance.” Christine described her resolution strategy once faculty come to her for help. She said:

I meet with the participants of the conflict individually. And I find out from the individual his or her side of the story. And then, based on what I've heard, I might...go back to them and make suggestions about ways to get through it. Sometimes the department can offer some support that can eliminate the conflict. So, if it's a work load conflict, sometimes the department can do something that makes it go away.

Christine said that she considers her relationships to be “good” with her superiors. She called the relationships “collegial.” She said, “I’ll often consult with them if I see a situation where I think it’s likely to get out of the department and other units, or individuals outside of the department would become aware of it.”

Secondary Research Question 6: Characteristics that Aid in Current Work

When asked if she considered herself to be a charismatic leader, Christine said that she did not, but is a leader who “sometimes” focuses on interpersonal relationships. She also added that she considers herself to be an effective leader “most of the time...not all of the time.”

Secondary Research Question 7: Obstacles in Current Work

There are a “fair number” of females at the unit head level now at the University of Oregon, according to Christine. The dean of the school in which Christine administrates is female and the unit heads of the two largest units are both female. Christine said, “...it’s a very gender-balanced group.”

When asked if she feels as though she confronts issues as a result of her gender in her current work, Christine said that she thinks she does. She said that she believes that the faculty and students exhibit a different behavior towards her that is not always negative, but different. She also said that, to some degree, she sees that from her superiors, too. She explained, “I think they may have a style that plays out a little differently with a female colleague and a male colleague.”

Secondary Research Question 8: Personal Sacrifices in Current Work

Christine said that she believes that her professional development has stunted because of her current work, particularly regarding her research. She said, "...although I have developed a great deal in terms of understanding – administrative wise...I have not been making steady progress in research to the degree that I would have liked." She said that she had anticipated that she would be more productive in her job, but "it just hasn't happened." What's more, she said, she works at a research driven institution that rewards employees based on productivity in terms of scholarly activity and teaching. Christine said "that it [administration] has perhaps set me back in terms of a few years towards my promotion."

Secondary Research Question 9: Aspirations

Christine said that she hopes to get her "research thinking back on track a little bit more," even while she is in her current position. She said, "I would like to carve out some time. I realize now that it probably won't happen for another few months." She also talked about a family project she was planning. She said, "I do want to sort of start a kind of family project with my family to have a summer house... I see it. It's as much project-ended as is it is the goal of the outcome."

In the long-term, after she steps down as the department head, Christine said that she hopes to expand both her "teaching realms" as well as her "research realms," and do some things that she has not done before. She mentioned a list

that she has made of things to do once she is no longer the department head. She said:

So I have a long list, it's not particularly ranked, but if you look at it overall it would be about broadening my connections to people outside my discipline, [and] broadening my connections to areas of study that are related but that I would like to know more about.

Case Six

Description of the Case

Table 7

Judith Sheine

Institution and State	California State Polytechnic University, Pomona, California
Department, School, or Program	Architecture Department
Accrediting Body	National Architectural Accrediting Board
Rank	Department Chair
Education	Master's of Architecture, Princeton University
Years in Position	Over 4 years
Ethnicity	White Jewish
Religious Affiliation	None
Age	52 years old
Marital Status	Single, never married
Children	None
Primary Caregiver	No

Judith Sheine participated in a telephone interview on Thursday, February 8, 2007. The interview was audio-recorded and transcribed by the researcher. Judith participated from her office and the interview lasted 1 hour. Judith has been

the department chair of the Architecture Department at California State Polytechnic University at Pomona for over four years.

The transcriptions of the interview with Judith along with her curriculum vita, which she emailed to the researcher, were included in the analysis. Online documents, such as web pages from her books and writings as well as various write-ups on some of her completed projects, were also included. The findings from the within-case analysis of Judith's data are included below.

Secondary Research Question 1: Career Paths

Judith gave her father, an engineer, all of the credit for why she ended up an architect. She said that her father took her and her sister on a "pilgrimage" to visit Le Corbusier (a famous Swiss architect) buildings when she was 11 years old. She said that when she went away to Brown University in Providence, Rhode Island, for a Bachelor's degree, she could not quite decide what to study, and that is when her father began his real "campaign." She said that she "sort of resisted" the idea, but once she took an architectural history course, she "never looked back." However, Judith noted, she had already been working towards a Bachelor's degree in math, but had taken sculpture classes since junior high school. She said that she decided to take a year off to try architecture school. She enjoyed it, but decided to finish her math degree. She took a year off after graduating from Brown and then entered graduate school at Princeton University in Princeton, New Jersey, to work on a three-year Master's degree in architecture.

Before Judith began teaching, she said, she worked as a practitioner full-time for four years. She said that her education was not very "practical" and that

she felt “the need to know what went on inside of walls and things like that.” So, she said, she worked in New York for a short while and describes that experience as “pretty horrible.” Judith noted that the firm in New York was not female-friendly. Judith said, “...there was one woman at the top, and women were generally treated not well at all. The guys wouldn’t even go to lunch with me! It was an amazing thing.” She went on to explain how she learned that she was discriminated against regarding her salary. She said, “So I went to lunch with the accountant and the receptionist, which is how I found out that I was being paid vastly less than all the men with the same degrees.” She said that, in that firm, she experienced the “glass ceiling, discrimination, under pay, and sexual harassment.”

However, Judith said that she later worked in a small firm in Santa Cruz. She described this as a different, more positive experience. She said that she worked for a man who was an architect and a planner, who allowed Judith to participate at all levels of his projects. She said, “He gave me a lot of varied experience and lots of building types...and I did mostly architecture and a little bit of planning study. And there, I was treated extremely well.”

Judith said that she believes that both her education and her experiences in the field helped to prepare her as a teacher of architecture. She said, “Princeton lured people into teaching - that was pretty standard. But, the way I teach has to do with both my education and my experience in the field.” When asked why she pursued a career in higher education, Judith said that she had always wanted to teach. She said that her mother was a math teacher, so, she said, teaching was something she grew up respecting. She also described her own desire for teaching,

and her rationale for working in the field for a period before returning to teach.

She said:

I always liked teaching. I TA'd [had a teaching assistantship] when I was in graduate school. I always thought I'd teach. I like teaching. It seemed reasonable to me...I just wanted to work for a while. I didn't want to do it right out of school.... I knew people who did and it was certainly a possibility,...but I wanted to get some practical experience first.

Judith said that she taught for 19 years before she stepped into administration. She said that she is the second woman chairperson in the history of her department; the first was only in place for approximately one year and a half, she said.

Judith explained that she became an administrator, although she did not want to. She described the process by which she assumed the role. She said:

We had a huge wave of retirements and a very, very, very split and divided department that was just a mess. I was hoping, as a number of us were, that a more senior faculty member would step up. It is a rotated, elected chair in our structure. But they [the more senior faculty members] did not want to do it – especially under those circumstances. So, the only choices were to allow leadership to go on like it had before, with the department a complete mess, or to run myself. So I did.

Judith said that she is in her fifth year as chair. The chair position is a four-year term. Judith spoke of how she reluctantly accepted a second term. She said:

We had another election and there were several nominations, unfortunately, all for me! <Laughs> And the vote was unanimous except for one abstention, which was mine! <Laughs> We have had so much change. The wave of retirement has continued, and we've hired nine full-time tenure-track faculty in the last five years. I think everybody has had some desire for some stability.

She also spoke of the "long learning curve" associated with the chair position. She said, "There's a lot of stuff to do and there's a kind of inclination, if you show any competence at it, to keep you in it for a while."

Despite the fact that Judith did not want to take the chair position there initially, she spoke of a time when she was teaching at a school in New York and applied for an administrative position. She said, "I was thinking about it then. I have to say, it wasn't like I had a lot of ambition about it, but I had some idea that it might be possible then." However, she said, she moved to Los Angeles and lost interest in administration. She said, "I was very busy with practice, and research, and a lot of stuff." She said that she had no intention of assuming her current position. She said, "It really was just a big hole that opened up – a big vacuum and I got sucked into it!"

Judith said that she has never experienced any extended interruption in her work. She said that she does not have any children and is not a primary caregiver for anyone. She said that she is not married, but has maintained a romantic relationship with the same man for 32 years. She described this relationship as "oddball" and explained their arrangement. She said, "Well, we don't actually live

together. I built him a very nice house out in the desert. We spend a lot of time together, but we do maintain separate households.” She said that people used to question her about her relationship and considered it strange, but that has begun to change. She said, “People used to think it was very odd, but increasingly, people say, ‘So how does that work? That sounds like it could be a good arrangement!’ It might account for the longevity!” She said that she and her “boyfriend” are not planning on getting married, but that they have been considering things like pensions and power of attorney and health care and might consider getting married if one of them became ill.

Secondary Research Question 2: Characteristics that Aided Advancement

Judith said that she does consider herself more work-centered and more organized than many of her peers. She also said that she is not a procrastinator when she has work that must be done. She said that she is also “very good at focusing.” When asked if she considered herself more masculine than her female peers, she said that she thinks she is “right in the middle.”

Secondary Research Question 3: Past Obstacles

When asked about some obstacles that she has overcome to achieve her success, Judith laughed and said, “I am not sure I think of it as success!” She then described an experience when someone told her that she would not be successful. She remembered applying to architecture schools after she earned her Bachelor’s degree in math. She said that she did not get accepted right away. She stated that she did not have a portfolio and she said, “I didn’t really know what it was about.” So, she said, she spent a semester taking courses and building a portfolio at

Arizona State University in Tempe, Arizona. While there, she said, she took an architectural studio course. She remembered that, in this course, she confronted her professor after he made a mathematically incorrect statement. She described what transpired after the confrontation:

...from this moment on - and it was clear he had problems with women to begin with -- everything about my work was a problem. EVERYTHING was a problem. And at the end of the semester, he said "I wish I could help you with your future as an architect, Judith." He said, "You might be able to make it as an architect, but you will never make it as a designer. And your best bet, really, is to marry an architect and then maybe you could practice with your husband."

Judith said that once she got into graduate school, she was treated "pretty well." However, she said, when she began working in the field, and then later began teaching and working in higher education, she had "mixed" experiences, "including some extremely negative ones." She said that she believes that the climate has changed in many places including some offices and some institutions of higher education, but not everywhere. She explained:

I think it has gotten better in offices and better in academia. Measurably, measurably, measurably better than it was for my generation. It still isn't equal, but still - a big step. You know...I know a bunch of younger women faculty who are doing well and are supported,...[and] some who are in bad situations where they're not.... In offices it's still mixed, but still much better than when I got out of school in the 1970s.

Judith said that she had to threaten to sue in order to get her full-time teaching job there at California State Polytechnic University at Pomona. She said:

I had been passed over [in] two searches for two less qualified White men and one day I just woke up and had had it!.... The dean, fortunately, had wanted to hire me anyway. And they suddenly gave me this affirmative action position.

She went on to say that the two men that were hired instead of her no longer work for the institution. She said that one of them did not get tenure and the other never applied for tenure.

Judith recalled negative evaluation experiences in higher education. She described her experiences, "...the guys were crazy. Every evaluation I ever got just ignored essentially and...passed very quickly over teaching, research, creative work and service and...almost said, "Woman's a [expletive]. We don't want her around." She said that her former superiors and peers "hated" her and lashed out at her whenever possible. She said:

They did everything short of literally trying to kill me. They didn't actually do that, but everything else. They would devote 20 minutes at every faculty meeting to just screaming at me...these old guys with the veins popping out of their forehead. [I was] thinking, "You're going to have an aneurism right in front of me?"

Secondary Research Question 4: Past Personal Sacrifices

Judith said that she does not feel like she has had to make any personal sacrifices in order to advance her career. She described herself as a "workaholic"

and said that she “never really wanted kids.” She also said, “I’m...into my work, so it’s not like I gave up other things I wanted to do. This is what I wanted to do.”

Secondary Research Question 5: Current Work Responsibilities

Judith said that she supervises 16 full-time tenured and tenure-track faculty. She said that she also supervises 11 part-time faculty and 5 faculty who are retired, but continue to teach part-time. She said that she supervises 2 staff (one of which is only half-time), and that the department has 500 students; 430 undergraduates and 70 graduate students. Of the 16 full-time faculty, Judith said, 6 are female, including 3 junior faculty members who Judith recruited herself. Of the part-time faculty, Judith said, 3 of the 11 are female. Judith also said that the staff person is female, (our half-time staff is male) and none of the retired-teaching faculty are female. Judith estimated that her student population is getting closer to half female, and she said that “the percentage of women is rising every year.”

Judith discussed having a Monday-Wednesday-Friday schedule, a Tuesday schedule, and a Thursday schedule. On a typical Monday, Wednesday, or Friday, Judith said, she has meetings and paperwork in the morning, lunchtime meetings, and teaches all afternoon. In reference to her teaching, Judith said that she makes the assignments, so she chooses when and what she wants to teach. She also said that she goes back and forth between teaching too much and too little. She said:

...when I teach too much, which I'm doing right at the moment, it's just frantic. And then, when I teach too little, I'm bored with administration.

So, I tend to go back and forth from year to year with how much I do.

On Tuesdays, Judith said, she works on emails and paperwork. She said that she is supposed to have Thursdays to conduct her own research or work in her small practice. However, she admitted, she typically has to come into school on Thursdays for meetings "and to clear up paperwork, etcetera."

When faculty conflicts arise, Judith said that she typically uses a general approach. She said that she talks to everyone involved and tries to understand everyone's side. Mainly, she said, "you have to deal with it as quickly as possible....absolutely as quickly as possible." She said her actions depend on the seriousness of the conflict, but that regardless of the conflict, she tries to get it resolved in order to get everyone back into good working relationships. She said, "The key is talking to everybody and resolving it immediately and not letting it fester." She said that she typically does not deal with student conflicts because those are handled through judicial affairs.

Judith described her relationships with her superior as "good" and said that "she's [her dean] been very supportive." She said that her relationships with her faculty are also "pretty good." She described the faculty before she stepped into the administrative role. She said, "...our faculty before was divided and horrible to each other. It was hard to even hire people because faculty would be...screaming and yelling at each other while we interviewed candidates. It was unbelievable." She stated that she feels that the dynamics between the faculty

have shifted with “key retirements,” and that they now have productive faculty meetings and that everyone “generally” gets along.

Secondary Research Question 6: Characteristics that Aid in Current Work

Judith stated that she does not consider herself a charismatic leader, but said that she focuses “a lot” on interpersonal relationships. She said, “If you can’t get people to get along, you just can’t get any work done.” When asked if she considers herself an effective leader, Judith said:

I don’t like to say it. I like to say, “We’ve had key retirements, it makes things easier, everybody’s working together.” But on some level, I think I have to confess, that yes, a lot of it is due to my leadership. It sounds awful to say it.

She went on to admit that she has made some big mistakes. She confessed:

One of our former tenure-track faculty members didn’t work out and left the school and blamed me. I have done some part-time hires that turned out to be disastrous. Not everything is smooth and there have been some problems, but in general, things are working pretty well. Especially when I consider what it was like before, when it was just a nightmare.

Secondary Research Question 7: Obstacles in Current Work

Judith stated that she does not believe that she faces as many issues as a result of her gender on campus as she does in the local collateral organizations. Judith also discussed the White-male dominance in the AIALA (the Los Angeles Chapter of the AIA). She said, “It’s a problem.”

Judith said that she feels that an adequate number of females hold her equivalent position across campus, so she is not constantly reminded of her gender when she is on campus. She did, however, discuss the differences between how she is treated on-campus and off. She said:

I think, on-campus, it's different because people know you, but in the general world, being a woman in architecture is really still difficult. And there are not that many of them my age, that are successful, and practice...who are not married to an architect. I don't mean to sound...but yeah, it's still tough. I have issues almost every week that bring it up!

She also discussed her size and her gender as contributing factors for the disrespect she faces in a White-male dominated environment. She said:

I am only 5 ft tall. And, you know, the combination of these things, being small, being female, yeah, you constantly feel like an outsider. I feel like my school doesn't get the respect that it should for a variety of reasons. But I feel like those are all issues that are gender related.

She said that, oftentimes, she feels invisible. She said:

...I'm a middle-aged woman and I have a feeling that people just don't see me. This...guy (an architect) tried to convince me that I wasn't at a planning hearing that I know I was at and testified at. I thought, "Maybe you don't remember me because I'm an innocuous middle-aged woman, but, you know, I was there!"

Judith said that she also believes that her school does not get the respect it deserves, perhaps she said, in part, because there are five other schools of

architecture in Southern California. However, she said, she also feels as though her school is not respected for gender-related reasons. She said:

I had a fit about not being asked to [attend] something or other recently. You know, it's like there's the heads of the schools and then there's me. "There's another one!" I think a lot of it is hugely gender related and whether you are a part of that boys club or not.

Judith said that she also feels as though she is not taken seriously as an architect because of her work in architectural history. She said that, although she has been a licensed architect since 1985, her work is not recognized locally because, as she said, "They think I'm a historian!" She continued, "Some guy tried to explain to me what architects did recently.... Jerk! I finally said to him, 'You know, I know what architects do, because I am one!'.... That happens all the time!"

Secondary Research Question 8: Personal Sacrifices in Current Work

Because of her "horrible job," which she said, laughing, Judith said that she feels as though she does not have enough time for her own research and practice. She said:

I feel like I take care of everybody else's problems all the time and make it so that they can do their research and practice and teaching.... I take care of all of the stuff that's boring and difficult, I spend an incredible amount of time trying to solve crises, and deal with people, and do consultations so that everybody does get along.

She said that her boyfriend did not want her to accept a second term as administrator. She said, “He looked at what I was doing...how much time I put into it and how much it stressed me out. And he thought I really shouldn’t do another term – he really didn’t think it was a good idea.”

Secondary Research Question 9: Aspirations

When asked what her short-term aspirations are, Judith laughed and said, “To get out of the job!” She then, in a more serious tone, said that she would like to get back to doing more research, practice, and teaching. She said:

I certainly don’t have aspirations for a higher level of administration. A lot of people want to move up to be deans, but that’s all fundraising responsibilities. I just don’t want to do that. I really would like to, at one point, get back to my own work in a much more focused way.

When asked about the long-term, Judith said that she really did not have any plans. She said that she, like other architects, does not have many other hobbies outside of architecture. She stated that she plans to continue teaching, practicing, and researching for as long as she can. She said, “I don’t intend to retire until I keel over!” She went on to say that she does not love administration, but she likes the positive progress that her faculty and her department have made since she has stepped in. She said, “...that’s all great and actually very rewarding, but I don’t want to do it forever.”

Case Seven

Description of the Case

Table 8

Michaele Pride

Institution and State	University of Cincinnati, Ohio
Department, School, or Program	School of Architecture and Interior Design
Accrediting Body	National Architectural Accrediting Board
Rank	Director
Education	Master's of Architecture, Harvard University
Years in Position	3.5 years
Ethnicity	Black
Religious Affiliation	None
Age	50 years old
Marital Status	Remarried
Children	1 son, 15 years old
Primary Caregiver	No

Michaele Pride participated in a telephone interview on Saturday, February 10, 2007. The interview was audio-recorded and later transcribed by the researcher. Michaele participated from her home and the interview lasted 1 hour and 20 minutes. Michaele has been the director of the School of Architecture and Interior Design at the University of Cincinnati for over three years.

Documents that were analyzed along with the interview data include Michaelae's curriculum vita, which she emailed to the researcher after the interview was completed. Online documents, such as write-ups about Michaelae's involvement with the community-based design centers immediately following the Los Angeles riots, were also included. The findings from the within-case analysis of Michaelae's data are included below.

Secondary Research Question 1: Career Paths

Michaelae said that she grew up surrounded by art and architecture. Her father began his career as an artist but mostly practiced architecture, she said, although he was never licensed. Michaelae said, "I remember him working in the studio and he actually started as an artist. I would think, 'Well Dad draws and he's got math books.'" She said that she was also raised around art and was "always in art classes."

However, Michaelae said, she had not yet decided to pursue a career in architecture when she entered college. She said that she took courses to major in either chemistry or law; however, she said, she quickly realized that choosing either of those would mean that she would "abandon all of that creative process that had always been a part of her life." She said that she had always been good at math, and so, through a "process of elimination" and "deduction," she considered architecture. She also remembered thinking, "'Well this is a way to pull art and math together and help people,' which is the main underlying motivation, and somehow helping improve the lives of others. And I thought architecture would

let me do that.” Michaele earned a Bachelor’s of Architecture degree from Arizona State University in Tempe, Arizona, in 1981.

Michaele remembered her thoughts after graduation of what her career might be. She said, “I had very conventional notions of what my career would be. Go find a job, work for somebody, and do the best job you can.” However, she said that she graduated during a recession, and architectural firms were not hiring, so she waited tables at a local chain restaurant for a year. She said that she finally found work in a branch of the Salvation Army. She said that an architect had negotiated an exclusive contract with the Salvation Army, and the firm was housed in the Salvation Army’s far west regional office in Long Beach, California. Michaele said that she worked there for “about a year” and then moved on to another firm.

Of all of the places that Michaele worked, she remembered one in particular that cultivated an atmosphere that was female-friendly. She said that she believes that this firm was “the exception to the rule.” Although this firm was female-friendly, Michaele remembered, “It was more in that there were many aspects of the office – right, demanding and all that stuff, but we all knew that whatever challenges we faced were not about the fact that we were women or minorities.” According to Michaele, all three of the partners of this firm were female, and one of them was a well-known Black female architect – the first licensed Black female architect. Michaele said, “So we had race and gender all the way at the top and all the way down to the bottom – every level of the office.”

But the gender and racial balance in the firm were not the only aspects of the office that made it a welcome place for females, Michaele said. She remembered that the females in leadership were also active in their community. Michaele said, "...their commitments to the profession and to the community were values that I shared." She described how the females in leadership modeled activity in the community. She said, "I really appreciated working in an office where the people were good citizens...politically aware and active. Any place that will let you leave the office early to go work the polls or something is good!" Additionally, she said, the females in leadership in this firm were active in their profession and encouraged the others in the firm to participate as well. Michaele said that "they modeled it [the professional activity]. They were active in the AIA and the Association for Women in Architecture and California Women in Environmental Design, so it really was a good support network." After three years, Michaele said, she and several other females from that firm began their own firm.

Michaele said that she had "no aspirations to academia or graduate school" when she was an undergraduate student. However, she said, because of her leadership in community-based design projects in Los Angeles following the riots in 1992, Michaele was offered opportunities to give guest lectures at various academic functions, and was eventually invited to teach part-time. She described this time in her life as her "15 minutes of fame." She said that she also worked at the University of California at Los Angeles as a recruiter for the architecture

program in a “diversity initiative.” At the same time, she said that she learned more about the community design field. Michaela described her experiences:

...that was a very important turning point in my life and career because that was when I got, not only interested in, but committed to, this kind of community-based work. And I learned about the whole field of community design that I had never heard of before...and thought...“That’s what we were doing in our volunteer organization;” we were doing community design work, but all on a volunteer basis.”

After she involved herself with the design centers, Michaela said, she began to see the connections between academia, community, and design. She said:

...in my mind, it [the community design center] put together everything I was doing...running a practice, doing volunteer work, and teaching – especially at those design centers. And I knew I wanted to be involved with a design center that’s connected to a University, so that was my conclusion there.

Through teaching part-time, working at UCLA, and getting more involved with community design centers, Michaela said that she realized that she “liked being around school,” and needed more specialized knowledge in the area of community design, so she decided to return to school to earn a Master’s degree.

She said:

I really needed to go back to school to learn more about Urban Design and that kind of history and theory, primarily. People were telling me

techniques and I thought, “How do you know this will work? Or work here? Or why this?” So I had enough questions. I had considered graduate school before, as I thought about maybe teaching at one time. But I wanted to learn more and knew that, if I did, I would be a better designer. Although, she said, she had determined in her mind that she would attend graduate school, another opportunity arose that she felt she should consider. She remembered:

On my way to graduate school, I got short-listed for a job...to be a director of a Community Design Center [at the University of Kentucky in Lexington, Kentucky].... So I went to interview, more to maintain a relationship, not thinking it was a job for me at all – I mean, I really had this plan to go to graduate school. The applications were in, and I was just waiting to hear. But I was offered the job....and,...talking to the dean at [the University of] Kentucky, I said, “You know, I really intended to go to graduate school, but I could come and get this Design Center started and then go to grad school and come back.” So that was an understanding we had; that I would still go to graduate school, but I would delay or postpone it. So I ended up taking this job.

Michaele said that she was hired as the director of the university design center, which was an administrative position. She said that, while there, she taught some, “but [taught] largely [in order] to deliver the projects in the Design Center.”

After setting up the design center, she said, she left her job temporarily and earned her Master’s of Architecture degree in 2001 in urban design from

Harvard University in Boston, Massachusetts. Michaele said that, when she returned to the design center that she had left, she found herself in a “regular faculty position” with an office in an academic building and not in the center. She recalled:

I’ll just say it was really traumatic, and I remember thinking at one time that I would get fired for doing the job I was hired to do.... As opposed to writing books and articles and being a library scholar and things like that. I started to think “Maybe I really need to think about getting out of academia if I can’t be that library scholar.” I don’t want to be [a library scholar], actually. Maybe I don’t belong here.

So, she said, she began considering what else she could do that would allow her to use her leadership skills, community building and collaboration skills, and her teaching skills. She remembered thinking to herself, “Maybe I could be a department head somehow and that would maybe pull together and employ my interests and my talents. Kind of a collaborate approach and inclusive and then having an overall view of the mission....” But, she said, she did not go right out and apply for those types of positions. Michaele said that she did not actively consider the possibility of a headship until a colleague of hers, the former department head at the University of Cincinnati whose position she filled, called her and asked her to apply for her current position. She said that she applied, was interviewed, and was offered the job only two days after her interview. She said that she has been the department head there for three and a half years.

Michaele considered all of her experiences in the field and her academic experiences and said that she thinks “all of it” prepared her for her current work. She went on to say, however, that she did have a few “pivotal moments” that directed her career, including “the work after the riots – and probably the riots themselves, and graduate school.”

Although Michaele said that she never thought teaching was something she would love, she did say that, at times, she thought to herself, “‘If I ever had the opportunity, I would do it this way’ or ‘I wouldn’t do it that way.’” She recalled being very “intimidated by everything about the discipline” as an undergraduate student. She also said that the actions and attitudes of her own teachers made her think about how she might handle a classroom studio differently. In terms of becoming an administrator, Michaele said, “I never thought I would be great at it, but it was something I thought I would enjoy and be affirmed by.”

Michaele stated that she is the first female to hold the director’s position in the Department of Architecture and Interior Design at the University of Cincinnati. She said that the female dean who hired her is the first female dean of the College and the current President is the first female President. She said that she is also the first Black to fill the director’s position.

When asked if she had experienced an extended interruption in her career, Michaele said that she had only experienced interruptions that were “self-imposed.” She said, “I had a job in Orange County that I hated and I thought, ‘I

am never going to get a job that I want, where I want to be, while I am working here...’so I quit.”

Michaele said that she was recently married to a man who is a writer and a poet, and who is also in academics. She said that his experiences as an arts administrator have been most helpful to her. She considers her husband her “administrative coach.” Michaele said that she has a biological son who is 15 years old. She said that moving to Ohio was hard on her son and, in fact, he did not move from Kentucky to live with her until this past December. She stated that she is not a primary caregiver for any aging or otherwise dependent loved one other than her son, but she said that her aging parents were on her mind when she was deciding whether or not to take her current job. She said:

...before I took this job, I had in my mind that my mom was going to get sicker and sicker, but the great thing about a teaching job is that [I could]...take a leave of absence and...get a teaching job [closer to her mother] for a semester, or whatever I needed, and then help my mom.

And...I think it was in-between me taking this job and starting this job [that] I thought, “Oh no. This is one of the real jobs where I can’t take off a semester or a year...what am I going to do if my mom gets sicker?”

Her mother’s health was not an issue after all, however, because she passed away before Michaele moved to Ohio.

Secondary Research Question 2: Characteristics that Aided Advancement

Michaele said that she does not consider herself to be more ambitious than her peers, but thinks that she is “sometimes” more organized than her peers. She

also said that she does not consider herself to be more masculine than her female peers, but said that she would characterize some of her former employers that way. She stated that she feels that she falls “right in the middle.” She said, “I don’t think I am more driven or more masculine, but somebody else might think that I am. So I don’t know.” She said that she does not have any “hairstyling implements,” but that she also does not have much hair, and she considers that “a joy.”

Michaele spoke of recently beginning to call upon her “feminist traits” when teaching and leading. She said:

I’m not flirting with my colleagues...but I’m reading about the theory, about the feminist approach to architecture and to theory, and I see myself in those descriptions...and so I identify with them and call upon those traits to do my job, rather than looking at a masculine model and trying to impose that.

She went on to say that she employs a collaborative model of leadership. She said, “I respond to those female books about management and leadership that come from a collaborative, inclusive model that are people-focused rather than profit-focused.”

Secondary Research Question 3: Past Obstacles

Although Michaele remembered several difficult professors in her undergraduate studies, she said that she thinks of any problems she had in school as “her own failings” and not as the gender or racial biases of others. She said that

her parents were always supportive of her decision to pursue a career in architecture. She said:

...they never even hinted that there would be some limitations to my choices or success because of either race or gender. I was never told that I couldn't do this or that or should really think about it because women don't do that....

Michaela also discussed how her parents were role models for her. She said:

I think because of my father's career in architecture, my parents understood the not sleeping or the crises of confidence and all of that stuff...and my mother was a very driven professional. So, I think that the models and examples around me all told me that I could do anything I wanted to do.

She went on to describe an opportunity she had in high school that she did not think much of at that time, but looks back on now as valuable. She said:

...I was a TA [teaching assistant] for the drafting class in my senior high [school]. But girls couldn't take that class. [It's] not that I wanted to [take or assist the class], because [at that time] I didn't know I wanted to be architect. I don't know how I wound up being a TA for that, but at that time there was a definite gender division. Girls took home ec[onomics] and all of that, and boys took shop and drafting....

When asked if she remembered anyone ever telling her that she would not be successful, she said that she did not and that, if anyone sent her negative messages between the lines, she paid little attention to them. She said, "If

anybody stopped me because I was a woman or because I am Black, I was blissfully unaware.” Michaelae also said that she tried to ignore the fact that she was in the minority not only for her gender, but also for her race. She remembered some of her friends in college calling her attention to her minority. She said:

...Schoolmates at Arizona State once said, “Do you know that you’re the first Black woman to get into architecture?” Or whatever it was. Or, “You’re only the fifth Black person to get into that school.” I’m like, “No. And thank you for not telling me while I was pursuing it.”

She spoke of how her attitude has helped her after graduation as well. She said:

...[After] I became licensed,...other people kind of pointed out, “Did you know that you are only one of...” And I’m like, “That’s interesting,” and I’m glad I didn’t research that, and I’m glad that wasn’t important to me. But I do realize now, in this position, that it [being in the minority] is much more significant.

Michaelae remembered an undergraduate professor who gave her a poor grade in studio. She said that the low grade put her on probation in college, and she later heard that the professor was notoriously hard on females. She said, “I really had a hard time getting through architecture school, but for some reason, I didn’t change my mind and I stayed in.”

When asked if she could remember anyone ever doing anything specific to try to hinder her advancement, Michaelae said “not exactly.” She went on to discuss the experiences associated with working in a “very traditional male place,” with several females on staff, but with all male partners who had

traditional, stay-at-home wives. She spoke of the men in the firm as not “maliciously or consciously sexist, but they were [sexist]...it was just in their nature.” She remembered a time, while at that firm, when she was made aware of a gender bias. She said:

...the guys played basketball during lunch like once a week. And I remember asking the senior partner, “You know, Jack, I would like to play basketball.” And he was like “Hmm. Well, you know. Hmm. Well, it’s a boys club. I don’t even know if they have any women’s locker rooms, but, you know, maybe.” And I was like, “Yeah, right.”

She said that another of the female employees “did her homework” and learned that “all of the men were making more money than the women, regardless of experience or qualifications.” And, she said, the men were given leadership roles and “were promoted to project architect or project manager,” while the females were “backroom horses.” Michaelae said that, while others did not overtly hinder her advancement, her advancement was stifled nonetheless because she was not “developed or encouraged” professionally.

Secondary Research Question 4: Past Personal Sacrifices

Michaelae said that the biggest personal sacrifice she made in order to advance her career was leaving her son behind in Kentucky for several years so that she could assume her current position in Ohio. Michaelae said that she also had to leave him when she went to graduate school years ago. She said that it made more sense for her now ex-husband and her son to stay in Kentucky while she pursued her Master’s degree at Harvard University in Boston, Massachusetts.

She said that she would come home once a month, and she said she took an extended break in between her first and second years. She said:

After one year of coursework I went home for the summer and then stayed in Lexington through the fall. And that helped break up the time away because then I had the spring semester, and then the summer off, and then the fall semester, and then I graduated.

Michaele said that she stretched out the time in order to have “more of a presence at home,” but that, during that time, she and her then-husband separated.

Secondary Research Question 5: Current Work Responsibilities

Michaele said that she supervises 30 faculty and 3 staff. She said that her department has almost 700 students in 4 degree programs. Of the 30 faculty, Michaele said, 8 of them (including Michaele) are female; 3 of those, Michaele hired. She said that 5 of those 8 female faculty are tenured. In the student population, she estimated that about half of the students are female, but she credited the interior design program for increasing the number of females (interior design programs are known to be traditionally female).

Michaele said that, for the last few years, she would “saunter and drag in somewhere between 9:00 and 9:30” in the morning, depending on the meetings that were on her schedule. However, she said, her son’s school schedule has changed that. She also said that she has to work out in the mornings, because otherwise it does not happen – and that is something that she needs “to stay sane and focused.” She said that her “administrative coach” (her husband) and her dean have been encouraging her to get into the office earlier. She said, “...she [her

dean] and Frank [Michaele's husband] encourage me and , "If you were there at 8:00 or 8:30 [in the morning], and come in, and everybody knows you are there,...[then] it doesn't even matter if you leave at 2:00, because you were there."

According to Michaele, the director's position was originally presented as requiring a half-time teaching load. Michaele said that she "quickly learned that that was too much." She said that the load depends on the courses and that she moves "in and out of it," but she teaches "at least two classes per year" and avoids teaching studio courses. She said that she is involved with the courses offered through the University's design center and teaches at least one studio there a year. She said, "And that's what I want to do when I am no longer the school director – really re-involve myself with the community design program."

Michaele said that it is her "nature" to avoid conflict. However, she discussed how she has responded to conflicts that she could not avoid. Conflicts between students and faculty, she said, are usually brought to her attention by a student involved. Michaele said that she first asks the student if he or she has spoken with the faculty member, and if he or she has not, she encourages the student to do that before she gets involved. After that point, she said, she sits down with the student and tries to "figure out what is going on," and then she speaks to the faculty member. She said that after talking with each party separately, she brings them together and tries to resolve the matter. She said, "It might not be malicious. There might be a way to resolve it." She went on to say that when she brings the students and faculty into her office to resolve the conflict, she acts as a "facilitator" and anticipates that they will work it out.

When faculty members have conflicts with each other, Michaele said that she “puts it in the open.” She said, “I have blown up a little bit, and I had to challenge one faculty member and say, ‘You know. You are just not doing right. She [another faculty member] has got to do her job and you can’t keep undermining it.’” Michaele said that she is “reluctant” to step in and wants her faculty “to work things out for themselves.” She said that she learned her approach from childrearing books that she read when her son was younger. She said that she takes a similar approach with faculty conflicts. She said that she encourages both parties to work it out on their own and will occasionally give one party advice regarding how to approach the other, but then requires that an attempt be made to resolve it without her involvement. Overall, Michaele described her interactions with the faculty in the Department as “friendly.”

Michaele described her relationship with her boss as “basically good.” She said that she met with her dean, who is also female, once a week when Michaele first began to work there. Michaele said that her dean is a good mentor, but is also demanding. Michaele said that she oftentimes “crushes” under her own “insecurities.” She said that they do not always agree, but that her dean makes her absolutely aware of what is expected. Michaele said that when she and her dean disagree about something, Michaele tries to “weigh” the issue, and then reminds herself that her “first allegiance and responsibility is to the faculty and the students of my school,” so she presents her side with that mission in mind and tries to find a way to satisfy both of them.

Although Michaele is the only female department head in her college, she said, there are other female department heads across campus and at the satellite campuses associated with the University. She said that she was able to participate in a luncheon held for female department heads across the campuses and that she remembered approximately 25 other females there. Michaele said that she has a female mentor who has held administrative positions including the assistant dean's position, and that she is a "good resource." She also said that one of her neighbors is a female and is the chair of the anthropology department and that they are "friends."

Secondary Research Question 6: Characteristics that Aid in Current Work

Michaele said that she considers herself a charismatic leader and does focus on interpersonal relationships, although she said that she also tries to be "highly principled and consistent." She said, "...that...means having rules and policies that are followed consistently, but not necessarily blindly." She said that she is not sure if she is an effective leader.

Secondary Research Question 7: Obstacles in Current Work

According to Michaele, one of the most important gender-related issues in her current work is one of modeling success for other females and other Blacks. She said that she feels it is "really important to prove that I can do it." She said:

...to quit or to crumble would have ramifications beyond me and on my life. So, on the other side, it's really important for me to champion the diversity cause and not just look away. I mean, I have to act on it and be a

role model and protect the rights of others. Even if it's not the way it was always done!

Secondary Research Question 8: Personal Sacrifices in Current Work

When she compared her current work to a “regular faculty position,” Michaele said that she “can’t contemplate a two or three week vacation.” She also said that she feels as though she must be in the office everyday and often on weekends in order to be ahead on Mondays, so she sacrifices time with her family and time for herself. Physical exercise is very important to her, she said, but she was not able to find time for it until recently. She also expressed a concern about her own health because of the stress that she is under in her work. She said that her work “is very intense.” She also said that she is trying to figure out how to stay in touch with friends and family more often.

Secondary Research Question 9: Aspirations

Michaele said that she is trying to determine if she would like to be reappointed to a second five-year term as school director. She said that, if she does take on a second term, she is sure that it would be her last administrative position. She said, “if the question is if I have any aspirations to become a dean or a Provost or a university President, the answer is no.” She also expressed an interest in focusing again on community design. She said, “I feel like I would really like to get back to what got me here in the first place, and be able to devote more time to that...that community mission.”

Case Eight

Description of the Case

Table 9

Ellen Dunham-Jones

Institution and State	Georgia Institute of Technology, Georgia
Department, School, or Program	College of Architecture
Accrediting Body	National Architectural Accrediting Board
Rank	Director
Education	Master's of Architecture, Princeton University
Years in Position	5.5 years
Ethnicity	Caucasian
Religious Affiliation	Atheist
Age	48 years old
Marital Status	Married
Children	None
Primary Caregiver	No

Ellen Dunham-Jones participated in a telephone interview on Monday, February 12, 2007. The interview was audio-recorded and later transcribed by the researcher. Ellen participated from her office and the interview lasted 1 hour and 20 minutes.

Ellen has been the director of the College of Architecture at Georgia Institute of Technology for five and one-half years.

Documents that were analyzed along with the interview data included Ellen's curriculum vita, which she emailed to the researcher after the interview was completed, and online documents such as Ellen's biographical information from the Georgia Tech College of Architecture website. The findings from the within-case analysis of Ellen's data are included below.

Secondary Research Question 1: Career Paths

Ellen said that she grew up enjoying art and excelling in math. She said that she began thinking that architecture might be a good fit for her after a girlfriend said that she was going to apply to colleges to study architecture. Ellen said that she did not know any architects, nor did her parents know any architects when she was growing up. She also said that she was not offered any drafting courses in high school, but knew enough about architecture to know that it might be a way for her to “marry” something she liked with something she excelled in. She said that about half of the colleges she applied to had architecture programs, so she was not absolutely sure that she would study architecture, but she “was definitely thinking [about] architecture....”

When Ellen was an undergraduate student at Princeton University in Princeton, New Jersey, she said, she worked during the summers in different architectural firms. The summer after her junior year, she said, she worked for a Princeton University alumnus who “adopted” her based on a tradition that

Princeton University had. Ellen said, “The class that was having its 25th reunion would adopt the class that was graduating.”

She said that after she graduated, she was hired at this firm full-time. She recalled the year that she worked there as a time when she was developed professionally. Ellen said that the man who hired her was a “fabulous mentor” who “took her all over,” or allowed her to visit job sites and attend meetings with him. She also said:

The office had up to 40 employees [at one time], but dropped down to the 2 partners, the secretary, and then me the first summer I worked there. It was back up to...7 partners when I was there [after the first summer] for a year.... He [her superior] took me to client meetings. I got exposed to everything that he did...there was no sense that gender mattered at all.

After a year, Ellen said, she went back to Princeton University to earn a Master’s of Architecture degree. According to Ellen, when she graduated, she found that most firms were not hiring because of the recession. She said, “I was one day away from selling chipwiches on the street corner!.... It was bad!” However, she said, she ran into someone from an interiors firm that had been across the hall from an architectural firm where she had worked one summer as an undergraduate student. She recalled the interiors employee telling her that the interiors firm was “doing great” and offered her a job on the spot. She described the firm, “They were a pretty amazing firm. They had grown from five employees to 100 in five years. And they had an eight-person architecture group, though they were really mostly an interiors firm.”

Ellen recalled an interesting culture at the interiors firm. She said, “The only sort of indication of gender bias was actually more about sexual orientation.” Ellen went on to say that one of the two partners in the firm “happened to be gay” and would “rib” the talented heterosexual male designers and say, ““You must be gay! You have to be in the closet! You can’t be this good unless you’re gay!””

She said that she worked at the interiors firm for two and a half years, but decided to look for another job after becoming frustrated with her superiors who would not let her visit jobsites. She recalled her superiors exhibiting a gender bias:

...my...immediate project manager thought I was doing a fabulous job; I moved up pretty quickly in that organization as far as responsibility. But as far as getting out to job sites, they would say, “Well, you remind me of my daughter and I wouldn’t send my daughter out to a job site. It’s rough out there.” He was just being very paternalistic. And I told him, “You know, I am going to quit if you don’t send me out there. You’re being ridiculous” And he said, “No, come on, you are doing a great job.”

Because of her growing frustration, Ellen said, she took a job with a locally renowned architect who had posted a job announcement in the paper. She recalled an instance at this architectural firm when one of her superiors did not want her to travel to meet with collaborating engineers on a project because her presence might interfere with his plans to attend a college football game. She said:

I was doing all of the wall sections...where all of the steel slopes at three and a quarter degrees (and this is before computers) and trying to

coordinate with the steel and the architectural drawings and the engineering drawings....That was part of my responsibility, and I had only been there about a month, so [my superior] didn't really know me very well or anything. But clearly, and within ear shot of everyone, at one point...the project manager suggested, "Well, Ellen is the one who really needs to go out there because she's really got to coordinate with the steel." And [her superior] said something like,... "It's the Michigan game!" or something like..."I'm not wasting that ticket on her!"

Ellen considered this occurrence and others that took place at that architectural firm "dumb," but the occurrences had a lasting effect on her. She said that she worked at the firm for about a year, but had "always been thinking" about teaching. She said, "...teaching was something that I...wanted to get involved with...." She remembered taking a trip to Europe and taking slides instead of pictures because she thought, "...someday I think I'm going to want to teach." She continued:

...the other thing that was a part of what got me into teaching was this frustration that I was not...able to supervise construction on my own projects...and I had reached that point where what I really needed was to be on the job site and see - and really better understand construction. And I thought that, "Well, if I am teaching, I will have a more flexible schedule and will hopefully be able to continue doing these free lance projects...but I'll be able to be out on the site." That was definitely also part of my motivation.

Ellen also remembered meeting with her fellow graduate students the summer after they had all finished their Master's degrees. She recalled all of them agreeing that they had gotten an "incredible education," but "thought it could have been better. There were all sorts of missed opportunities."

Ellen said that she got married after working with the locally renowned architect for about a year. At that time, she said, she and her then fiancé had a difficult time finding an affordable place to live in New York City, where they had both been working. So, Ellen said, they began looking outside the city. Their apartment hunt kept getting farther and farther away from the city until finally Ellen remembered her husband saying, "Wow. We could just go anywhere at this point if we are not going to be in New York." She stated that she decided that if she was going to move, it would be as good a time as any to shift gears and pursue teaching. So, she said, she applied to several institutions and was hired to teach at the University of Virginia (UVA). She remembered the upheaval, "In one week, I went from being single, working for an architect in New York city, to being married, moving to Charlottesville, Virginia and starting to teach."

Ellen said that she taught at UVA for several years, applied for tenure, but was denied. So, she said, she left Charlottesville and took a job teaching at Massachusetts Institute of Technology (MIT). Ellen said that her practical and teaching interests revolve around "alternatives to sprawl," so she has taught many studios on "dead mall sites." Because of her interest in the more practical design applications, she said, she often felt like the other faculty, particularly at MIT, did not consider what she was doing as "really architecture." She said:

I definitely felt real resistance from most of the faculty that what I was doing wasn't really architecture. And I was feeling to some degree that what they were doing was...building unrealistic fantasies for their students. Not illegitimate in school, but I was really trying to deal with the reality of construction...we needed really good architects, critical and creative,...to be thinking about "how do we do a better job in suburbia?" It's where most construction is taking place and it looks like [expletive]!

So, she said, when Georgia Tech called and asked her to apply for the director's position, she thought, "A school in Atlanta – they're in the belly of the beast. They would have to recognize the need for this." Therefore, Ellen said, she took the administrative job more because of her own research and teaching interests. She said, "It wasn't so much, "Oh, I want to be an administrator."

According to Ellen, her husband did not want to move to Atlanta, so she came in for the interview with nothing to lose, and she said that she held nothing back. She said, "I really just came in and lectured and said, 'Here's what I would do. Here's what interests me about Atlanta.' I didn't hold back any punches." She said that if she would have given that same lecture at MIT, they would have scoffed at her, but instead, Georgia Tech offered her the job. Although she had to convince her husband, she said, she was relieved to leave MIT because she would have been applying for tenure the next year and was fairly convinced that she would not get it. She said, "I knew that tenure at MIT was highly unlikely. They had not tenured anyone from within in 24 years when I left. So I knew tenure was

really, really unlikely....” She discussed how the administrative job might be her way out. She said:

In some ways, this was sort of a way to exit without going up for tenure, because it...seemed like I was probably going to be looking for a job [the] next year instead of getting tenure anyway. And here’s this one...dangling in front of me and actually, it seemed liked it might be a good fit.

Ellen said that she and her husband relocated to Atlanta in 2000, and she has been administrating there since. She said that there was one other woman who had held the director’s position before she came in. However, she said, this director had been “basically forced out” and had left some “scars” on the faculty, which may have negatively influenced some of the faculty towards Ellen when she interviewed and initially began working. Ellen remembered feeling some hesitation from the faculty during her interview experience:

...there were some faculty kind of looking at me...making the shunning sign like, “Oh no! Woman with an agenda! AHHH!” because they had been somewhat scarred. She [the former female director] had united the faculty against her. And it really sort of scarred the department in some ways...in ways I still really don’t understand. She had left probably at least five or six years before I got there, so I really don’t know that much about [what she did],...she tried to really shake things up, and...I think had good intentions,...but also maybe her means were not.... They [her means] ended up just alienating people.

Ellen also remembered one faculty member in particular who was perhaps a little skeptical of her during her interview. Ellen said:

I remember that after I gave my interview lecture to all the faculty...one tenured woman on the faculty [said]...at the end of my lecture, “Well, it sounds like you have a top-down management style,” which was exactly the critique of the past administrator....And I just looked at her and said, “Does it? I have no idea what my management style is! How did you discern that, because I certainly didn’t talk about that?”

Ellen said that she was not sure how much of the faculty skepticism stemmed from her being a woman or an outsider. She said, “I think there’s always nervousness about bringing in a new director from outside.”

Ellen said that she believes that nothing in her education prepared her for what she does now. She said that she considers administrating and teaching to be two very different tasks. She said, “Teaching, you have the luxury to be able to really focus on about five or six things, and get into tremendous depth, and it’s very intense....” She compared teaching to administrating. She said, “[In] administration, you’ve got a couple hundred balls in the air just orbiting around. It’s not even about trying to catch them. It’s about hoping not to lose them after they’ve bounced and rolled under the rug!” Ellen said that she did think that most architects are “multi-taskers,” which she considers helpful in her work. She also said:

...clearly, there are people who are better at administration and other people who clearly aren’t. And that has to do with communication skills,

with that ability to multi-task, and...with...having some empathy or sense of fairness in terms of how one is delegating work loads and assignments and things.

She said that she does not know if she was ever prepared for administration, but “you just get in there and start doing it!”

Because Georgia Tech is “dominated by engineering and about 70% of the faculty and students are male,” and “engineering as a discipline is much more male-dominated than architecture,” Ellen said that there are not many females in leadership positions at Georgia Tech. However, she said, when she was hired, the director of the industrial design program, the director of the city planning program, and the director of the doctoral program were all female. She said, “That only leaves building construction and music as the other two.” Ellen said that she felt as though, if anything, the dean was more inclined to not hire her, because she would be another female. She said, “He was not under any pressure to bring in more women...it was beginning to look like he was only hiring women!”

Ellen said that she had ideas about how she would “run a school” even when she was a teaching assistant in graduate school. She said that she entered the position at Georgia Tech thinking about how the architecture school there might “distinguish itself nationally.” She said that she also came into the position with the advantage of having taught at MIT, a private institute of technology, and UVA, a public school. Georgia Tech is a public institute of technology, a marriage in a way of the two institutions where she had been. Ellen said that she entered the position with a mindset of bettering the school, not necessarily with a

mindset of what the move might mean for her career. She said, “It’s not as if I said, ‘Oh, I want to become a role model or I want to be the boss.’ I like being the boss just fine. But it’s not that it was...the driver for me.”

Ellen said that she and her husband have been married for 21 years. She said that they do not have any children, and they are not primary caregivers for any aging or otherwise dependent loved one. She stated that she has not experienced any sort of extended interruption in her career, although she has taken sabbaticals.

Secondary Research Question 2: Characteristics that Aided Advancement

Ellen said that she considers herself to be somewhat more ambitious than her peers. She also described herself as more organized than her peers. Ellen said that she tries very hard to be “fair and candid” and to “really listen.” She went on to say that the most difficult things about administration are the personnel issues as opposed to the policy issues. She said, “The policy stuff, that’s the same as being a faculty. That’s what we do, we profess and make policies.”

Ellen described herself as “very enthusiastic.” She also said that she is very “passionate” about the things that she believes in. She cited her passion for new urbanism as an example. She said, “I can get pretty passionate in my rants against sprawl.” She also said that she gets asked to speak, which has helped to build her vita, because she is so enthusiastic. She said that she is a perfectionist, especially when it comes to lecturing. She confessed that she will often “tweak a lecture” that she has been giving for 20 years, and will spend time rewriting those lectures up until the night before she gives them. She said that she writes out her

lectures “almost verbatim.” She gives a good lecture, she said, and she takes pride in “explaining complex things so that they’re easier to understand.” She compared that talent to teaching and said that she feels that she is “pretty good” at teaching an “academic audience or...an interdisciplinary, professional audience.”

Ellen said that, as an administrator, it is difficult to determine if people are “flattering you for the sake of flattery” or if people are telling you the truth. She said, “Once you’re an administrator, you hear very, very little real criticism of yourself. So, it is hard to stay quite grounded and separate reality and not get a really inflated ego.”

She said that she does not think that she is more masculine or more feminine than her female peers, but instead said that she is “sadly characteristic” of the stereotypical architect in terms of her looks. She told a story of a stranger approaching her in public regarding her looks. She said:

I was at a Dunkin Donuts in Boston one day, in line for coffee, and a woman turns around and looks at me and just says, “Excuse me. Are you an architect?” And I said, “Yeah.” And then she turns around and I am expecting her to say, “I saw you – we met” or something. So then I tap her on the shoulder and say, “Have we met?” And she said “No.” and she said nothing more....

Ellen said that she thought perhaps her skinny black glasses were a “tip off.”

Secondary Research Question 3: Past Obstacles

When asked if anyone had ever told her that she would not be successful, she said, “Oh, yeah. Don’t we all have some of that?” She remembered her high

school guidance counselor telling her that she would never be accepted to Princeton University. “So, I proved him wrong,” she said. But she said that lack of confidence from the guidance counselor caused some level of confidence crisis for her once she arrived at Princeton University. She remembered thinking to herself, ““Ok, now that I got in, what am I going to do with all of these brainiacs?””

Ellen said that she attended Princeton University when it had only been admitting females for seven years, and she remembered the male to female ratio as 7:1. She recalled “an older, senior professor” who taught the second architectural studio. Ellen said that he was known to be gay and that he was “very bitter about Princeton [University] going co-ed [integrating females].” She said, “He sort of told our whole class that women belonged in the kitchen. And then he screwed me on a grade.” She said that she had received all A’s on her projects throughout the semester and had gotten a great review of her final project but when she went to check her grades, she had not gotten a final grade for that final project. She described what she did next:

And so, I went to the professor and he just sort of exploded at me, “You got a B. You deserve a B. I have never given anyone *like you* more than a B.” So, then I went to the chair of undergraduates in the architecture program and explained to him the situation and he...said, “Ellen...I agree, you deserved an A – there’s no doubt about it. But, if I go complain to him and try to force him to change the grade, it will only make matters worse. You’re in my studio next semester; I’ll make sure you get an A in there.”

And I looked at him and said, “I’m going to *earn* an A in your class anyway!” And Princeton [University] refused [to help], no one would help me, and I still have that B!

Despite these instances, she said, her spirit was not crushed. She said:

I came out of it not feeling like, “Oh, change is impossible. Oh, I’m inferior.” I came out of it thinking, “Oh, this guy is a dinosaur. He’s dying and about to retire. Clearly I can do this...there are still a few little societal quirks that have to work their way out.” So if anything, it kind of built my confidence.

Ellen remembered instances in her academic career when others actively sought to hinder her advancement. Specifically, she remembered being denied tenure at the University of Virginia and how that “rocked” her confidence. However, she said, her being denied tenure “wasn’t put in terms of gender.” She said that she was more upset by the fact that she was told by several of her superiors that she would get tenure than by the fact that she was denied. She recalled the painful process once she was denied:

...as a female being denied, the system at UVA was [such] that automatically my case got reviewed by the Provost, just to make sure that it was a legitimate denial...I was the first woman up [for tenure in her department] and so this was the first time the architecture program had gone through that process. So, the Provost’s office asked them [the tenure committee] to review the minutes of their discussion on me and, well, the committee didn’t keep any minutes. So, they had to meet again and this

time it meant they had to come up with some dirt...and some reasons for why they were denying me. And that was pretty awful.... It was pretty obvious that the folks on the faculty were scared to death that I was going to try to sue them. I didn't want to sue them.

Ellen said that the Provost actually encouraged her to reapply after reading the minutes, but when she spoke with the dean about reapplying, the dean was vehemently opposed. Ellen said that the tenure committee members were all male.

Ellen also said that several of the men on the committee were married to former students, which led her to believe that "several of the men...on that committee, really couldn't quite take a female colleague as a peer. They just couldn't quite see that." The following year, Ellen said that she learned that the same committee tenured the chairman's wife who, Ellen felt, was not nearly as qualified as she was. She said, "I had 11 articles when I went up. She had one, and hers was from before she started tenure-track." She said that she thinks that the committee was under pressure to tenure females, but she cannot be sure and did not want to "come up with all sorts of conspiracy theories about how and why tenure decisions are made."

Ellen said that she was also upset to learn that her peers were not questioned during the tenure meetings as she was questioned. She described how she and a colleague had worked on several projects together, and the committee questioned her for quite some time regarding the minutia of each project. She said:

...they literally asked me, “Who drew this line? How did you and Jude [her colleague] divide up the work?” They seemed convinced that Jude designed the projects and I simply wrote about them. And I kept saying, “No. Actually, here’s the way we work. I’ll explain it. It’s really very collaborative.” And I asked Jude, “Wow! Did they ask you who exactly did this or that?” And he said, “No! They never asked me that.”

Ellen said that she wondered if perhaps the committee was stuck in the traditional mind set that the woman helps the man. She described that experience as “traumatic” and decided that the only option she had was to leave.

Secondary Research Question 4: Past Personal Sacrifices

Ellen said that she credits much of her success to the fact that she is a hard worker. She described her husband as the most self-disciplined person she knows. She said, “And the reality is, we both do what we love.” So, she said, she feels like she has not had to sacrifice much, although she admitted that she does not spend as much time as she should with family or relaxing. She said, “...it’s sort of all work. But it’s work that I’m very committed to. So it hasn’t felt like sacrifice.”

Secondary Research Question 5: Current Work Responsibilities

Ellen said that she supervises approximately 28 full-time and 28 part-time faculty. She estimated that her department has 450 students and 5 staff. Of the faculty, Ellen said, the proportion of females is “way too low:” 25% female. She said that the student population is close to 50% female and the staff is 75% female.

A typical day, Ellen said, “is not boring.” She went on to say, “What is fascinating about administrative work is that you are hit with so many different things.... It is not drudgery because it is constantly a thousand things.”

According to Ellen, the email is endless, and she said that she could spend her entire day only reading and responding to it.

Ellen said that in a typical week, she will have a number of group meetings, including meetings with the architecture faculty, the college faculty, or something else. She stated that she also meets with individual faculty “to see how they’re doing.” She said that her associate director interacts more with the students, so she can focus more on the faculty. She said, “And there’s definitely some interaction with the faculty pretty constantly.” She said that she also teaches a lecture class, but typically does not teach studios because she does not have the time, and did not want to be constantly interrupted during a studio course because of the “unexpected things that suddenly come up.”

Ellen said that one of the hardest things about becoming an administrator is the early rising. She said, “I am really a night owl by nature.” She said that she does not “start” until around 9:00 a.m., and she will usually wrap things up around 6:00 p.m., but only if she does not have a lecturer in town to take out to dinner or an outreach meeting after school hours.

Ellen said that she must regularly solve “bureaucratic” issues. She gave an example:

The students that we have in the exchange program with Paris...all of the slots to take the English as the second language are full, and so, can they

take this other exam, and will Georgia Tech accept this other exam instead of the other one we've been using? Finding out – how do we get an answer to that, and who can make that call?

She also said that there are things that always come “out of the blue.”

Ellen said that the majority of the problems she deals with from her faculty are not interpersonal, but rather bureaucratic in nature. The examples she gave included a foreign faculty member who had visa trouble, faculty members who wanted extra cash to present at conferences, or faculty who have wanted to start new lines of research and needed money. She said that there are a few faculty members who “just don't get along with each other,” but that she feels “pretty blessed....We really don't have the problems that a lot of people have. We have an amazingly collegial faculty.”

When asked to describe her relationship with her boss, Ellen said that it is “very good.” She went on to say that “he is not a micro-manager” and that he has a lot of experience. She also said that she has counted on his leadership and judgment “on how to operate within this engineering-dominated institution.” She said that they get along and have a lot of mutual respect for one another. She also said:

...he's a planner, not an architect, so in some respects...it works out that I get to be the top architect at the school and yet, because my interests are in urban design,...he and I can relate on things a little more than he probably could with most of the other architects.

Ellen described her interaction with the faculty in her department as “quite good,” even though she said that she knows they might be friendly to her because she is their boss. She said:

...it is inherently a bit awkward – to what degree one wants to become friends and to what degree I still have to maintain a certain amount of distance because I don’t want them to be revealing confidences that they wouldn’t want their bosses to know about.

She said that she is closer with a few faculty members, including the partner she worked with at UVA. Ellen went on to describe how much more collegial the faculty at Georgia Tech are in comparison to other institutions of higher education in which she has worked. She said:

As I said, it’s a very collegial group. We are not nearly as divided and polarized as so many groups. That actually means we can disagree. It’s not like we all love the same things, but we can disagree without it becoming war. Which, after UVA and MIT, I know what war is like, so we don’t do that.

In reference to her teaching, Ellen said that the previous director did not teach at all, but she feels that it is important to continue giving lectures, otherwise, “you lose them [the lectures].” She described teaching as a way to keep herself current. She also said, “I think it’s also important for me to get to know the students and have at least some contact with them and them with me.”

Secondary Research Question 6: Characteristics that Aid in Current Work

When asked if she would describe herself as a charismatic leader, Ellen said that she is not sure. She said that she thinks that those in leadership positions can begin to think that they are charismatic because of the way that people respond to them. But, she said, "...are they just responding to the title or are they really responding to you? I don't know." Ellen said that she does not consider her style of leadership as focused on interpersonal relationships, but rather, she said that she focuses "more on the issues." She said that she does consider herself to be an effective leader. She said that she is "not the most effective, but...reasonable." Ellen added that if she had to grade herself, she said that she would give herself a "B" in effectiveness.

Secondary Research Question 7: Obstacles in Current Work

Ellen said that she does not feel like she faces any issues in her current work as a result of her gender.

Secondary Research Question 8: Personal Sacrifices in Current Work

The personal sacrifices that Ellen said she believes that she made in order to achieve her level of advancement are "still true as ever" now. Those included sacrificing family time and time to relax. She said that she was so committed to her work that her sacrifices do not "feel" like sacrifices. She said that she does not believe that she makes additional sacrifices because of her current work.

Secondary Research Question 9: Aspirations

Ellen said that she just completed her first five-year term as director. She said that she has accepted a second five-year term, but with one condition, that

she takes one year to complete a book project. This year, she said, she “bought out” the time of several other faculty members in order for others to fill in while she is away. She said that she has been writing and teaching in a guest professorship in Sweden, which allowed her the funds necessary to buy out the studio time for the other faculty. She said that she will return as director for another five years after this year. When asked if she anticipated administrating after her second term is complete, she said, “I have no idea.” She said that she is often asked if she would apply for various dean positions, but she said that she is “not at all convinced” that she wants to be dean. She said:

I think a lot about [it], especially now that I’ve had this year to be a scholar again and to be writing. I may want to just go back to being a faculty member and having summers free to be a scholar. But who knows. Maybe I will be tempted to take a deanship, I don’t know.

Case Nine

Description of the Case

Table 10

Elizabeth Plater-Zyberk

Institution and State	University of Miami, Florida
Department, School, or Program	School of Architecture
Accrediting Body	National Architectural Accrediting Board
Rank	Dean
Education	Master's of Architecture, Yale University
Years in Position	11 years
Ethnicity	Anglo/Polish-American
Religious Affiliation	Roman Catholic
Age	57 years old
Marital Status	Married
Children	None
Primary Caregiver	No

Elizabeth Plater-Zyberk (Lizz) participated in a telephone interview on Monday, February 12, 2007. The interview was audio-recorded and later transcribed by the researcher. Lizz participated from her office and the interview lasted 1 hour and 15 minutes. Lizz has been the dean of the School of Architecture at the University of Miami for 11 years.

Documents that were analyzed along with the interview transcription included Lizz's curriculum vita, which she emailed to the researcher after the interview was completed, and online documents such as Lizz's biographical information from the University of Miami website. The findings from the within-case analysis of Lizz's data are included below.

Secondary Research Question 1: Career Paths

Lizz said that she chose architecture because her father is an architect. She said that she came to think that it was something she would like to do by watching him work. She said, "In particular, I remember the luscious pencil drawings of Pennsylvania farmhouses that he was renovating on his desk. That was kind of appealing." She also remembered being in the midst of "some kind of renovation or construction at the house."

Immediately after she graduated in 1972 with her Bachelor's of Architecture degree from Princeton University in Princeton, New Jersey, Lizz said, she pursued graduate studies at Yale University. She said that she earned her Master's of Architecture degree from Yale University in 1974, and practiced architecture in the field for five years. In 1978, she said, she was offered a visiting professor position at the University of Maryland where she taught for one year. Lizz said that she later took a faculty position at the University of Miami, where she is currently a tenured professor and dean. Lizz spoke of her teaching and practice as intertwined and she said that "the tricky thing is that the practice has to be considered scholarly work."

Lizz spoke of the culture of the architectural firms in which she has worked. She said that she has been in a traditionally male environment for years. She remembered when she first joined the “board at Princeton” and was one of few females. She said, “In the University...there were few women....it’s been that way for many years for many reasons.”

When asked what prepared her best for her current work, Lizz said she believes that her formative education in high school had a positive impact on her. Further, she said that her parents encouraged her to set an example and to use the education that she was privileged to receive. Lizz said that her parents also impelled her to be responsible for the people around her. She went on to credit “the good fortune” that she has had to “see University Presidents up close” and to watch people in academic administration.

Lizz spoke about the “heavy duty mentoring” that has benefited her, although, she said, it is “hard to point to.” She said that despite this mentoring, she oftentimes felt as though she has “been out there alone...not alone, lonely, but...like no one else was really pulling me along.” She spoke about the “allowances” she feels that she has benefited from in her career. She said, “...I am sure Condoleezza Rice feels that way, too. Everybody’s saying well, ‘she wouldn’t be where she is if there weren’t allowances made for a woman and for a Black.’ And I do think those kinds of allowances were around for women with my background.” She said that she believes that the climate is different for females now, but that she is sure she benefited from society’s “need or desire to

help women succeed.” Lizz laughingly said she believes these allowances would compensate for “any neuroses” that she might “bring” with her.

Lizz said that she considers her career now as a “dual career.” She believes that she has “feet in two different worlds.” She talked about why she believes many architects choose to teach to begin with, but then also continue to teach. She said, “...most architects who teach and practice are teaching at first in order to support the practice.” In essence, she said, they are “making a living teaching and building a practice slowly.” She also said that those architects who choose to teach are choosing to build a practice that is based on quality and not quantity, which she compared to “practical, applied research rather than pure research in academic terms.” Lizz said that she applied to teach as a way to make a living while her firm was growing. She said, “It [teaching] was a job.”

She noted that she, like many architects, continue to teach because she benefits from “the stimulation of rethinking things constantly with students.” Lizz said that the student interaction “stimulates the quality of the practice and...the whole process of teaching. She continued, “The course of trying to inspire students to have their own thoughts about things alters your own [thoughts].” She said that practice alone can be “quite deadening” and “often brain damage!” She went on to say that “being in the context of theory can enrich the context of practice,” and that a “real synergy between the two” exists. She said that doing both can be very taxing, but is “fruitful” and worth the time required.

Lizz said that she never aspired to become the dean. She said that the Provost and others at the University of Miami and from other institutions had

suggested that she pursue administration, but that she had always “shied” away from it. She said that the only reason she assumed her role was because she “felt very strongly about this place [the University of Miami]” due to her experiences from her many years as a faculty member there. She said that her assuming the role was her “payback.” She said:

I was beginning to think that maybe it was time to leave the academic world when this opportunity came up....I felt like this was a very special school that had evolved around a group of people who had kind of synergistic interests, or parallel interests, and it felt like it was in danger....[and] that it was worth growing it further....[and] that it was in danger if one of them [including herself] didn't step forward to help keep it going.

Lizz spoke of her colleagues and the fact that many of them had strong commitments to the school, but had also attempted to establish and maintain “solid family lives” as well. She said that because she and her husband did not have children, she felt this position was something she could take on as a way to “serve” the others.

Lizz said that she married her professional partner in 1976. She said that her husband taught architecture in higher education for five years, but stepped out of it just before Lizz stepped in. She said that she has not had any extended interruption in her career other than a six weeks leave for an operation in 1980. Lizz said that she has tried to take sabbaticals twice, but both times was required

to return to school for various reasons. She said, “I’ve never quite gotten away for a full sabbatical!”

Secondary Research Question 2: Characteristics that Aided Advancement

Lizz said that she guesses she must be more ambitious than her peers, but that she does not consider herself to be “terribly ambitious.” She also said that her husband is much more ambitious than she. She said that she believes that she has simply “reached for opportunities when they’ve been visible” and she described herself as a hard worker. She also said that she has a competitive side.

Lizz said that whether or not she is more ambitious than her peers could only be decided after determining “who the role models are...in architectural academia.” She talked about how this has manifested in her work. She discussed an awards show that her husband juried recently. She said:

...he [her husband] was talking about, “Oh the other firms are ahead of us. We were out front, but I was looking at their work and it’s really quite advanced.” And that’s how I often feel when I have the opportunity to see other people at work -- whether it’s in administration or in design.

She said that she often thinks to herself, “Gee, I wish I could do things that well.” Additionally, she said that her husband is often thinking “about being ahead,” whereas she is often thinking of catching up.

When asked if she believed that she was more organized than her peers, Lizz said that she does not think she is. She said that she carries a bigger work load and may spend less time with family than other female architects or architectural educators, but that she is organized “about some things.” She said,

“I have systems set up for some things and not for others. I actually always wish I was more organized. But I am sure some people think I am terribly organized.”

Lizz remembered a professor she assisted at Yale University and the “beaver’s nest of papers” on his desk. She said:

I couldn’t imagine how it all stayed up! One day I asked him, “Aren’t you worried that you are missing something that you should be doing in here?”

And he said, “If it’s important enough, it will come back!” And I think I subconsciously took that under advisement.

She said that she relies heavily on her staff to help her remain organized and to bring “important stuff forward.” She said, “I can’t wade through it myself. So, if they don’t tell me it’s important, I might not know about it.”

Lizz said that she does not consider herself to be more masculine or more feminine than her female peers, but rather, “somewhere in the middle.” When asked to use other words to describe herself, she said that she has been told that she is “non-threatening” and that she keeps her faculty happy. She said, “I know you can do this job and keep them unhappy, and that’s a way of moving things forward. So I think I try to be fair.” She considers her impartiality to be one of her “strong points.” She said that she uses “public process” in her architectural practice, which has helped her develop her collaborative skills.

Lizz stated that she tries to like and respect everyone that she works and interacts with, “...whether its people in the university or the whiniest person in the public hearing, I think I have a great respect for the fact that we can all speak our minds and we’re all trying our hardest to do the best job we can – whatever

position we're in." She said that she respects other people and the efforts they make, regardless of their position. She also said that she is not paranoid and gives people the benefit of the doubt.

Secondary Research Question 3: Past Obstacles

When asked if anyone had ever told her that she would not be successful professionally, Lizz remembered her mother telling her that it was "a really bad idea to study architecture." Lizz said, "She said it was a hard thing for a woman to do." She also remembered her father being "tickled pink," but warning her that "It [architecture] is full of bad...characters,' which I have found to not generally be true." Lizz said that her mother was right; "it has not been and is still not easy for women."

Lizz remembered complaining about a "B" grade in college and being told by her professor that a "B" was "good enough for a girl." Lizz said, however, that she was mostly "unaware about the...disincentives that people were sending my way." She said that she did not understand the discrimination that "might have been happening." She also said that she thinks she benefited from "allowances" made for her. Overall, she said that she was hindered more from her own self-degradation than from something anyone else said to her.

Lizz said that she deals with constant "impediments" and hindrances that "you just keep passing over." She said that, in architecture, "you are always rolling the ball uphill." She said that in the university system, that is less true because there are preset timings and budgets and "you're not flying out there on your own as much as the professionals."

In reference to gender-related obstacles, Lizz said that she believes that her own attitude is “the biggest constant overcoming that’s needed.” She said that she believes that her attitude was instilled in her formative years. Lizz remembered an assignment she completed in high school that began to make her aware of gender bias. She said:

I remember doing a project in high school where we had to put a scrap book together of all the ways that women are demeaned through the media. So...one can be conscious of that, as we were made conscious of that through those projects, I think there’s still tremendous continuation of that. And you know, I think that it works on us in odd ways. I think of it whenever I see a woman wearing spiked heels for an eight-hour or longer day.

Lizz went on to say that she had no role models in college, which meant that she “wasted a lot of time wondering if she was studying the right thing...” She said that she did not know any female architects; “there were one or two out there you might have heard of...I didn’t know any really.” She also said that some of the male architects, particularly those that everyone was “supposed to admire for their architectural work...the heroes...,” were “real creeps” in terms of their “character.” Lizz also remembered having to deal with the “distractions” that her male colleagues did not face, including how to dress and her appearances in general.

Secondary Research Question 4: Past Personal Sacrifices

When she was asked what personal sacrifices she made in order to promote her career, Lizz said that she wonders if she should have had children.

She said:

That was a decision at one point, you know? But life was evolving; our life together was evolving in a way that just didn't make room for it. And I think I did feel like I had a certain kind of urgency or fear of losing the childbearing years.

Lizz said that she has always had a hard time imagining herself as different in the future, and that this difficulty was one reason she did not have children. She said:

I always imagine that everything's always going to be the same as it is now. So I think I thought once...I would have children that I would always be having children, and [would] never be able to get back to or get into what I thought I loved doing.

She said that she does not think that is as much of an issue for females in architecture now, because females are able to make a decision early in life to either have their children younger and then pursue their career ambitions or wait until they are established in their careers to have children. She said, "You see people deciding across the age span."

Secondary Research Question 5: Current Work Responsibilities

In her administrative role at the University of Miami, Lizz said that she supervises 25 full-time faculty and approximately 25 part-time faculty. She said that almost 400 students are enrolled in the school in which she administrates. She

also estimated that she supervises 20 staff. Of the faculty, Lizz estimated that 30% of them are female. Of the students, Lizz estimated that 40% of them are female. She said that the majority of her staff is female. In her professional architectural firm that she runs with her husband, Lizz said that she employs close to 40 people in 3 locations. She said that the majority of those employees in her firm are female. In reference to the number of people she supervises, she laughed and said, “No one gets much supervision!”

Because Lizz is a partner at her architectural firm as well as the dean of the School, she said that she must divide her time between both. She said that she tries to limit the days that she must go back and forth between the two, however, because “that’s too stressful.” She admitted that it does happen occasionally. She said that she usually spends only about one and a half days a week at her architectural firm, but often devotes weekend time to it as well. She said that the evenings are typically reserved for university work, which includes introducing guest lecturers at events on campus and taking them to dinner.

She said that a typical day at the University includes several meetings, which can be related to the faculty, administration, and students in her college, the facilities, the curriculum, the budget, or the administration of the University. She said that she also teaches three credits per year. This semester, Lizz said she is teaching the first three credits of a six credit graduate studio. Lizz said that the first thing to go “to pot” is the paperwork and correspondence. She said that she is “chronically behind on that.”

Lizz said that a typical day at her firm would include spending an entire morning “slogging through some component” of a project, including rewriting a city building code. She said that her afternoons are typically “fragmented as people come to me about two or three different projects we are working on together.” She said she also tries to keep up with correspondence at the firm and spends time planning schedules with her assistant. Lizz said that in between these varied tasks, she is “probably trying to keep things going at the university, too, by phone, fax, or email.”

When conflicts arise among the faculty, Lizz said that she tries to talk about them openly as “differences of opinion” and she invites faculty discussion about the issues. She said, oftentimes, conflicts are personality or value based, but that ultimately they surface as something work-related. She said:

...there are conflicts based on perceived slights...beliefs that someone’s being unfair or working in their own interest rather than working in the interest of the institution.

Lizz also said that it is oftentimes wise to resolve the conflict without making it public knowledge. She said:

There are all sorts of things that you wouldn’t gain by bringing it to the fore. I suppose you would call that the subtext. So I really try to acknowledge differences, but relative to the work of the institution, of the school. And then try to deal with whatever the perceived unfairness or discrepancies are in some way behind the scenes.

She said that the staff have perceptions of each other and are unwilling to work together and come to her for help. She said, "I try to overcome first by saying [that] I'll talk to somebody on their behalf, [to] just show them that it can be done." Then, she said, she tries to move the parties in conflict into more direct communication with one another. Lizz said that "enormous inefficiencies" occur because of miscommunication or lack of communication between the parties in conflict. Lizz said that she tries to be "more nurturing than striving." She also said that other leaders may have the tendency to say, "Suck it up and do your job," but that she tries to be less harsh. She said that she does get "short" with people now and again and she said that she will say to them, "You can't say no to this, you just have to do it."

In her architectural firm, she takes a different approach. She said, "Neither of us [Lizz or her husband] is there to...be the parent mediator...If people don't get along, they just don't stay." She said that at her firm, she tries to let people know that they all have one goal and that they "have to figure out how to get there together."

Lizz has two immediate superiors at the University, the Provost and the President. She said that the Provost is new and younger than she is and that he "says he doesn't know anything about architecture schools." Lizz said he has asked her to tell him about architecture schools, but Lizz said, "I understand that he's my boss." She said that she tries to show him that she is supporting him and "looking for...leadership" from him. She said that a way for her to do that is by

doing exactly what he asks for. She described a strategic planning event wherein the Provost asked all of the deans to present some information. She said:

...he would say, "I'd like to hear about your program in less than five minutes, probably covering these three general points." And I would make sure it was under five minutes and literally make three headlines for what I was presenting. And I was amazed that I was the only one who did that. I am one of two women deans.

Lizz said that she felt it was important to encourage him by following his instructions, especially, as she said, because some of the other administrators are "kind of grumpy [about him]." She said that she is aware of the fact that she does not understand all that the Provost is required to accomplish, and said that she "can't imagine" the work he does. Because of this, she said, she tries to be as "direct and concise" as she can in order to give him "confidence that something's under control" and that "we're trying to move things forward."

Lizz said that she does not have "that much contact" with the President, who is also female. She said that the President "flummoxes" her because she puts up with so much "on a daily basis." Lizz said that she is always concerned that she is wasting the President's time, but that she tries to keep in touch with her about the good news and the bad news. Lizz called her President "a wonderful role model" and described an event when she shared her sentiment with the President. She said, "Once at a fund-raising dinner, I blurted out that I'd finally had my first role model as a woman architect in this new President of the University." Lizz said that she has been pleasantly surprised with how much risk

the President is willing to take in order to advance the University. She said that the President is very different from her predecessor who was always “very cautious and always trying to keep the University out of trouble.” Lizz spoke of a conversation she had with the President that she found impressive. She said:

So, once I asked her, “aren’t you worried?” because she was being very encouraging of initiatives when she first arrived. And I said, “Aren’t you worried that somebody’s going to do something wrong?” I forgot how I put it exactly. And she said, “You know, at any moment in the day there is someone in the University that could get us into trouble. And that’s my job -- to get us out of trouble.” And I thought that was so great, so positive. It was just the complete opposite of what I’d been hearing before then.

Lizz interpreted the President’s comments to mean that “the trouble you can get into by being on the initiative is minor compared to the positive results that are hoped for from the initiative.”

When asked to describe her relationship with the faculty in the School of Architecture, Lizz said that they are “friends.” She thought that may be unique compared to other female administrators in higher education. She said that she and the faculty “grew up together.” She said that even though they are friends, she does have to “prod” them occasionally to get better at “tooting their own horn and getting published.” Lizz described this “prodding” as “the hard part” because, as she said, the faculty do not take her seriously enough. She described her school as “slow” because, she said, the faculty “teach their students to love

their work.” She described a value system to which the faculty there subscribe.

She said:

And there’s a value system that says that it’s more important to do the work well, and to teach well, and to practice, to do beautiful and well-built buildings. It’s a kind of almost craftsman like approach, and they’re not seeking the lime light.

She also said that her faculty are highly principled, very intelligent, and hard working.

Secondary Research Question 6: Characteristics that Aid in Current Work

Lizz said that she does not consider herself a charismatic leader. She said that she is not “the sort of hale and hardy, slap you on the back type.” She said that her college roommate once told her that there were two types of people in life, those that were “whiners” and those that were “backslappers.” Lizz said that she tries not to whine, but is not terribly good at backslapping, either. Lizz also said that, while she does not focus on interpersonal relationships in her leadership, she does respect everyone and what they contribute. She said that her leadership does not involve spending “a lot of time with people about themselves.” She said that she probably does not give enough encouragement and is not a good coach.

Lizz said that she must be somewhat effective as a leader in both the University and her firm, because of the fact that she is doing both of them with some level of success. But, she said, she always thinks of ways she could be more effective. She said that one thing that might increase her effectiveness would be to “really map out very specific goals and schedules.” She also said that she often

feels ineffective because she is torn between her firm and the University. But, she said, she continues to do both because she can “see the benefits of being in both places.”

Secondary Research Question 7: Obstacles in Current Work

Lizz said that she does not believe that she faces any issues in her current work as a result of her gender other than her own internal struggles. She said, “...whatever baggage I carry along in terms of my own self-perceptions or capacities probably continues to be the biggest hindrance.”

Secondary Research Question 8: Personal Sacrifices in Current Work

Lizz said that she does not feel like she makes any personal sacrifices now because of her current work. Although, she said, she wonders if she will have regrets later in life. She said:

I must say I think every once in a while and look back -- you know the famous words, “Nobody looks back and thinks they wish they’d spent more time in their work, but everybody looks back and thinks they wish they’d spent more time with people.” But maybe because I spend so much time with people [at work that] I love and respect, that’s almost like family.

Secondary Research Question 9: Aspirations

When asked about her short-term career aspirations, Lizz said that she has an “impossible one.” That is, she said, to take one year off and then to pick it back up where she left off. She said that she also always hopes to “get more sleep” and “get the paperwork done.” In the long-term, Lizz said that she hopes

to “ensure some sort of productive transition for this position [the deanship], so that it’s not a pendulum swing, a kind of disruptive change, but...continuous...” She said that she wants to ensure that the next dean will not have to respond to any negativity resulting from something Lizz is doing now. She said, similarly, she would also like to prepare for a smooth transition out of ownership of her firm.

Lizz said that she told her superiors and the faculty that when the School completed the construction of their new building, she would go. She said that the construction was completed a year ago, and that now she is “wondering what to do next.” She said that she thinks she can still provide a service to the University through her connections with the architectural world outside of higher education. But, she said, she is worried about staying too long because she said she has seen administrators stay too long and that, “the identity of the place can’t recover.” She said that when she steps down, she would like to “maintain some faculty presence and involvement.”

Case Ten

Description of the Case

Table 11

Lisa Findley

Institution and State	California College of the Arts, California
Department, School, or Program	Department of Architecture
Accrediting Body	National Architectural Accrediting Board
Rank	Interim Chair
Education	Master's of Architecture, University of California, Los Angeles
Years in Position	1.5 years
Ethnicity	White
Religious Affiliation	No formal
Age	52 years old
Marital Status	Remarried
Children	None
Primary Caregiver	No

Lisa Findley participated in a telephone interview on Tuesday, February 13, 2007. The interview was audio-recorded and later transcribed by the researcher. Lisa participated from her office, but moved to the college President's office after only 15 minutes due to a power outage in her office. The interview

lasted 1 hour and 30 minutes. Lisa has been the interim chair of the School of Architectural Studies at the California College of the Arts for over 18 months.

Documents that were analyzed along with the interview data include Lisa's curriculum vita, which she emailed to the researcher after the interview was completed, and online documents such as Lisa's biographical information from the California College of the Arts website. The findings from the within-case analysis of Lisa's data are included below.

Secondary Research Question 1: Career Paths

Lisa said that she did not know that she wanted to be an architect when she went to college. She said that she received a double-major Bachelor's degree in environmental planning and political theory from the University of California at Santa Cruz. After she graduated, she said, she moved to Washington, D.C., where she worked in environmental public policy at the national level, specifically in air quality. She said that she quickly learned that she "did not have the personality for public policy work." She said:

I found it just very frustrating and even sometimes infuriating when I would be sitting in meetings and knew that different people had different pieces of the puzzle, but they weren't sharing it with each other because of the politics of the situation.

She said that she did not enjoy many of the people she met, nor did she like who she was becoming.

At the same time, she said, she had been developing an interest in architecture. Even as an undergraduate student, she said that she remembered

taking and enjoying an architectural history course. She said that she also had a “smattering of exposure” to architecture. She explained that she had worked with an environmental planner who had been an architect before changing careers, and she had worked on an environmental assessment of a new marine laboratory with an architect that had made a positive impression on her. She remembered that architect as “a very lovely, gracious, articulate gentleman. And I thought all architects were like that!” She said that she attended lecture series held by the local American Institute of Architects (AIA) Chapter in Washington, D.C., but at that time, it was still just an interest.

While working in Washington, D.C., Lisa said, she applied to law schools. She said that she took the law school entrance exam, but was in the process of completing the applications when she began to lose interest. She said that she thought to herself, “I don’t really want to do this.” But, she said, she thought perhaps she was just tired from applying, so she completed her application materials and was accepted to several institutions. While Lisa was looking over some of her application material that she had received from the University of California at Berkeley, she said, she noticed the architecture program there. She remembered thinking to herself, “...this sounds so much more fun, and fulfilling, and interesting than staying up all night reading torts.” She said, “I just started doing research and decided to go for it...” So, she said, she applied and was accepted at the University of California at Los Angeles (UCLA).

She remembered arriving at UCLA feeling glad to be back on the west coast after having spent years in Washington, D.C. At the same time, she said, she

also was “terrified, like most three-year Master’s students are.” She said that she was not sure that she would be successful in architecture. She said, “I knew I could be an architectural employee, but I didn’t know if I had the talent or anything for architecture.” She described the first year as “touch and go,” but then connected with several teachers that encouraged her to persevere. She said, “...so I stayed in school and did well and there we go! So it’s kind of a twisted path...it’s not like many men who decide [they want to be architects] when they’re five....”

One of the difficult aspects of graduate school for Lisa was the lack of women teachers. She only had one woman teacher, and she was a visiting faculty member.

Lisa said that the majority of her practical experience, before she began teaching, came when she interned as a graduate student. She said that she completed her internships at a firm that was “the practice arm of the UCLA architecture school.” Because of this, she said, all of the architects who worked there were faculty members. She said she later worked in the private firm of a fellow faculty member, and she finished her “internship points” in order to take the architectural licensing exam. Lisa expressed her desire to get licensed in order to complete the process begun with her education as well as to validate herself in the eyes of the overwhelmingly male profession. She also thought she might open a practice of her own. She said:

...it was really important to me and clear to me that I needed my license in order to have a kind of legitimacy. It wasn’t entirely clear to me at the

time, in the way these things unfold, that...I wouldn't have a practice at some point.

Lisa described the first two firms in which she worked as not “particular female-friendly.” However, she said that she felt prepared to participate in a male-dominated field because of childhood experiences and her study and work in environmental planning. She said:

I think my background in policy from the time I was at the University [of California at Santa Cruz] working in environmental planning and on projects [prepared me]; I was almost always the only woman on teams.

And, as a kid growing up, you know, I always had friends that were boys, so I am relatively comfortable in a male environment.

Lisa also said that, in those firms, she experienced some “joking around” about gender differences, but she would “just have to laugh it off.” She remembered only one time in her career that she felt “sexually harassed;” a male architect was “inappropriate” with her. She described herself as “fortunate” compared to many other female architects in her generation in that she did not have to deal with flirtation and advances from her supervisors and mentors. She also said that she, unlike some other female architects in her generation, found male mentors that helped her a great deal.

Lisa described the architectural practice in which she worked after she began teaching as “great.” She said that the principal architect was “not only a woman, but a lesbian feminist.” Lisa said that she and this woman would “sit and

have coffee in the morning and talk about stuff and it was good for both of us...it was nice to have that support.”

Lisa said that she had never anticipated teaching. She said that she thought she would “go and work in an office.” She said that she “loved working on architecture” and that she had several job offers from firms “floating out there” when she was finishing her Master’s degree. She said that no members of the faculty at UCLA “really talked about the fact that any of us would become teachers,” so it was not something she had considered. Lisa said that she was “recruited to teach...right out of the wood shop.” She told the story of how she was offered her first teaching job at Arizona State University (ASU). She said:

I was working on my thesis and this guy walks in, wearing a gray suit, looking like an architect. And he said, “Are you Lisa Findley?” He was the chair of the Architecture Program at Arizona State University and he was recruiting faculty applicants. He was very new there, and he was working to turn the faculty around.

Before considering the ASU position, Lisa said that she consulted with one of her mentors, who had offered her a job at his firm. She said that he told her to “check it out.” She said:

...he said, “Just go. And if you don’t like it, you can always come back and work for me....” They all knew me better than I did – it was a perfect fit.

Lisa said that, immediately after her graduation, she interviewed at ASU for “36 hours...and flew back with a job offer.” She said that she accepted the position

and traveled that summer before she moved to Phoenix, Arizona, in August. Lisa also said that she was the first woman hired into a tenure-track position in design at ASU, and that, because of this, she “started to develop a spine.”

While Lisa was teaching at ASU, she said that she “started coordinating the third year curriculum.” She said that, even as a faculty member, she took on administrative roles. She said that immediately after she was hired to teach at California College of the Arts (CCA), she began coordinating the third and fourth year curriculum there. Lisa said that she feels like she “worked up to administration,” but also feels that particular childhood experiences prepared her for leadership in education. She shared some of her family history. She said:

...my father was a Presbyterian minister who, at one time, was a President of a small, Presbyterian-run college in Arkansas. And he was a civil rights activist and drank scotch at night <laughs> - that kind of minister. So, [members of] my father’s family, for generations, were preachers and teachers. And [members of] my mom’s side of the family, for generations, were journalists and newspaper people.... We used to call our family the educated poor....My grandfather (my father’s father) was the superintendent of public schools in Des Moines, Iowa. So there’s this administrative gene or something.

However, she said, she does not feel like she had any “specific preparation” for administration. She said that her preparation had more to do with “the fact that I had this demonstration of leadership around me the whole time I was growing

up.” Lisa also said that she has personal characteristics that “...would lead one to choose someone as an administrator.”

Lisa said that, about five years ago, the faculty at CCA decided to launch a Master’s of architecture degree program, and Lisa took on the leadership role for that task. She said that she got it approved, set up the curriculum, admitted the first class, and has been the coordinator of the program since its inception. She called that program her “baby.” She was asked to fill in as interim chairperson of the School of Architectural Studies when the former chair left to take another position. When she agreed to step in, she was told that she would need to fill the interim position for six months. She said,

...at that time, it didn’t make any sense, for six months, to try to hand my work with the Master’s program off to anybody. So we delegated a few other things the chair was doing.... But I agreed for six months essentially to do a job and a half.... Now, that 6 months has turned into 18 months, and I’m really tired!

Lisa said that, although “everyone says I’m good at what I do as chair,” she did not apply for the permanent position. She said that she did, however, apply for the chair position during a previous hiring period, “so there’s a history to this, too!” Lisa said that, at the time of the previous search, she felt “ready for the job.” She said that, in addition to coordinating the third and fourth year of the studio curriculum, she had been “running lecture series and search committees and things like that.” She also said that she had a sense of “where she would

lead” the school if given the opportunity. She said that in 2002, during the last chair search, she put her “name in the hat.” She said:

...being an internal candidate, if you don’t get it, you’ve got to be clear that you’re either going to leave, or you are going to stay and be fine about it. I decided on the latter. So, anyway, if the person who took the job had not taken it, I would’ve ended up as chair, and I was so relieved when he took the job! <Laughs> It was a really interesting lesson for me.

Lisa said that the search committee wanted “somebody with...either a high practice profile or with a Ph.D.” The man that was hired during the previous chair search had both, she said. She said that the chair position is usually an outside-hire, as well. Lisa said that she does not want to become the chair full-time now because “there are a lot of the things I want to be doing, instead, that have to do with writing.”

Lisa said that she is divorced, but has remarried. When asked if she had ever experienced an extended interruption in her career, she spoke of a year that she and her first husband spent in Southeast Asia. She said that, while she anticipated that the year would be a break for her, she wound up teaching and conducting research during that time. She said:

...he [Lisa’s ex-husband] applied for a Fulbright, which he got, and so I took a leave of absence from my position at Arizona State, and we went to Panang, Malaysia, where he was to teach in an art program at the University there.... They also had an architecture school. So, I walked in with my résumé when we arrived and was hired immediately....

Lisa said that her current husband is an architect and was at one time, she said, “an academic,...an associate dean.” She said that, because of his experiences in academia, they “have a lot to talk about” and that he “commiserates” with her. She said that she thinks she is happier as an administrator than he was because he “could do the work, but...he’s not as gregarious as I am.”

Lisa said that she does not have any children. She described a time when she was pregnant with her first husband’s child, but had a miscarriage. Subsequently, she said, she found out that she could not have any children. She described how she coped, “...I sort of rode it out somehow. I am one of those people who hides in my work, so working as much as I did was a good thing.” She said that she had desired to adopt one of the young girls that she connected with during her trip to Malaysia, but her ex-husband was vehemently opposed. Lisa said that her ex-husband wanted to have biological children of his own and that her miscarriage ultimately resulted in the end of her first marriage. Lisa said that she is not one those women for whom children have always been a dream or a central part of their identity, so when it turned out she could not have children, she readjusted and moved on. At this point she is content without children. Lisa said that her current husband advised her regarding rough times in life: “If where you end up, you’re happy with, then you’ve gotta accept where you’ve been as a part of the path to get there.”

Lisa said that she took a year off after her first marriage ended and became a “visiting scholar” at Harvard University. She said, “I was trying to decide if I

wanted to pursue a Ph.D.” She said that she decided not to pursue it, and moved back to the “Bay Area” of California to teach as a full-time visitor at the University of California at Berkeley (UC Berkeley). When that position ended, Lisa said, she worked part-time at UC Berkeley and part-time at CCA until CCA offered her a full-time position.

Secondary Research Question 2: Characteristics that Aided Advancement

Lisa said that she does not consider herself more ambitious than her peers. She said, “I’m not one of those people that has long-term ambitions in the sense of looking five years down the line and saying, “I want to be there.”” She also said that she is not motivated by money or power.

Lisa said that she might appear to be more organized than her peers, but laughed and said that “the disorganization under the neat looking piles is extreme!” She also said that she is typically “a bit more organized,” but in this position she is “just so swamped” that she is “moving from one emergency to another!”

She said that she does not think that she is more masculine or more feminine than her female peers, but rather “in the middle.” She said that she was a “tomboy” when she was growing up; “always playing outside and running around the neighborhood and climbing trees and stuff, and I was never interested in dolls.” She said that she does love to sew and, at one time in her life, designed and sewed her own clothes. She also said that she loves to cook. But, on the other hand, she said, she loves cars and airplanes. She said in terms of leadership

characteristics, she believes she is more feminine because she promotes collaboration “and all of those things that are said to be more female.”

Lisa described herself as reliable, sensible, and good at multi-tasking. She said that she is very collaborative, but does not have a hard time sitting down with someone and confronting them “in a non-confrontory” way. She said that she has a fairly slow temper and is patient, but that she has been told that when she is mad, she is “scary.” She said that she does not yell. She said that she is very interested in “process,” and she tries to “include people and get people invested.” She also said that she has a good sense of humor, “and it can be gallows humor when it needs to be, so that sees me through a lot of things.”

Secondary Research Question 3: Past Obstacles

Lisa recalled a discouraging comment from a professor, who was known to have issues with females, when she was in a studio course on the first day of graduate school at UCLA. She said the professor walked around the room with a list of the names of the students and what they had done in their undergraduate work. She said, “...he walked up to me and said, ‘Oh. Well, why don’t you just leave now and save us all the trouble.’ But at that point in my life, I knew enough to just not talk to him again.”

Lisa also recalled one of her superiors at Arizona State University telling her that she would get tenure only “because she was popular.” Because of the power this person held over Lisa, the comment made her angry. However, it did not cause her to question herself. She remembered thinking that he was a “jerk.” She said that she thought part of the reason he made that comment was gender-

related, but also because he was “very impressed with Ivy League degrees” and Lisa was “a public school kid.”

Lisa said that she does not recall a time when someone did something overtly to attempt to hinder her advancement. She did recall an occurrence of backstabbing by a former colleague of hers at a different institution. She said:

I thought [he] was a colleague. A very talented teacher, a guy I respected a lot, and years later... I am one of those people who believes that the more powerful and capable people I am surrounded with, the better. He, apparently, is one of those people who felt like, if I’m going to win, this person has to lose. So, I became aware later that there were definitely some people working behind the scenes.

Lisa also recalled having to confront a male colleague about sexually harassing some female students. She remembered that particular confrontation as leading to some negative reactions from that male colleague. She said:

I went to his office and just said to him, “Look. Right now it’s just between me, you, and these students. But if you don’t stop, I’m going to the dean, the College, the University, the press.” So, he stopped, but he was my enemy from then on.

Lisa said that she had applied for a position at an institution where a faculty member with whom she had a history participated on the search committee. She recalled learning that he felt so opposed to hiring her that he “started a yelling match during a search committee meeting.” She said that, while that was troubling, she thinks “it’s good to engender passion in people!”

Lisa said, in general, now that she is an administrator and now that times are changing for females in architecture, she does not face many gender issues. She said, “The gender issues were much more intense for me when I was a young faculty member and partly because I was the first woman to teach design at Arizona State.” She said that, while she was a faculty member at Arizona State University, the faculty were “routinely advising any woman interested in architecture to do the interior design program and, if a man wanted to do interior design, he was essentially called a [expletive] and a sissy, and he had to do architecture.” She said that she became the “de facto” advisor to all of the female students, students of color, and students with alternative sexual orientation because she was “the quote only ‘other’ in the school at the time.”

Lisa spoke of only one female professor she had during her studies in architecture. She said:

...I only had one woman teacher in architecture school in a studio, and she was a visitor. So, part of this, I hope, is a generational thing... Though a lot of schools still look very, very male to me in their faculty. But, you know, that shouldn't be the case. By the way, that woman teacher is my best friend in the world now. She happens to live in Australia, but there it is! <Laughs>

Lisa said that she believes much of what she endured was “generational” and that there are only a few females “who survive through everything with an...in-tact sense of what they want to be doing.”

Secondary Research Question 4: Past Personal Sacrifices

Lisa said that she does not feel as though she has had to make many personal sacrifices in order to achieve her position. She spoke of sacrifices from “the flip side” and said that she has chosen a life with her husband, and because of that, she has sacrificed opportunities to advance her career. She said:

...my husband is a partner in a firm here in San Francisco and, in the last couple of years, I've had several either head-hunters or search committees for chairs and deans come to me asking me to apply for the positions.... So, the other side is that my personal life is constraining my choices in that segment of my work. If I were wanting to do that [become a full-time administrator], that makes a narrow field of where I can be.

Lisa also discussed the “push-pull” of being a career woman, but also being a wife. She said:

...though I would never, ever think of my husband as being a sexist, there is this interesting dynamic – if he wanted to move, what would be the expectation? So, anyway, it's interesting. He and I have had some long conversations.... And no fights, really.... At this point, there's not been a position that I felt like I really wanted.

Secondary Research Question 5: Current Work Responsibilities

Lisa said that she supervises about 50 faculty “because it's almost entirely an adjunct faculty.” She said that she has one administrative assistant, who is “fantastic,” but complained that the level of staffing “is just pathetic!” Lisa said that the architecture department has 250 students; 160 in the Bachelor's of

Architecture degree program and 90 in the Master's of Architecture degree program.

Lisa said that CCA, in general, has always been extremely female-friendly. She said that the founding dean of the architecture program “decided, right out of the gate, that he was going to have half women on the faculty.” She said that about 50% of the chairs of the other programs at CCA are female. Lisa also said that the undergraduate dean is female, but everyone else in the upper administration is male. She spoke of the females at CCA, “There is a sense here, I have to say, that women are doing a lot of the hard pulling.”

Of the 50 faculty, Lisa said that about 40% are female. “And that’s in the culture of this place.” Her administrative assistant is a female and Lisa estimated that the student population in the architecture department is 50% female.

Lisa described her relationships with her superiors as friendly and collegial. She said that because CCA is so small, she is on a first name basis with members of the upper administration, including the President. In fact, she said, she moved into the President’s office to complete the interview when her office lost power. Lisa said that CCA is “a complex people-organization” and that, a number of years ago, her department had a chair who “was not terribly good at these internal relationships. It caused some problems for the department as a result of it.”

Lisa described the relationships among the faculty in her department as “incredibly collegial.” She said that she feels “lucky” to have a faculty who get along so well. She said, “I think that part of that is due to the fact that so many

people are adjunct and they are only here because they love to teach.” She laughed as she continued, “Certainly it’s not our high salaries that are keeping them here!”

A typical day, Lisa said, consists of putting out “brushfires” as well as working on long-term tasks and short-term tasks. She also participates in “lots of meetings with the faculty,” and with an architectural executive committee that coordinates the curriculum. She meets with the architectural executive committee bi-weekly, the student council bi-weekly, the undergraduate chairs bi-weekly, and the graduate chairs bi-weekly. Lisa said that, although the students are assigned advisors, many of them will still come to see her for advice. She comes into work with “a set of things” to do everyday, but “I’m light on my feet in terms of what comes across the door, through the phone line, and through email that needs to be attended to.”

Lisa said that she has not had to deal with many faculty conflicts. She does have to sit down with faculty to conduct evaluations and, she does not have a hard time making suggestions to them. She said that conflicts between faculty members and students are more common versus conflicts between faculty, and that she tries to “avoid getting into any kind of formal process.” She first asks the parties involved to communicate with one another. She may ultimately have everyone in her office, where she serves only as mediator. Occasionally, she has to remind the faculty that, in the end, they are the adults in the situation. However, she said, “...it’s not a conflict-ridden place. I feel very fortunate about that.”

Secondary Research Question 6: Characteristics that Aid in Current Work

Lisa does not consider herself to be a charismatic leader in the sense that she “rallies the troops and inspires cheering,” but she said that she is a leader. Lisa described her leadership as “quieter.” She said that, as interim chair, she has only wanted to fix and smooth out some small things so as to prepare the way for the chair that will be hired soon.

Lisa said that she routinely sends out announcements to faculty to try to get them involved in a conference or a publication. She also noted that she challenged some of her faculty to submit a proposal for the Latrobe Prize, a research award granted by the College of Fellows of the American Institute of Architects (AIA). She said that the group was short-listed, but did not get the award. However, she thought that she “wound” them up and encouraged them to apply.

Lisa said that people often described her as friendly. She said that she is “one of those people [who] people meet...and they think that I’m such a nice person that they think I must not be very deep or something.” She spoke of a colleague who had initially thought she was not very bright because of her positive attitude.

Lisa said that she calls upon feminine aspects of leadership because of the way that she understands architectural education. She said, “It’s not like we’re turning out engineers where there’s a set of answers and some people are better at it than others. It’s a whole person kind of education and maybe that’s a feminine view of architectural education, too....” She said that she is also a strategic

thinker and, while she thinks interpersonal relationships are important, she does not get “bogged down” in them. She said:

...sometimes you are asked, in a relationship issue, to do something that would establish a kind of policy or precedent that you don't want in terms of the health of the organization....So, just the kind of strategic thinking required from that point of view.

Lisa said that she also calls upon her background in environmental policy and her interest in law to help her lead. She said that she can “pay attention” at a high level and make a strategic argument. She spoke of a recent occurrence when she did this:

...we had in our last BArch [Bachelor's of Architecture degree] accreditation visit, and to our surprise, we were given a three-year term of accreditation by the NAAB board....I put together a reconsideration request, led the effort to do that, and went with one of my colleagues to the NAAB board meeting to present an appeal - and we won it. And they overturned their decision, and we were given a six-year – the full term.

Lisa said that she does consider herself to be an effective leader “in a particular way.”

Secondary Research Question 7: Obstacles in Current Work

Lisa said that she does not believe that she faces any “significant” issues as a result of her gender in her current work. She said that the only issue she could think of was that, “the students still think that, because you are a woman, you are

their mother.” She said that sometimes faculty members also think that way, “but you just have to remind them that that’s not the case.”

Secondary Research Question 8: Personal Sacrifices in Current Work

Lisa said that she is definitely making some personal sacrifices as interim chair. She said that she had hoped her career, at this point, would involve teaching, writing, and practicing, but that much of that has been temporarily sidetracked in order to administrate. Because her ambition is not to become a dean or a chair, she has had to put the things that would promote her career as a teacher and scholar on hold. For example, she said that she was not able to adequately promote her recent book on architecture in circumstances of intense political and social change that was published just as she stepped into the chair position. She said:

Not being able to follow-up on the momentum created by that [the book] is an issue. So that’s personal in a different way. It’s still about my work life, I guess.... Again, because I’m not a full-time faculty member, my work as a part-time architectural journalist is what I do also to earn money and is part of my identity of who I am.

Secondary Research Question 9: Aspirations

When asked about her short-term aspirations, Lisa laughed and said that she aspires to “survive until June!” She said that she also wants to see the Master’s of Architecture degree program accredited, which is scheduled for next year. She said that she has deferred a sabbatical for over two years in order to see the Master’s degree program through. She is putting an agenda together for her

sabbatical, and one of her top priorities during that time is to decide if she will return to academia. She said:

I'm burned out...I've been teaching now since 1984 -- 23 years. So I've been involved in architectural education and feel like I want to step back and decide, during my sabbatical, if that's something I'm going to continue to be involved in or if I may shift gears. And my thinking, in the broadest terms, is that I might leave architectural education, and that might be to be an architect or, on the other hand, it might be to take my administrative skills to work for a non-profit... I'm thinking very broadly here -- leaving some things open.

Beyond that, she said, she is leaving "space for things to happen in life."

Lisa said that she had some friends who passed away recently from heart attacks and cancer, so she is no longer taking her health or the health of her husband for granted. She said that she is an avid traveler, and that whatever comes next for her in her life would have to involve travel and architectural journalism.

Lisa has been privately offered an upper administrative position, but she turned it down. She said, "I'm not interested in administration for its own sake." She became a teacher because she loves architecture and, "administration (especially when you're not engaged in teaching) is another step back from it." At that point, she said, everything becomes "too abstract" for her. She said, "If things get too abstract, I kind of lose interest in them. I want a larger purpose that I can see....It's not just keeping the ship running. That in and of itself isn't very interesting to me. It's where the ship's going."

Cross-case Analysis

The themes resulting from a cross-case analysis of the data (interviews, documents, and observations) for all the cases are detailed. Similar to the presentation of the within-case analyses findings, the cross-case analysis findings are organized and presented by the secondary research questions using the headings identified in Table 1. Tables summarizing each woman’s response to each interview question are included. The women and their information are ordered chronologically in the order in which they were interviewed. Table 12 includes a list of the women and their current titles and current institutions.

Table 12

Cross-case Analysis: Current Titles and Institutions

Case	Title	Institution
Crystal Weaver	Dean	Savannah College of Art and Design
Geraldine Forbes Isais	Director	University of New Mexico
Martha Kohen	Director	University of Florida
Wendy McClure	Director	University of Idaho
Christine Theodoropoulos	Department Head	University of Oregon
Judith Sheine	Chair	California Polytechnic State University, Pomona
Michaele Pride	Director	University of Cincinnati
Ellen Dunham-Jones	Director	Georgia Institute of Technology
Elizabeth Plater-Zyberk	Dean	University of Miami
Lisa Findley	Interim Chair	California College of the Arts

Secondary Research Question 1: Career Paths

Choosing Architecture

Early childhood experiences with and exposure to architecture was the theme that emerged from the analysis of the interview data regarding why each woman chose a career in architecture. Six of the 10 women had early childhood experiences that sparked their interest in an architectural career or caused them to choose architecture as a profession before or during college. Table 13 includes a list of the women and their reasons for choosing careers in architecture.

Table 13

Career Paths: Choosing Architecture

Case	Why architecture
Crystal Weaver	N/A
Geraldine Forbes Isais	Late; developed love for built environment
Martha Kohen	From Uruguay where architecture is accepted for women
Wendy McClure	Early; family of architects; early construction experiences
Christine Theodoropoulos	Early; father was engineer; thought she would enjoy it
Judith Sheine	Early; father was engineer; toured famous architectural sites as child
Michaele Pride	Early; father was architect
Ellen Dunham-Jones	Early; good at math, liked art
Elizabeth Plater-Zyberk	Early; father was architect; early construction experiences
Lisa Findley	Late; developed interest in architecture through experiences with architects

Education

Prestige is the theme that emerged from the analysis of the women's discussions of the institutions of higher education that they attended. Most of the 10 women attended institutions of higher education that are considered prestigious in the United States. Six of the 10 women attended private, Ivy League institutions of higher education for at least one of their two degrees. Four of the six women who attended Ivy League schools did so for both of their degrees. Three of the 10 women attended public institutions for all of their degrees. All 10 of the women interviewed hold Bachelor's and Master's degrees; only one holds a doctorate. Nine of the 10 women earned a Master's of Architecture. The one woman who did not, holds Bachelor's, Master's, and Ph.D. degrees in interior design. Table 14 includes a list of the women, the degrees they earned, and institutions from which they graduated.

Table 14

Cross-case Analysis: Education

Case	Degrees/institutions
Crystal Weaver	BS: Morehead State University, Kentucky MS and Ph.D.: University of Tennessee
Geraldine Forbes Isais	BA: California State University, Fullerton M.Arch.: California Polytechnic Institute, Pomona
Martha Kohen	B.Arch.: Universidad de la Republica, Uruguay M.Arch.: Cambridge University, Cambridge, England
Wendy McClure	AB: Princeton University, New Jersey M.Arch.: Princeton University, New Jersey
Christine Theodoropoulos	B.Arch.: Princeton University, New Jersey M.Arch.: Yale University, Connecticut
Judith Sheine	BA: University of California, Santa Cruz M.Arch.: University of California, Los Angeles
Michaele Pride	BA: University of Pennsylvania M.Arch.: University of Washington
Ellen Dunham-Jones	AB: Brown University, Rhode Island M.Arch.: Princeton University, New Jersey
Elizabeth Plater-Zyberk	BS: Princeton University, New Jersey M.Arch.: Yale University, Connecticut
Lisa Findley	B.Arch.: Arizona State University M.Arch.: Harvard University, Massachusetts

Practical Experience before Academic Positions

The pervasive theme regarding the women’s practical experience before returning to academia is that the women are entrepreneurs. The majority of the women not only worked in design and architectural firms in their careers, but also owned their own practices. Eight of the 10 women currently own or owned architectural firms. The length of time the women practiced before accepting academic appointments varies. Three of the 10 women only practiced in conjunction with teaching. Table 15 includes a list of the women along with brief descriptions of their practical experiences.

Table 15

Cross-case Analysis: Practical Experience before Academic Positions

Case	Practical experience before academic position
Crystal Weaver	Design firms, own practice
Geraldine Forbes Isais	Architectural firms, own practice
Martha Kohen	Architectural firms, own practice
Wendy McClure	Architectural firms, own practice
Christine Theodoropoulos	Architectural firms
Judith Sheine	Architectural firms, own practice
Michaele Pride	Architectural firms, own practice
Ellen Dunham-Jones	Architectural firms, own practice
Elizabeth Plater-Zyberk	Architectural firms, own practice
Lisa Findley	Architectural firms, consulting firms

Organizational Culture in Practices

Although half of the women indicated that they worked in firms where they battled gender-related issues, the pervasive theme that emerged from the women’s discussions regarding the organizational culture of the firms in which they worked is that the women were professionally developed in firms at some point in their careers.

Seven of the 10 women said that at some point during their careers, they worked at a firm that instituted an organizational culture that valued the professional development of women. These firms either promoted women, collaboration, or mentoring (or a combination of those). Of those seven women, three of them expressed that the firms in which they experienced this were small. Three of the 10 women said that they never worked in a firm that instituted an organizational culture that valued their professional development.

Five of the women remembered firms in which they worked where they were not valued or developed professionally in large part because of their gender.

Table 16 includes a list of the women and brief descriptions of the types of firms in which the women experienced professional development or a female-friendly culture, as well as the firms in which they experienced gender-related issues.

Table 16

Cross-case Analysis: Organizational Culture in Practices

Case	Organizational culture in practices
Crystal Weaver	Own firm; none
Geraldine Forbes Isais	N/A; N/A
Martha Kohen	Own firm; none
Wendy McClure	Small architectural firm; engineering firm
Christine Theodoropoulos	Structural engineering firm; none
Judith Sheine	Small architectural firm; large architectural firm
Michaele Pride	Architectural firm: three women (including one black) principals; architectural firm: led by men
Ellen Dunham-Jones	None; interiors firm and architectural firm
Elizabeth Plater-Zyberk	None; none specifically
Lisa Findley	Small architectural firm: principal was lesbian feminist; two architectural firms

Preparation for Administration

The women's responses regarding what best prepared them for their work in administration varied. The theme that emerged from the women's discussions regarding their preparation for administration reveals that they were prepared both by aspects within and outside of their own control. Four of the 10 women said childhood experiences helped prepare them for administration in higher education; the childhood experiences discussed were serendipitous events. Three

of the 10 women said that the combination of all of their teaching and professional experiences helped prepare them for administration in higher education. Table 17 includes a list of the women along with brief descriptions of what prepared the women best for their current work.

Table 17

Cross-case Analysis: Preparation for Administration

Case	Preparation for administration
Crystal Weaver	Childhood experiences and life experiences
Geraldine Forbes Isais	Childhood experiences
Martha Kohen	Extensive practice and being a mother
Wendy McClure	Both practice and teaching
Christine Theodoropoulos	Teaching large enrollment courses
Judith Sheine	Both practice and teaching
Michaele Pride	All education and professional experiences
Ellen Dunham-Jones	Neither education nor professional experience; natural ability
Elizabeth Plater-Zyberk	Formative education in high school and parents
Lisa Findley	Childhood experiences and personal characteristics

Choosing Higher Education

The theme that emerged from the women’s discussions regarding why they chose careers in higher education is their desire to teach or be a part of academia. Six of the 10 women indicated that they wanted to teach for various reasons, or wanted a career in higher education. Two of the 10 women had a mentor or professor in college suggest that they consider teaching. Two of the 10

women said that they have always been in academia; they do not recall ever making a decision to stay in it. Table 18 includes a list of the women along with the reasons the women gave for choosing a career in higher education.

Table 18

Cross-case Analysis: Choosing Higher Education

Case	Choosing higher education
Crystal Weaver	Always been in higher education; Wanted to do it differently than own experiences
Geraldine Forbes Isais	Biorhythms were set; Loves higher education
Martha Kohen	Always been in higher education
Wendy McClure	Always wanted to teach; enjoys writing
Christine Theodoropoulos	Professor encouraged her
Judith Sheine	Always wanted to teach; family members were teachers
Michaele Pride	Wanted to do it differently than own experiences
Ellen Dunham-Jones	Wanted to do it differently than own experiences
Elizabeth Plater-Zyberk	Began teaching to support practice; continues to teach to enhance practice
Lisa Findley	Mentors encouraged her

Choosing Administration

Regarding why the women chose to step into their current administrative positions, the pervasive theme that emerged is that other people asked or voted for these women to take on the administrative duties. Four of the 10 women were offered the opportunity to fill their current positions by superiors or others in positions of authority in the institutions. Three of the 10 women were appointed

by their own peers. Table 19 includes a list of the women along with the reasons they gave for choosing administration.

Table 19

Cross-case Analysis: Choosing Administration

Case	Choosing administration
Crystal Weaver	Offered opportunity
Geraldine Forbes Isais	Wanted the challenge
Martha Kohen	Thought she would enjoy it; Offered opportunity
Wendy McClure	Faculty voted her in
Christine Theodoropoulos	Faculty voted her in
Judith Sheine	Faculty voted her in
Michaele Pride	Thought she would excel at it; Offered opportunity
Ellen Dunham-Jones	Felt her line of research would be appreciated there; Asked to apply by faculty at current institution
Elizabeth Plater-Zyberk	Wanted to serve her faculty; Program was in danger
Lisa Findley	Asked to fill in because of work with Master's program

Hiring Mechanism

Regarding the hiring mechanism of the 10 women, the theme that emerged is that the women were recruited or drafted to fill their current positions. The majority of the women were hired from within their institutions' faculty ranks. Only one of the 10 participants was an interim administrator. Six, including the interim administrator, were hired from within the ranks of the faculty at the institution they are serving as administrators. Of those six, five were voted into their current position by their faculty. The remaining four of the 10 women were

hired through an external search. Of those hired externally, three were contacted personally and asked to apply for their positions. Table 20 includes a list of the women and statements regarding whether the women were hired through an internal or external hiring mechanism.

Table 20

Cross-case Analysis: Hiring Mechanism

Case	External/internal hire
Crystal Weaver	Internal; president asked her to assume role
Geraldine Forbes Isais	External
Martha Kohen	External
Wendy McClure	Internal; faculty voted her in
Christine Theodoropoulos	Internal; faculty voted her in
Judith Sheine	Internal; faculty voted her in
Michaele Pride	External; asked to apply by former director
Ellen Dunham-Jones	External; asked to apply by faculty at current institution
Elizabeth Plater-Zyberk	Internal; faculty voted her in
Lisa Findley	Internal; faculty and superiors asked that she step in

Time in Position

The theme that emerged from the women’s discussions regarding the amount of time they were in their current position is that most of them have held their position for less than five years. The average time these women held their positions is approximately four and one half years. The longest time spent in the current position is 11 years and the shortest is 1.5 years. Four were in their positions between 3 and 4 years. Only three of the 10 were in their positions for more than 5 years; one for 11 years and two for 7 years. Table 21 includes a list of the women and the lengths of time the women held their current positions.

Table 21

Cross-case Analysis: Time in Position

Case	Time in position
Crystal Weaver	7 years
Geraldine Forbes Isais	2 years
Martha Kohen	3.5 years
Wendy McClure	3 years
Christine Theodoropoulos	3.5 years
Judith Sheine	4.5 years
Michaele Pride	3.5 years
Ellen Dunham-Jones	7 years
Elizabeth Plater-Zyberk	11 years
Lisa Findley	1.5 years

First Female in Position

The theme that emerged from the women’s discussions regarding other females who hold their same positions at their institutions is that, for most of the women, the presence or lack of other women in their positions was and is a non-issue. Seven of the 10 women were the first females to hold their positions at their institutions, and most of them indicated that their being the first was not a problem. Three of the women were only the second female to hold the position full-time; however, two of the three indicated that the women who held their positions before them divided their departments or schools. Table 22 includes a list of the women and statements regarding whether the women were the first females to fill their current positions.

Table 22

Cross-case Analysis: First Female in Position

Case	First female in position
Crystal Weaver	Yes; only one other dean (male) in school's history
Geraldine Forbes Isais	No
Martha Kohen	Yes
Wendy McClure	Yes
Christine Theodoropoulos	Yes
Judith Sheine	No; but divided faculty
Michaele Pride	Yes; and first Black
Ellen Dunham-Jones	No; but previous woman scarred department
Elizabeth Plater-Zyberk	Yes
Lisa Findley	Yes

Career Interruptions

The pervasive theme regarding the women's career interruptions is that the women that experienced interruptions in their careers did so for familial responsibilities, but felt as though their careers did not suffer because of the interruptions. Five of the 10 women said that they experienced at least one extended interruption in their academic careers. Five of the 10 women said that they never experienced any interruption in their careers. Table 23 includes a list of the women along with statements regarding whether the women experienced interruptions in their careers.

Table 23

Cross-case Analysis: Career Interruptions

Case	Interruptions
Crystal Weaver	No; rarely even takes vacations
Geraldine Forbes Isais	Yes; left academic position for sick child, damaged career for a short time
Martha Kohen	Yes; for childbirth, did not damage career at all
Wendy McClure	No
Christine Theodoropoulos	Yes; for childbirth, did not damage career; for ex-husband's career, took several years to get back on track
Judith Sheine	No; workaholic
Michaele Pride	Yes; self-imposed, did not damage career
Ellen Dunham-Jones	No; non-stop work
Elizabeth Plater-Zyberk	No
Lisa Findley	Yes; moved overseas with husband, did not damage career

Aspired to Position

While the majority of the women indicated that they aspired to administration, none of them said that they were actively seeking administrative positions. The theme that emerged from the women's discussions regarding their aspirations to their current positions is that they were not ambitiously seeking administrative positions. Six of the 10 women said that they aspired to become administrators before they were given the opportunity, but they all spoke of their aspirations as having been much earlier in their careers or something they considered in passing. Four of the 10 women said that they never aspired to become administrators. Table 24 includes a list of the women along with statements regarding whether the women aspired to their current positions.

Table 24

Cross-case Analysis: Aspired to Position

Case	Aspired to position
Crystal Weaver	No; always hated administrators
Geraldine Forbes Isais	Yes; wanted the challenge
Martha Kohen	Yes; thought she would enjoy it
Wendy McClure	Yes; toyed with idea, would only do it with faculty support
Christine Theodoropoulos	Yes; not anticipated, but interested her
Judith Sheine	Yes; in back of mind
Michaele Pride	No; never aspired to academia in general
Ellen Dunham-Jones	No; took position for location and reputation of school
Elizabeth Plater-Zyberk	No; others always suggested it, but she shied away from it
Lisa Findley	Yes; in the past, now does not want it in academia

Marital Status

The theme that emerged from the women's discussions about their romantic relationships is that their relationships are important to them. Only one of the women indicated that she was not in a romantic relationship. Most of the women are married or in a long-term romantic relationship. Seven of the 10 women are married. Of the 10 women, four of them are married to their first husband. All four of those that are in their first marriage have been married for over 20 years. Three of the 10 women are divorced, but remarried. Of those three, one has been married to her second husband for 15 years, one has been married to her second husband for seven years, and one was recently remarried. Table 25 includes a list of the women along with brief descriptions of each woman's marital status.

Table 25

Cross-case Analysis: Marital Status

Case	Marital status
Crystal Weaver	Single, never married
Geraldine Forbes Isais	Divorced, life partner
Martha Kohen	Married
Wendy McClure	Married
Christine Theodoropoulos	Divorced, remarried
Judith Sheine	Single, never married, life partner
Michaele Pride	Divorced, remarried
Ellen Dunham-Jones	Married
Elizabeth Plater-Zyberk	Married
Lisa Findley	Divorced, remarried

Children

No clear theme emerged from the women's discussions regarding whether or not they have children. Half of the women have children. Four of the five women who have children have biological children. Of those four, one woman has three adult children and four grandchildren. Two of the women have children with special needs. One woman has an adopted child. Of the 10 women, five do not have any children. Four of those five chose not to have children; one of the five is physically unable to have biological children, and chose not to adopt. One of those five considers her students her children. Table 26 includes a list of the women and statements regarding whether the women have children.

Table 26

Cross-case Analysis: Children

Case	Children
Crystal Weaver	No, personal choice
Geraldine Forbes Isais	One, adopted, 14
Martha Kohen	Three, biological, grown
Wendy McClure	One, biological, 17
Christine Theodoropoulos	Two, biological, 12 and 14
Judith Sheine	No, personal choice
Michaele Pride	One, biological, 15
Ellen Dunham-Jones	No, personal choice
Elizabeth Plater-Zyberk	No, personal choice
Lisa Findley	No, physically unable, chose not to adopt

Primary Caregiver

The theme that emerged from the women’s discussions regarding whether or not they provide care for any loved one other than their immediately family is that they relocated for their current positions, inhibiting their ability to care for an aging or otherwise dependent loved one. The result of the relocation is that either the women administrators cannot care for an aging parent or the parent relocated in order to be cared for. Eight of the 10 women indicated that they were not primary caregivers for any aging or otherwise dependent loved one. Table 27 includes a list of the women and statements regarding whether the women are primary caregivers.

Table 27

Cross-case Analysis: Primary Caregiver

Case	Primary caregiver
Crystal Weaver	No
Geraldine Forbes Isais	No
Martha Kohen	No
Wendy McClure	Yes, not primary, aging loved one relocated
Christine Theodoropoulos	No
Judith Sheine	No
Michaele Pride	No
Ellen Dunham-Jones	No
Elizabeth Plater-Zyberk	Yes
Lisa Findley	No

Religious Affiliation

The theme that emerged from the women's discussions regarding their religious affiliations is that the women exhibit no religious commitment or little religious commitment. Most of the women said that they do not regularly participate in religious activities. Eight of the 10 women said that they have no formal religious affiliation. Table 28 includes a list of the women along with brief statements regarding their religious affiliations.

Table 28

Cross-case Analysis: Religious Affiliation

Case	Religion
Crystal Weaver	Christian, no formal
Geraldine Forbes Isais	Catholic, not practicing
Martha Kohen	Traditional, no formal
Wendy McClure	None
Christine Theodoropoulos	None
Judith Sheine	None
Michaele Pride	None
Ellen Dunham-Jones	Atheist
Elizabeth Plater-Zyberk	Roman Catholic
Lisa Findley	None

Ethnicity

The majority of the women are White. Six of the 10 women reported that they are White. One of those six also indicated that she is Jewish. One of the 10 reported that she is Black. One of the 10 reported that she is of European decent. One of the 10 reported that she is Hispanic. One of the 10 reported that she is Latin American. Table 29 includes a list of the women along with their reported ethnicity.

Table 29

Cross-case Analysis: Ethnicity

Case	Ethnicity
Crystal Weaver	White
Geraldine Forbes Isais	Hispanic
Martha Kohen	Latin American
Wendy McClure	White
Christine Theodoropoulos	European decent
Judith Sheine	White, Jewish
Michaele Pride	Black
Ellen Dunham-Jones	White
Elizabeth Plater-Zyberk	White
Lisa Findley	White

Age

The average age of the women is approximately 52 years old. The youngest of the administrators is 48. The oldest of the administrators is 59. Because the women in this study are around the same age, many of their experiences are similar regarding their entry into the profession. Table 30 includes a list of the women along with their ages.

Table 30

Cross-case Analysis: Age

Case	Age
Crystal Weaver	50
Geraldine Forbes Isais	50
Martha Kohen	59
Wendy McClure	54
Christine Theodoropoulos	49
Judith Sheine	52
Michaele Pride	50
Ellen Dunham-Jones	48
Elizabeth Plater-Zyberk	57
Lisa Findley	52

Secondary Research Question 2: Characteristics that Aided Advancement

More Ambitious

While most of the women indicated that they are more ambitious than their peers, who include male and female architects, male and female architectural faculty, and male and female administrators, the theme that emerged from the women’s discussions is that they do not perceive themselves as incredibly ambitious. Many of the women who indicated that they are more ambitious were hesitant to say so. Six of the 10 women said that they believe they are more ambitious than their peers. Four of the 10 women said that they did not believe they are more ambitious than their peers. Table 31 includes a list of the women along with a brief statement regarding whether the women considered themselves more ambitious than their peers.

Table 31

Cross-case Analysis: More Ambitious

Case	More ambitious
Crystal Weaver	Yes
Geraldine Forbes Isais	No; most architects are very ambitious
Martha Kohen	Yes
Wendy McClure	Yes
Christine Theodoropoulos	No; in the medium area
Judith Sheine	Yes
Michaele Pride	No
Ellen Dunham-Jones	Somewhat
Elizabeth Plater-Zyberk	Must be
Lisa Findley	Not particularly

More Organized

The pervasive theme regarding the women’s self-perceived organization skills in comparison to their peers is that perceived organization (at least about some things) is important to them. While five of the 10 women said that they believe they are more organized than their peers, three others indicated that they are occasionally or appear to be organized to others. Only two women indicated that they were not more organized than their peers, and one of those two blamed a shortage of administrative assistance for her lack of organization. Table 32 includes a list of the women along with their responses to the interview question regarding their organization skills.

Table 32

Cross-case Analysis: More Organized

Case	More organized
Crystal Weaver	Yes; never misses deadline
Geraldine Forbes Isais	Yes; never misses deadline
Martha Kohen	No; lacks administrative help
Wendy McClure	No
Christine Theodoropoulos	Yes
Judith Sheine	Yes
Michaele Pride	Sometimes
Ellen Dunham-Jones	Yes
Elizabeth Plater-Zyberk	About some things
Lisa Findley	No; but may appear to be

More Masculine or Feminine

The pervasive theme that emerged from the women's discussions regarding their masculinity and femininity is that the women do not go out of their way to appear to be either more masculine or more feminine than their female peers. Seven of the 10 women said that they were neither more masculine nor more feminine than their female peers. Two of the 10 women did not answer the question. Only one of the women indicated that she makes an effort to appear feminine, but indicated that her heritage plays a large role in her decision to do so. Table 33 includes a list of the women along with their responses to whether they perceive themselves as more masculine or more feminine than their female peers.

Table 33

Cross-case Analysis: More Masculine or Feminine

Case	More masculine or feminine
Crystal Weaver	N/A
Geraldine Forbes Isais	N/A
Martha Kohen	Yes, more feminine; Latino women are more feminine
Wendy McClure	In the middle
Christine Theodoropoulos	In the middle
Judith Sheine	In the middle
Michaele Pride	No
Ellen Dunham-Jones	No; fits the stereotype
Elizabeth Plater-Zyberk	In the middle
Lisa Findley	In the middle

Secondary Research Question 3: Past Obstacles

Discouraged

The theme that emerged from the 10 women’s discussions regarding discouragement they may have faced is that the women were discouraged by people who were in authoritative positions over the women at the time of the discouragement. Most of the women were discouraged to pursue careers in architecture or leadership within architectural administration by others early in their careers. Seven of the 10 women indicated that others discouraged them professionally. Six of those seven were discouraged by others in authority and three of those seven were discouraged on two occasions. Three of the 10 women said that they were not discouraged from pursuing a career in architecture or leadership within architectural administration. Table 34 includes a list of the women along with a brief statement regarding whether they were discouraged.

Table 34

Cross-case Analysis: Discouraged

Case	Discouraged by someone
Crystal Weaver	Yes; high school guidance counselor
Geraldine Forbes Isais	Yes; former superior
Martha Kohen	No
Wendy McClure	Yes; family members, former employer
Christine Theodoropoulos	No
Judith Sheine	Yes; studio professor, former colleagues
Michaele Pride	No
Ellen Dunham-Jones	Yes; high school guidance counselor
Elizabeth Plater-Zyberk	Yes; self
Lisa Findley	Yes; studio professor, former superior

Faced Pernicious Behavior

The theme that emerged from the women’s discussions regarding the pernicious behavior they faced is that the women expected this type of behavior. All but one of the women indicated that they were the targets of academic backstabbing and pernicious behavior originating from various people. Most of the women who indicated this also indicated that this behavior was inevitable because of the prevalent gender-related issues or the academic undercurrents of competition. Additionally, three of the nine women who said they were the target of such behavior said that they experienced it on more than one occasion. Four of the nine women said that they experienced it only one time each. Table 35 includes a list of the women along with a brief statement regarding the pernicious behavior they encountered.

Table 35

Cross-case Analysis: Faced Pernicious Behavior

Case	Faced pernicious behavior
Crystal Weaver	Yes
Geraldine Forbes Isais	Maybe; academia has ongoing undercurrent
Martha Kohen	Yes; former superior
Wendy McClure	Yes; former superior, ongoing
Christine Theodoropoulos	Yes
Judith Sheine	Yes; former colleagues
Michaele Pride	Yes; studio professor, former employer
Ellen Dunham-Jones	Yes; studio professor, former tenure committee
Elizabeth Plater-Zyberk	Yes; ongoing
Lisa Findley	Yes; former colleague

Secondary Research Question 4: Past Personal Sacrifices

Past Personal Sacrifices

The pervasive theme that emerged from the 10 women administrator’s discussions of the personal sacrifices that they made in order to achieve their current positions is that they sacrificed time with family for their careers. Seven of the 10 women indicated that they felt they made personal sacrifices in order to achieve professional advancement. Six of those seven discussed a sacrifice pertaining to family. Three of the 10 women said that they do not feel they made any personal sacrifices in order to advance their careers. Table 36 includes a list of the women along with brief statements regarding the women’s personal sacrifices.

Table 36

Cross-case Analysis: Past Personal Sacrifices

Case	Past personal sacrifices
Crystal Weaver	Yes
Geraldine Forbes Isais	Yes; family lives in other state
Martha Kohen	Yes; extended family lives in other country
Wendy McClure	Yes; stressful and hard on marriage
Christine Theodoropoulos	Yes; reduced time for self and family
Judith Sheine	No
Michaele Pride	Yes; had to leave son in other state
Ellen Dunham-Jones	No
Elizabeth Plater-Zyberk	Yes; did not have children
Lisa Findley	No

Secondary Research Question 5: Current Work Responsibilities

Titles

The title that described the largest group of the women interviewed was director of an architecture program or school; four of the 10 women were directors. Three of the 10 women were chairs of an architecture department. Table 37 includes a list of the women and their current titles.

Table 37

Cross-case Analysis: Titles

Case	Title
Crystal Weaver	Dean
Geraldine Forbes Isais	Director
Martha Kohen	Director
Wendy McClure	Director
Christine Theodoropoulos	Department Head
Judith Sheine	Chair
Michaele Pride	Director
Ellen Dunham-Jones	Director
Elizabeth Plater-Zyberk	Dean
Lisa Findley	Interim Chair

Faculty Supervised

The average number of faculty supervised by the 10 women administrators is approximately 46. The fewest number of faculty supervised by one of the 10 women is 19. The largest number of faculty supervised by one of the 10 women is approximately 80. Table 38 includes a list of the women along with the number of faculty each woman supervises.

Table 38

Cross-case Analysis: Faculty Supervised

Case	Faculty
Crystal Weaver	75
Geraldine Forbes Isais	30
Martha Kohen	40
Wendy McClure	19
Christine Theodoropoulos	80
Judith Sheine	32
Michaele Pride	30
Ellen Dunham-Jones	56
Elizabeth Plater-Zyberk	50
Lisa Findley	50

Female Faculty Supervised

The average percent of female faculty supervised by the 10 women is 29.5%. The lowest percent of female faculty supervised is 20%; three of the 10 women said that approximately 20% of the faculty they supervise is female. The highest percent of female faculty supervised is 45%; one of the 10 women said that approximately 45% of the faculty she supervises is female. Of the three women with the highest percentages of female faculty supervised, two women indicated that their institutions actively sought to promote gender balance at many levels of the institutions, including faculty ranks and administration. Table 39

includes a list of the women along with the percentages of female faculty each woman estimated she supervises.

Table 39

Cross-case Analysis: Female Faculty Supervised

Case	Percent females
Crystal Weaver	45
Geraldine Forbes Isais	30
Martha Kohen	20
Wendy McClure	20
Christine Theodoropoulos	40
Judith Sheine	20
Michaele Pride	25
Ellen Dunham-Jones	25
Elizabeth Plater-Zyberk	30
Lisa Findley	40

Typical Day

The pervasive theme regarding the women's typical day is that a typical day of work included several meetings. Seven of the 10 women discussed meetings of all sorts that they attend on a regular basis. Of those seven, three also mentioned that they taught regularly. Table 40 includes a list of the women along with brief statements regarding how each woman spends a typical day.

Table 40

Cross-case Analysis: Typical Day

Case	Typical day
Crystal Weaver	Meetings; checks with faculty
Geraldine Forbes Isais	Meets with faculty; short-term tasks
Martha Kohen	Meetings
Wendy McClure	Puts out big and small fires
Christine Theodoropoulos	Meetings; reporting
Judith Sheine	Meetings; paperwork; teaching
Michaele Pride	No typical day
Ellen Dunham-Jones	Email; meetings; deals with bureaucracy
Elizabeth Plater-Zyberk	Meetings; teaching
Lisa Findley	Puts out fires all day

Conflict Resolution

The theme that emerged from the women's discussions regarding the women's styles of handling conflict resolution is that the women prefer to act as mediators, but only when their intervention is absolutely required. Eight of the 10 women spoke of acting in this capacity when conflicts arise. Five of the 10 women specifically spoke of trying to allow the faculty or students time to work out their problems on their own. If those parties at conflict are unable to work out their problems on their own, each of those five women expressed a different way to handle the conflict. Three of the 10 women do not first attempt to have the parties in conflict work out the problem on their own. These three women have different strategies for conflict resolution. Table 41 includes a list of the women along with brief discussions regarding how each woman resolves conflicts.

Table 41

Cross-case Analysis: Conflict Resolution

Case	Conflict resolution
Crystal Weaver	Meets with parties separately; Has them write things down
Geraldine Forbes Isais	Lets parties work it out; Intervenes when necessary
Martha Kohen	Has parties; caters faculty meetings
Wendy McClure	Varies; handles each conflict differently
Christine Theodoropoulos	Meets with parties separately; Lets parties work it out
Judith Sheine	Meets with parties; resolves it quickly
Michaele Pride	Avoids them if possible; lets parties work it out; facilitates communication
Ellen Dunham-Jones	No conflicts to speak of
Elizabeth Plater-Zyberk	Lets parties work it out; mediates communication
Lisa Findley	Very few conflicts; lets parties work it out; informal mediator when required

Relationship with Superior

The pervasive theme that emerged from the 10 women administrator's discussions about their relationships with their superiors is that the women perceive their superiors as supportive. Nine of the 10 women said that they had good relationships with their superiors. Only one of the 10 women described her relationship with her superior as negative; she said that her relationship was distant and that the university structure was too hierarchical for her to gain access to her superior. Table 42 includes a list of the women along with brief statements regarding each woman's relationship with her superior.

Table 42

Cross-case Analysis: Relationship with Superior

Case	Relationship with boss
Crystal Weaver	Good; supportive boss
Geraldine Forbes Isais	Pretty good
Martha Kohen	Better than with former boss
Wendy McClure	Distant; too hierarchical
Christine Theodoropoulos	Very good; collegial
Judith Sheine	Good; very supportive boss
Michaele Pride	Good
Ellen Dunham-Jones	Very good
Elizabeth Plater-Zyberk	Good; mutually respectful
Lisa Findley	Friendly; mostly collegial

Interactions with Faculty

The theme that emerged from the women’s discussions regarding their interactions with their faculty is that the women’s interactions with members of their faculty were collegial. Five of the 10 women specifically said that they and their faculty were collegial. Four of the 10 women described their relationships with their faculty as friendly. Three of the 10 women said their faculty relationships were mutually respectful. Table 43 includes a list of the women along with brief statements regarding each woman’s interactions with the faculty in her program, department, school, or college.

Table 43

Cross-case Analysis: Interactions with Faculty

Case	Interactions with faculty
Crystal Weaver	Collegial; mutually respectful
Geraldine Forbes Isais	Friendly; collegial; mutually respectful
Martha Kohen	Ambiguous but friendly
Wendy McClure	Sociable; mutually respectful
Christine Theodoropoulos	Collegial
Judith Sheine	Pretty good
Michaele Pride	Friendly
Ellen Dunham-Jones	Quite good; collegial
Elizabeth Plater-Zyberk	Friendly; they grew up together
Lisa Findley	Incredibly collegial

Courses Assigned

The theme that emerged from the women’s responses to the question regarding whether or not they are responsible for teaching in addition to their administrative duties is that the women are in the trenches with their faculty, often blurring the lines of leader (administrator) and follower (faculty). Eight of the 10 women said that they do teach regularly. Two of the eight women said that they teach both lecture courses and studio courses, and one of those two said that she teaches three credits per semester. Two of the 10 women do not teach regularly. Table 44 includes a list of the women along with their responses to the question regarding their teaching.

Table 44

Cross-case Analysis: Courses Assigned

Case	Teaching
Crystal Weaver	Yes; typically two per quarter
Geraldine Forbes Isais	Yes; studio and lecture
Martha Kohen	No; lectures in American context would take preparation
Wendy McClure	Yes; 3 credits per semester
Christine Theodoropoulos	Yes; 10 hours per week
Judith Sheine	Yes; half-time
Michaele Pride	Yes; on and off
Ellen Dunham-Jones	Yes; lecture only
Elizabeth Plater-Zyberk	Yes; 3 credits per year
Lisa Findley	No; managing Master's program instead

Females at Same Level

No clear theme emerged from the women's discussions regarding females at their same level on their campuses. Five of the 10 women said that they believed that their campuses had a good number of females at their same level. Four of the 10 women said that they did not believe there were many or any other females at their same level on campus. Table 45 includes a list of the women along with their responses to whether they believed their institution employed an adequate number of females at their same level.

Table 45

Cross-case Analysis: Females at Same Level

Case	Females at same level
Crystal Weaver	Not many; only one other
Geraldine Forbes Isais	N/A
Martha Kohen	Yes; quite a lot
Wendy McClure	Not many
Christine Theodoropoulos	Yes; fair number
Judith Sheine	Yes, a lot
Michaele Pride	Yes; several
Ellen Dunham-Jones	Not many
Elizabeth Plater-Zyberk	Not many; only one other
Lisa Findley	Yes; about half

Secondary Research Question 6: Characteristics that Aid in Current Work

Charismatic

The theme that emerged from the women’s discussions regarding their charismatic leadership tendencies is that none of the women strongly believed that they are charismatic leaders. Six of the 10 women said they are not charismatic leaders at all. Of those six, one said that she is, instead, a quiet leader. Another of those six said that she is not a backslapper. Three of the 10 women indicated that they thought they are charismatic leaders, but only somewhat or under the right circumstances. Only one of the 10 women said that she is definitely a charismatic leader. Table 46 includes a list of the women and their responses regarding whether they believed they are charismatic leaders.

Table 46

Cross-case Analysis: Charismatic

Case	Charismatic
Crystal Weaver	No
Geraldine Forbes Isais	Yes; somewhat
Martha Kohen	No
Wendy McClure	Yes; under right circumstances
Christine Theodoropoulos	No
Judith Sheine	No
Michaele Pride	Yes
Ellen Dunham-Jones	Maybe; not sure
Elizabeth Plater-Zyberk	No; not a backslapper
Lisa Findley	No; quiet leader

Focused on Interpersonal Relationships

The theme that emerged from the women’s discussions regarding their emphasis on interpersonal relationships in their leadership is that the women care about the members of their faculty. Six of the 10 women indicated that they are concerned with the personal side of leading. Four of the 10 women said that they do not believe that they focused on interpersonal relationships in their leadership. Table 47 includes a list of the women along with their responses to whether they believed they focus on interpersonal relationships in their leadership.

Table 47

Cross-case Analysis: Focus on Interpersonal Relationships

Case	Focused on relationships
Crystal Weaver	No
Geraldine Forbes Isais	No
Martha Kohen	Yes
Wendy McClure	Yes; collaboration important
Christine Theodoropoulos	Sometimes
Judith Sheine	Yes; faculty must get along to work together
Michaele Pride	Yes; but highly principled
Ellen Dunham-Jones	No; focuses on issues
Elizabeth Plater-Zyberk	No; but respects others
Lisa Findley	Yes; but also strategic

Effective Leaders

The theme that emerged from the women's discussions regarding their perceived effectiveness in their leadership is that the women did not feel strongly as though they are effective. While the majority of the women said that they believed they are effective leaders and none said that they are not effective, most of the women indicated that they are not as effective as they could be. Only two strongly indicated that they are effective. Additionally, one said that she is not sure. Table 48 includes a list of the women and their responses regarding whether they believed they are effective leaders.

Table 48

Cross-case Analysis: Effective Leaders

Case	Effective leaders
Crystal Weaver	Yes; facilitator
Geraldine Forbes Isais	Most of the time
Martha Kohen	For certain issues
Wendy McClure	Yes; would be more so if less bureaucracy
Christine Theodoropoulos	Most of the time; not all of the time
Judith Sheine	Yes
Michaele Pride	Not sure
Ellen Dunham-Jones	Yes; not most effective
Elizabeth Plater-Zyberk	Must be
Lisa Findley	Yes; in a particular way

Secondary Research Question 7: Obstacles in Current Work

Gender-related Issues

The majority of the women indicated that they face gender-related issues from colleagues, supervisors, or subordinates on their campuses in their current work. The theme that emerged from the women’s discussions regarding the gender-related issues they face in their current work is that the issues are most often imposed by others because of social norms. Six of the 10 women indicated that they face gender-related issues in their current work. Table 49 includes a list of the women and brief statements regarding the gender-related issues they said that they face in their current work.

Table 49

Cross-case Analysis: Gender-related Issues

Case	Gender-related Issues
Crystal Weaver	Yes; androgynous appearance in southern city
Geraldine Forbes Isais	Yes; colleagues close rank; too few women in collaterals; age, gender, and race
Martha Kohen	Yes; too few women in collaterals; none from gender, but from limited administrative experience
Wendy McClure	Yes; occasionally undermined by superiors because of gender
Christine Theodoropoulos	Yes; different behaviors from faculty, students, and superiors because of gender
Judith Sheine	Not on campus; too few women in collaterals; age, gender, and size
Michaele Pride	Yes; but has to be role model for women and for Blacks
Ellen Dunham-Jones	None
Elizabeth Plater-Zyberk	No; not from others; internal baggage
Lisa Findley	Nothing significant

Secondary Research Question 8: Personal Sacrifices in Current Work

Personal Sacrifices in Current Work

Sacrificing time spent with family and on professional development was the pervasive theme that emerged throughout the women's discussions of sacrifices they make now as a result of their positions. Five of the 10 women indicated that they are not able to spend as much time with their families as they would like because of their work. Additionally, five of the 10 women indicated more than one area of sacrifice that they feel because of their work. Four of the 10 women indicated that they sacrifice their professional development in terms of research and scholarly activity as a result of their current positions. Four of the 10

women said that they sacrifice their health due to the stress their current positions induce. Three of the 10 women said that they sacrifice time for themselves, including time for exercise, a personal life, and relaxing, as a result of their current positions. Table 50 includes a list of the women and the sacrifices they indicated that they currently make.

Table 50

Cross-case Analysis: Personal Sacrifices in Current Work

Case	Personal sacrifices in current work
Crystal Weaver	No personal life; job has become her life
Geraldine Forbes Isais	Cannot be with family - in another state
Martha Kohen	Cannot be with extended family – in another country
Wendy McClure	Scholarly work suffers; stress and health; no summers off
Christine Theodoropoulos	Professional development suffers
Judith Sheine	Research and practice suffers; stress and health
Michaele Pride	No long vacations; stress and health
Ellen Dunham-Jones	Not enough time with family and for self
Elizabeth Plater-Zyberk	Stress and health
Lisa Findley	Scholarly work suffers

Secondary Research Question 9: Aspirations

Aspirations in Current Work

No clear theme emerged from the women’s discussions of their aspirations in their current work. Two of the 10 women expressed that they hope to survive their current work. One of the 10 women said that she would spend another three to five years in her position and then return to the faculty ranks. One of the 10 women said that she would return to teaching, her practice, and her family once she steps down from her current position. One of the 10 women said that she is considering a second term in her current position and after that, she will return to working in community design centers. One of the 10 women said that some of her

regular aspirations in the short-term include getting more sleep and getting the paperwork done. One of the 10 women said that she will finish her second term in her current position and then return to teaching and her scholarly work. One of the 10 women said that she wants her life back. She has a sabbatical planned and will eventually step down into a faculty position. One of the 10 women said that she would eventually step out of her current position and back into a faculty position. One of the 10 women said that she would like to get out of the administrative position and return to teaching, researching, and practicing in her firm. Table 51 includes a list of the women and their aspirations in their current work.

Table 51

Cross-case Analysis: Aspirations in Current Work

Case	Aspirations in current work
Crystal Weaver	Survival; self-destiny for departments; enjoy life again
Geraldine Forbes Isais	3-5 years in position
Martha Kohen	Make more time for family
Wendy McClure	Wants her life back; sabbatical and might return for another term
Christine Theodoropoulos	Family summer house project
Judith Sheine	Get out of current job
Michaele Pride	Maybe one more term
Ellen Dunham-Jones	Finish second term
Elizabeth Plater-Zyberk	Get more sleep; finish paperwork; prepare for smooth transition in school and practice
Lisa Findley	Survival; see M.Arch. program accredited; sabbatical

Aspirations to Next Level

The theme that emerged from the women's discussions regarding their aspirations after they complete their administrative duties is the women's commitment to the architectural profession. The majority of the women said that they do not aspire to ascend up the administrative ranks in higher education, but rather intend to return to teaching. Further, the majority of the women indicated that they hoped to return to teaching, practice, and research because of their love for architecture and in order to improve the field of architecture. Eight of the 10 women specifically said that they do not aspire to the next level of academic administration. None of the women said that they are definitely planning to move up the academic ranks in administration. Two of the 10 women said that they would consider a move up the ranks only if an offer was the perfect opportunity for them. Table 52 includes a list of the women along with their responses regarding their aspirations to a higher level of educational administration.

Table 52

Cross-case Analysis: Aspirations to Next Level

Case	Aspirations to next level
Crystal Weaver	No; return to teaching
Geraldine Forbes Isais	Maybe; or return to teaching; not a career chair
Martha Kohen	No; return to teaching and practice
Wendy McClure	No; and not a career chair
Christine Theodoropoulos	No; expand teaching a research realms
Judith Sheine	No; return to teaching and practice
Michaele Pride	No; return to community design center
Ellen Dunham-Jones	Maybe; or return to faculty and research
Elizabeth Plater-Zyberk	No; return to teaching and practice
Lisa Findley	No; return to scholarship, traveling, and architectural journalism

Summary

The purpose of this chapter was to present the findings of the within-case analyses followed by the findings of the cross-case analysis. The within-case analyses findings were presented as narratives from each of the 10 cases that were retold by the researcher. The cross-case analysis findings were presented as a discussion of the emerging themes across all 10 cases. In conclusion, the data collected from each of the 10 women support various themes regarding their leadership, career paths, personal lives, work, and aspirations.

Regarding the women's career paths, most of the women had early childhood experiences that led them to pursue careers in architecture at young ages. Most of the women attended prestigious institutions of higher education, including Ivy League universities or Cambridge University in the United Kingdom. All but one of the women earned Master's of Architecture degrees. Most of the women not only worked in other people's firms when they were starting out, but are entrepreneurs and owned or own their own architectural practices. The time the women spent in practice before they returned to academia full-time varies. Most of the women have worked in architectural practices that valued the professional development of women, even if the practices were their own. However, many of the women discussed the gender-related issues they faced in various professional firms in which they have worked.

The theme that emerged regarding the women's preparation for their current positions is that the women were prepared both by aspects within and outside of their own control. Some had serendipitous childhood experiences that they believe helped prepare them, and others believed that their teaching and practice helped prepare them. One woman believed that her work in the various areas of design helped prepare her as well as her experiences as a mother, and one woman indicated that nothing helped prepare her for her work as an administrator.

Additionally, the theme that emerged from the women's discussions regarding why they chose careers in higher education is their desire to teach or be a part of academia. Six of the 10 women indicated that they wanted to teach for various reasons or wanted careers in higher education. Regarding why the

women chose to step into their current administrative positions, the pervasive theme that emerged is that other people asked or voted for these women to take on the administrative duties. Four of the 10 women were offered the opportunity to fill their current positions by superiors or others in positions of authority in the institutions. Regarding the hiring mechanism of the 10 women, the theme that emerged is that the women were recruited or drafted to fill their current positions. The majority of the women were hired from within their institutions' faculty ranks.

The theme that emerged from the women's discussions regarding the amount of time they held their current positions is that most of the women held their positions for less than five years. The average time these women held their current positions is four and one-half years. The theme that emerged from the women's discussions regarding other females to hold their same positions at their institutions is that, for most of the women, the presence or lack of other women in their positions was and is a non-issue. The pervasive theme regarding the women's career interruptions is that the women that experienced interruptions in their careers did so for familial responsibilities, but felt as though their careers did not suffer because of the interruptions. The theme that emerged from the women's discussions regarding their aspirations to their current positions is that they were not ambitiously seeking administrative positions.

The pervasive theme that emerged regarding their romantic relationships is that their relationships are important to them. No clear theme emerged from the women's discussions regarding whether or not they have children. Half of the

women have children. The theme that emerged from the women's discussions regarding whether or not they provide care for any loved one other than their immediately family is that they relocated for their current positions, inhibiting their ability to care for an aging or otherwise dependent loved one. The theme that emerged from the women's discussions regarding their religious affiliations is that the women exhibit no religious commitment or little religious commitment. The race that describes the largest number of women is White. Their average age is 52 years old.

In reference to characteristics that may have impacted their advancement, the majority of the women said that they believe they are more ambitious than their peers. The theme that emerged from the women's discussions, however, is that they do not perceive themselves as incredibly ambitious. The pervasive theme regarding the women's self-perceived organizational skills in comparison to their peers is that perceived organizational skills (at least about some things) is important to them. The pervasive theme that emerged from the women's discussions regarding their masculinity and femininity is that the women do not go out of their way to appear to be either more masculine or more feminine than their female peers.

Regarding obstacles that the women overcame in order to achieve their current positions, the majority of the women were discouraged by others in authoritative positions over them, but the women used the discouragement to strengthen their resolve in their profession. Additionally, the majority of the women said that they experienced academic backstabbing and pernicious

behavior by former colleagues, superiors, and professors. The theme that emerged from the women's discussions regarding the pernicious behavior they faced is that the women expected this type of behavior and did not allow the behavior to stifle them professionally.

The pervasive theme that emerged from the 10 women administrator's discussions of the personal sacrifices that they made in order to achieve their current positions is that they sacrificed family for their careers. Most of the women expressed that they sacrificed time with family, although one said that she sacrificed having children in order to advance her career.

Most of the women are school directors. The average number of faculty that they supervise is 46. The average percent of female faculty they supervise is 29.5%. The pervasive theme regarding the women's typical day is that a typical day of work included several meetings. The theme that emerged from the women's discussions regarding their styles of handling conflict resolution is that the women prefer to act as mediators, but only when their intervention is absolutely required.

The pervasive theme that emerged from the 10 women administrator's discussions about their relationships with their superiors is that the women perceive their superiors as supportive. Nine of the 10 women said that they have good relationships with their superiors. The theme that emerged from the women's discussions regarding their interactions with their faculty is that the women's interactions with members of their faculty are collegial. The theme that emerged from the women's responses to the question regarding whether or not

they are responsible for teaching in addition to their administrative duties is that the women are in the trenches with their faculty, often blurring the lines of leader (administrator) and follower (faculty). No clear theme emerged regarding whether the women's institution employed an acceptable number of females at the women's same levels across their campuses.

In reference to their leadership, the theme that emerged from the women's discussions regarding their charismatic leadership tendencies is that none of the women strongly believed that they are charismatic leaders. The theme that emerged from the women's discussions regarding their emphasis on interpersonal relationships in their leadership is that the women care about the members of their faculty. The theme that emerged from the women's discussions regarding their perceived effectiveness in their leadership is that the women did not feel strongly as though they are effective.

The majority of the women indicated that they face gender-related issues from colleagues, supervisors, or subordinates on their campuses in their current work. The theme that emerged from the women's discussions regarding the gender-related issues they face in their current work is that the issues are most often imposed by others because of gender roles.

The emergent theme resulting from the women's discussions of their current personal sacrifices is similar to the theme regarding their past sacrifices. The majority of the women said that they sacrifice time with family and on professional development in order to successfully perform their current job.

No clear theme emerged from the women's discussions of their aspirations in their current work. The theme that emerged from the women's discussions regarding their aspirations after they complete their administrative duties is the women's commitment to the architectural profession. The majority of the women said that they do not aspire to ascend up the administrative ranks in higher education, but rather intend to return to teaching.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this chapter is to analyze, synthesize, and summarize the methods, results, and literature related to female leaders and leadership, females in architecture, and females in higher education administration. This chapter is composed of six sections. The first section includes key interpretations of existing literature. The second section consists of brief summaries of the themes that emerged from the cross-case analysis of the data for the present study. The themes describe the women's journeys to leadership, the characteristics that they believe aided their advancement, past obstacles, and past personal sacrifices, as well as current work issues, including current work responsibilities, characteristics that aid them in their current work, obstacles in their current work, and personal sacrifices as a result of their current work. The themes also describe the women's aspirations for the future.

The third section of the chapter contains conclusions that were drawn from the pervasive themes that addressed the primary purpose of this research, which was to identify the characteristics common to the 10 women. Further, this section includes a brief discussion of each major theme in relation to relevant, existing literature. The fourth section contains limitations of the study. The fifth section includes general recommendations about the field of study for females who desire to pursue careers in architectural education administration. Finally, the sixth section includes a discussion of recommendations for further research.

Key Interpretations of Existing Literature

Much of the existing literature regarding feminine leadership included investigations of the ways females lead (Dreher, 2003; Eagly & Johannesen-Schmidt, 2001; Fletcher, 2004; Kark, 2004; Ridgeway, 2001; Rudman & Glick, 2001; Shakeshaft, 1987), but neglected to specifically investigate female leaders in male-dominated fields, including architectural education and higher education administration.

Research was conducted on the gender-related issues females face in leadership roles, including gender stereotyping and social role biases (Dreher, 2003; Eagly & Johannesen-Schmidt, 2001; Ridgeway, 2001; Rudman & Glick, 2001). However, the existing literature did not specifically investigate the gender-related issues female leaders face in male-dominated fields. Gender discrimination in institutions of higher education is a topic that has been researched for several years (AAUP, 2004; AAUW, 2004; Kaplin & Lee, 1995; Smallwood, 2001; Williams, 2004). Nonetheless, this research was limited to discrimination against females in the faculty and has not emphasized gender discrimination regarding females in administration. Scholars wrote about females in male-dominated fields (Bagilhole, 2003; Brainard, Metz, & Gillmore, 1999; Chu, 2005; Peng & Jaffe, 1979; Seymour & Hewitt, 1997; Steele, James, & Barnett, 2002; Stevenson, 1994); however, the majority focused on the fields that retain few females through college graduation. There is a paucity of research that thoroughly examined fields, similar to architecture, that graduate a representative

number of females, but do not place and retain the female graduates in the profession.

The existing literature on females in the architectural profession focused on the roles of females in architectural practice (Anthony, 2001; Deutschle, 2003; Dietsch, 1991; Gregory, 2006; Solomon, 1991). Limited research addressed the role of females in architectural faculties (Groat & Ahrentzen, 1997; Landecker, 1991), as well as females in higher education administration within architecture programs.

The majority of the research on administrators in higher education is not current (Carnegie Commission, 1973; Shakeshaft, 1987; Tinsley, Secor, & Kaplan, 1984), or it investigated the role of the administrators, regardless of gender (Carroll, 1991; Carroll & Gmelch, 1992; Carroll & Wolverson, 2004; Creswell, 1990; Leslie, 1973; Moses & Roe, 1990; Seedorf, 1994; Thomas & Schuh, 2004; Wolverson, 1999; Wolverson, 2002; Wolverson & Gmelch, 2002). Because scholars contended that females lead differently than males (Kark, 2000; Eagly & Johannesen-Schmidt, 2001), the current study is essential to female administrators in higher education.

The current study specifically identified characteristics common to 10 women administrators in accredited architecture programs, departments, schools, and colleges in American institutions of higher education. The current study extended the existing literature regarding females in male-dominated fields, females in architectural education, and females in architectural education

administration. The current study appropriated a voice to a group of women to communicate their experiences in a scholarly outlet.

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

Summary of Major Findings

This section summarizes the findings that resulted from the cross-case analysis, which addressed the primary purpose of this research study: to uncover characteristics common to 10 women administrators in accredited architecture programs, departments, schools, and colleges in American institutions of higher education. The secondary research questions explored the journeys the women took to leadership, aspects of their current work, and their aspirations. More specifically, the following were explored: the women's career paths, characteristics that they believe aided them in their advancement, personal sacrifices the women felt that they made in order to advance their careers, obstacles the women believe they overcame in order to achieve advancement, current work responsibilities, characteristics that they believe aid them in their current work, personal sacrifices that the women feel that they make because of their current work, obstacles they believe they face in their current work, and aspirations they hold for the future. The pervasive themes that emerged for each of the specific, secondary research questions are summarized below.

Secondary Research Question 1: Career Paths

The pervasive theme that emerged regarding the women's career paths is that they took roads less traveled. Regarding the women's career paths, most of the women had an early childhood experience that led them to pursue a career in architecture at a young age. Most of the women attended prestigious institutions of higher education, including Ivy League universities in the United States or Cambridge University in the United Kingdom. All but one of the women earned a Master's of Architecture degree. Most of the women not only worked in other people's firms when they were starting out, but are entrepreneurs and owned or own architectural practices. The time the women spent in practice before they returned to academia full-time varies. Most of the women worked in an architectural practice that valued the professional development of women, even if the practices were their own. However, many of the women faced gender-related issues in various professional firms in which they worked.

The theme that emerged regarding the women's preparation for their current positions is that the women were prepared both by aspects within and outside of their own control. Some of the women experienced serendipitous events that they believe prepared them for administration, while others actively sought activities that poised them for administration. Additionally, the theme that emerged from the women's discussions regarding why they chose careers in higher education is their desire to teach or be a part of academe. Regarding why the women chose to step into their current administrative positions, the pervasive theme that emerged is that other people asked or voted for these women to take on

the administrative duties. Regarding the hiring mechanism of the 10 women, the theme that emerged is that the women were recruited or drafted to fill their current positions.

Most of the women have held their positions for less than five years. The theme that emerged from the women's discussions regarding other females who hold similar positions at their institutions is that, for most of the women, the presence or lack of other women in similar positions was and is a non-issue. The pervasive theme regarding the women's career interruptions is that the women that experienced interruptions in their careers did so for familial responsibilities, but felt as though their careers did not suffer because of the interruptions. The theme that emerged from the women's discussions regarding their aspirations to their current positions is that they were not ambitiously seeking administrative positions.

The pervasive theme that emerged regarding the women's romantic relationships is that their relationships are important to them. No clear theme emerged from the women's discussions regarding whether or not they have children. Half of the women have children. The theme that emerged from the women's discussions regarding whether or not they provide care for any loved one other than their immediately family is that they relocated for their current positions, inhibiting their ability to care for an aging or otherwise dependent loved one. The theme that emerged from the women's discussions regarding their religious affiliations is that the women exhibit no religious commitment or little

religious commitment. The race that describes the largest number of women is White. Their average age is 52 years old.

Secondary Research Question 2: Characteristics that Aided Advancement

The pervasive theme that emerged regarding the women's characteristics that aided their advancement is that the women desire to appear professional, while maintaining aspects about themselves that they believe make them who they are as leaders. In reference to characteristics that impacted their advancement, the majority of the women said that they believe they are more ambitious than their peers. The theme that emerged from the women's discussions, however, is that they do not perceive themselves as incredibly ambitious. The pervasive theme regarding the women's self-perceived organizational skills in comparison to their peers is that perceived organization (at least about some things) is important to them. The pervasive theme that emerged from the women's discussions regarding their masculinity and femininity is that the women do not go out of their way to appear to be either more masculine or more feminine than their female peers.

Secondary Research Question 3: Past Obstacles

Regarding obstacles that the women overcame in order to achieve their current positions, the pervasive theme that emerged is that the women faced obstacles head on, and they used the obstacles as motivation. The majority of the women were discouraged by others in authoritative positions over them, but the women used the discouragement to strengthen their resolve in their professions. The theme that emerged from the women's discussions regarding the pernicious

behavior they faced is that the women expected this type of behavior and did not allow the behavior to stifle them professionally.

Secondary Research Question 4: Past Personal Sacrifices

The pervasive theme that emerged from the 10 women administrator's discussions of the personal sacrifices they made in order to achieve their current positions is that they sacrificed time and relationships with their families for their careers. Most of the women expressed that they sacrificed time with family, although one said that she sacrificed having children in order to advance her career.

Secondary Research Question 5: Current Work Responsibilities

The theme that emerged regarding the women's current work responsibilities is that the women are often overwhelmed by work, but are conscience of and sensitive to the human aspects of work and rely on social networks in their leadership. Most of the women are school directors. The average number of faculty that they supervise is 46. The average percent of female faculty they supervise is 29.5%. The pervasive theme regarding the women's typical day is that a typical day of work included several meetings. The theme that emerged from the women's discussions regarding the women's styles of handling conflict resolution is that the women indicated that they prefer to act as mediators, but only when intervention is absolutely required.

The pervasive theme that emerged from the 10 women administrator's discussions about their relationships with their superiors is that the women perceived their superiors as supportive. The theme that emerged from the

women's discussions regarding their interactions with their faculty is that the women's interactions with members of their faculty were described as collegial. The theme that emerged from the women's responses to the question regarding whether or not they are responsible for teaching in addition to their administrative duties is that the women are in the trenches with their faculty, often blurring the lines of leader (administrator) and follower (faculty). Most of the women said that they thought their institution employed an acceptable number of women at their same level across campus.

Secondary Research Question 6: Characteristics that Aid in Current Work

In reference to their leadership, the theme that emerged from the women's discussions regarding their charismatic leadership tendencies is that none of the women strongly believed that they are charismatic leaders. The theme that emerged from the women's discussions regarding their emphasis on interpersonal relationships in their leadership is that the women care about the members of their faculty. The theme that emerged from the women's discussions regarding their perceived effectiveness in their leadership is that the women did not feel strongly as though they are effective.

Secondary Research Question 7: Obstacles in Current Work

Regarding the obstacles the women face in their current work, the theme that emerged is that the women face gender-related issues, but those issues only strengthen their resolve. The theme that emerged from the women's discussions regarding the gender-related issues they face in their current work is that the issues are most often imposed by others because of gender roles.

Secondary Research Question 8: Personal Sacrifices in Current Work

The emergent theme resulting from the women's discussions of their current personal sacrifices is similar to the theme regarding their past sacrifices. The majority of the women said that they sacrifice time with family and on professional development in order to successfully perform their current job.

Secondary Research Question 9: Aspirations

Regarding the women's aspirations, the pervasive theme that emerged is that, in their careers, the women are architects first, faculty second, and administrators third. No clear theme emerged from the women's discussions of their aspirations in their current work. The theme that emerged from the women's discussions regarding their aspirations after they complete their administrative duties is the women's commitment to the architectural profession.

Major Themes and Conclusions

While many sub-themes emerged that were based on the secondary research questions, five overriding conclusions emerged as characteristics common to the 10 women. While feminine leadership theories were used as a lens and guided the current research, themes emerged from the study that point toward a potentially new emerging theoretical construct. This new construct requires characterizing pioneering women leaders in male-dominated fields differently than existing leadership theories characterize female leaders.

Five conclusions are presented that relate to the pervasive themes for each secondary research question. The five conclusions were drawn based on the

research findings. The conclusions describe the common characteristics of the women and are summarized as follows: (1) Pioneers; (2) Unwavering Ambition in the Face of Obstacles; (3) Employ Post-heroic Leadership Style; (4) Oftentimes Prioritize Career over Family, and (5) Committed to the Architecture Profession. Figure 2 illustrates the links between the findings for the secondary research questions and the five conclusions.

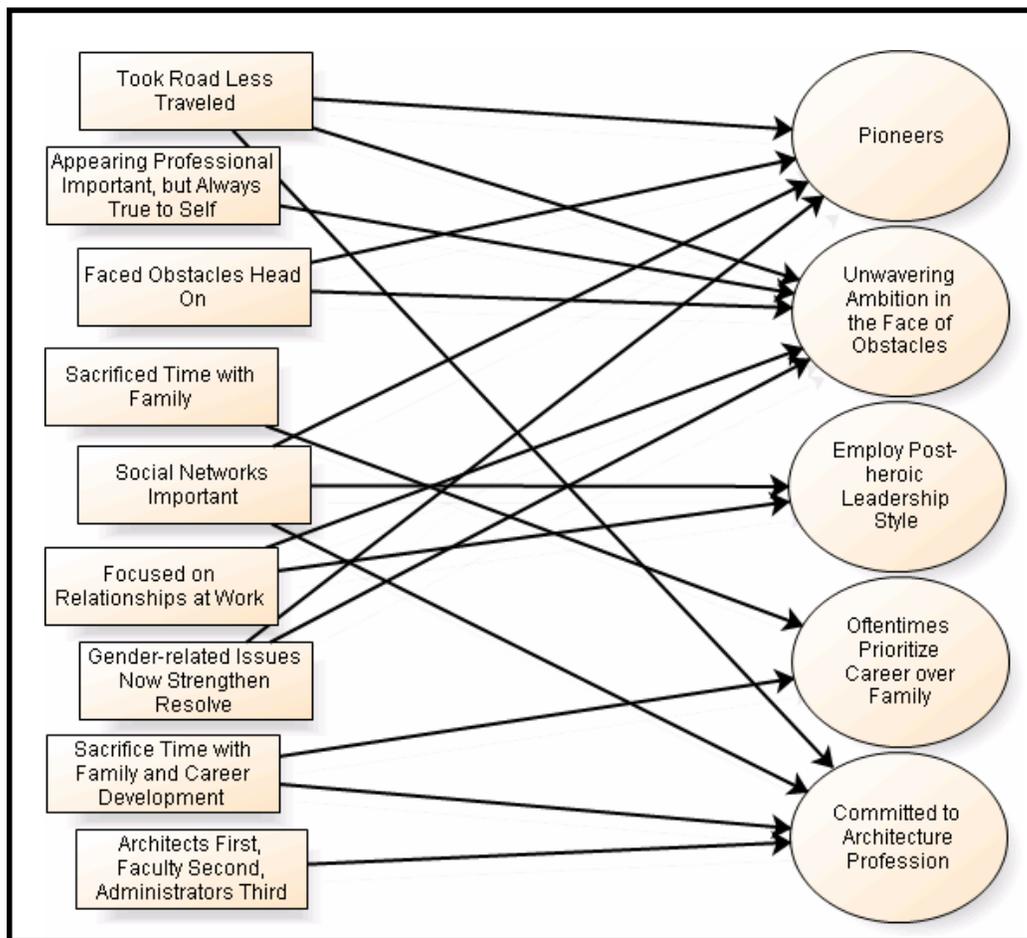


Figure 2. Links between secondary research question findings and conclusions.

Pioneers

Conclusion 1: The 10 women administrators in accredited architecture programs, departments, schools, and colleges within American institutions of higher education are pioneers.

The women's journeys to leadership were riddled with obstacles in place because the women were and are the first or only females in many aspects of architectural practice, education, and administration. The majority of the women said that they were one of few females in their college courses. In fact, several women said that they were one of few female students on their college campuses. Most of the women also said that they were the sole females in many of the architectural firms they entered after graduation. Several of the women discussed being the first females or the only females in various other aspects of their professional lives, including teaching positions, collateral organizational meetings, and their current positions. Additionally, the majority of the women indicated that they were instrumental in recruiting female faculty and students into their current architecture programs, which indicates that the women are actively seeking to change the male-dominated structure and culture of the architecture profession.

The current study supports the findings of the priesthood studies (Aldridge, 1994; Bagilhole, 2003; Rose, 1996) that indicated that the first generations of females in the priesthood were, indeed, pioneering. Additionally, the current study supports the findings of those studies that indicated that the pioneering females acted as change agents regarding the organizational structure and culture of the male-dominated field.

The career paths that the women chose were the roads less traveled. Fortunately, the number of females in architecture programs nationwide has increased dramatically. Today, females who choose to pursue careers in architecture may not be the only females among males in their college courses, in part, due to females such as the women in the current study.

Unwavering Ambition in the Face of Obstacles

Conclusion 2: The 10 women exhibited and continue to exhibit unwavering ambition in the face of obstacles.

Although they were often the only women in male environments, these women bridled unwavering ambition in order to overcome the obstacles they faced and continue to face. Unwavering ambition in the face of obstacles was an overriding theme that emerged in the women's discussions of characteristics that they believe helped them achieve their success in the past, as well as characteristics that they believe help them in their current work. Additionally, the majority of the women said that they had childhood experiences that led them to pursue architecture as a career, and they remained determined to achieve their goals, despite the obstacles they faced.

Existing research investigated childhood experiences as a predictor for career choice (Nachmann, 1960; Skolnick, 1989). Nachmann postulated that, of those males and females who pursued professions in the medical and social work fields, the majority had childhood experiences involving aspects of those professions. Her findings did not separate the study sample by gender. Skolnick identified the childhood experiences of daughters of practicing rabbis and determined that some of those experiences can be causally linked to the daughters

pursuing careers in the rabbinical ministry. Neither Nachmann's nor Skolnick's works thoroughly investigated the dedication of the study participants to their field of choice. In the current research study, the experiences are not as important as the determination the women had to pursue careers they identified early in life as desirable.

Noticeably, six of the women attended Ivy League institutions. At the time the women attended these institutions, the institutions had been accepting females into baccalaureate programs, on average, for seven years (Brown University, 2007; Harvard University, 2005; Princeton University, 2005; University of Pennsylvania, 2001; Yale University, 2007).

In addition to the obstacles the women faced because of the gender imbalance in the institutions of higher education they attended, the women faced similar obstacles once they entered the architecture profession. The majority of the women discussed hardships they faced due to the organizational and societal culture of the architectural firms in which they practiced soon after their graduation. The women also indicated that appearing professional was important to them, however, they desired to remain true to themselves in their appearances, behaviors, and priorities. Existing literature addressed some of the discrimination that females in architecture face (Anthony, 2001; Deutschle, 2003; Solomon, 1991). The current research study supports the existing literature that indicated that females in the field of architecture and in institutions of higher education battled and continue to battle gender discrimination, pay inequity, and sexual

harassment (Anthony, 2001; Deutschle, 2003; Kaplin & Lee, 1995; Smallwood, 2001; Solomon, 1991; Williams, 2004).

Not only did the women in this study overcome the hardships they faced while working in architectural practices that were male-dominated, the majority of the women said that they currently own or owned architectural practices. Becoming a female entrepreneur in a male-dominated profession is not an easy task; several of the women discussed the uphill battle and perseverance that establishing a practice requires. Entrepreneurship in general is considered to be male-dominated (Chaganti, 1986), and researchers of existing studies suggested that the majority of female entrepreneurs do not enter male-dominated fields (Moore, 1990; Scherer, Brodzinski, & Wiebe, 1990).

The majority of the women said that they consider themselves to be more ambitious than their peers. Most of the women also indicated that they aspired to their current positions. Much like the unwavering ambition they drew on in order to achieve their childhood goals of becoming architects, these women did not waver in their goals to achieve administrative positions. Some of the existing literature regarding females in male-dominated fields addressed characteristics of the females who enter these fields (Chu, 2005; Frieze & Olson, 1994; Peng & Jaffe, 1979; Steele, James, & Barnett, 2002). Females in male-dominated fields placed higher value on demonstrating capability compared to females in non-male-dominated fields (Frieze & Olson, 1994). The current research study supports these findings, and adds to the existing research by allowing the women to describe aspects of themselves that they believe aided their advancement.

The majority of the women in the study rose into the administrative positions from the faculty ranks. Many of the women were appointed by their faculty, which indicated that the women's peers recognized their leadership potential. Further, the women accepted administrative positions when appointed by the faculty, which indicated the women's ambitions to rise above the rest. The existing research regarding the hiring mechanisms (internal versus external searches) associated with department chairs focused on the link between the mechanisms and the duration of tenure in the administrative positions (Carroll & Wolverton, 2004). The current research study adds to the literature regarding hiring mechanisms for administrators within programs of architecture by uncovering the hiring mechanism most often employed by the women in the study and by linking the hiring mechanism to the ambition of the women.

Although most of the women experienced interruptions in their professional or academic careers, they did not allow those interruptions to become obstacles they could not overcome. The women spoke of the interruptions as occasions when they should have been stifled professionally, but said that they were able to use those experiences to work in different capacities. The existing literature regarding career interruptions in higher education focused on female faculty who leave their positions in order to give birth to a child (Conley, 2005; McElrath, 1992). The current study adds to the existing literature by identifying additional reasons for career interruptions, which included familial responsibilities, serendipitous opportunities, and economic recessions. Further,

the current study findings indicated that the female administrators were not hindered from the interruptions.

Most of the women described occurrences of discouragement and pernicious behavior toward them because of their gender; however, these women did not allow these negative experiences to cause them to waver in their ambitious pursuits. Many of the women spoke of the negative experiences as having a propelling affect on them professionally. They worked harder in order to prove their naysayers wrong. The existing literature regarding negative experiences of females in male-dominated fields focused on discussions of the negative impacts those experiences had on the females studied (Chu, 2005; Frieze & Olson, 1994; Peng & Jaffe, 1979; Steele, James, & Barnett, 2002). The current study adds to the literature by identifying that discouragement and pernicious behavior experienced by females in male-dominated fields can be motivational tools for unwaveringly ambitious females.

The majority of the women in this study faced obstacles in their profession leading up to administration and many continue to face obstacles. However, the majority of the women's responses indicated that unwavering ambition was the overriding characteristic that aided them most.

Employ Post-heroic Leadership Style

Conclusion 3: The majority of the 10 women employ some aspect of the post-heroic leadership style.

The majority of the women described their leadership styles using words that are closely aligned with aspects of post-heroic leadership. Most of the women indicated that they embrace a culture of mutual respect and understanding with

their peers and faculty members. Fletcher (2004) described one aspect of post-heroic leadership as a social process, wherein leaders are egalitarian and exhibit mutual respect among those they lead.

Most of the women also indicated that they preferred that faculty in conflicts attempt to resolve their problems without intervention from the women, which is a growth-fostering approach to problem-solving. Fletcher (2004) indicated that post-heroic leaders seek to foster growth and collective understanding among those they lead.

The majority of the women also addressed their social networks of influence, which include their superiors, members of the faculty, mentors, and other women architects with whom they closely align themselves. Further, most of these women talked about other participants and indicated that they are friends. They discussed using their friendships with the other women to propel themselves forward professionally. Fletcher (2004) described post-heroic leaders as sharing and distributing leadership, which includes establishing supportive social networks.

Most of the women indicated that they are not charismatic leaders. Charismatic leaders are described as leaders who influence followers based on the followers' perceptions of the leaders. Charismatic leaders tend to inspire followers to unite under institutional visions or missions, rather than encouraging followership based on the traditional, authoritative approach to leadership (Weber, 1947; Yukl, 2002). The majority of the women said that they are leaders who focus on interpersonal relationships and collaboration. Although most of the

women claimed that they learned their collaboration and inclusive leadership skills from working in public process practices or community-driven practices, the skills are basic tenets of post-heroic leadership (Fletcher, 2004). Most of the women said that they are not and do not desire to be figureheads, but rather, allow their faculty and students spots in the limelight, which illustrates the teamwork aspect of post-heroic leadership. Many of the women said that they also teach, which indicated that they step back into their faculty identities and can more fully understand the issues their faculty face. This aspect of leadership is closely aligned with Fletcher's (2004) discussion of post-heroic leadership as blurring the lines between leader and follower.

Oftentimes Prioritize Career over Family

Conclusion 4: Most of the women oftentimes prioritize their careers over their families.

When asked about the personal sacrifices the women made in order to achieve their positions or that they make now as a result of their advancement, one overriding theme emerged. The majority of the women sacrificed and currently sacrifice some aspect of their family relationships. This finding supports the findings in existing literature regarding women in institutions of higher education (AAUP, 2004; Williams, 2004). Most of the women indicated that they either did not have children in order to pursue their careers, or they have not and do not spend as much time with their families as they would like.

Williams (2004) found that many females who pursue careers in higher education put off having children either until they have achieved tenure or indefinitely, with approximately 45% of tenured females remaining childless. The

average age for females to achieve tenure is 41 (Williams, 2004). Only half of the women in the current study have children. Because architecture is a practical field, those who choose to teach architecture in institutions of higher education are encouraged to first gain practical experience, but are not required to pursue a doctorate. The majority of the women in the current study engaged in practical experience for an average of 4 years before pursuing full-time careers in higher education.

Although the majority of the women are married or are in long-term romantic relationships, many of the women discussed the strain that their careers have put on their romantic relationships. The existing literature regarding the marital status of females in higher education indicates that approximately 60% of females who were employed full-time in non-proprietary institutions of higher education were married (Perna, 2005). Notably, the majority of the women's significant others are in highly demanding careers as well.

The women in the current study are a fairly representative group in reference to the average for married female faculty as well as female faculty with children. However, limited existing literature examines the marital status of female administrators within institutions of higher education (Tinsley, Secor, & Kaplan, 1984). The current study adds to the existing literature by identifying female administrators in architecture who are in successful romantic relationships and who have children.

Committed to the Architecture Profession

Conclusion 5: The majority of the women expressed a commitment to the architecture profession.

The majority of the women indicated that they are currently practicing and conducting research in addition to their administrative and teaching duties. Many of the women spoke of these tasks as important to the architecture profession. Most of the women who also discussed practicing along with conducting research and teaching indicated that the three (teaching, research, and practice) go hand-in-hand, that each one enhances the other, and that the combination of the three enhances the profession.

Most of the women said that they were not interested in further ascending in the academic ranks. Rather, they said, they would prefer to reinvest themselves in their profession, in teaching, and in conducting research in order to benefit the architecture community. This finding could be linked to Frieze and Olson's (1994) findings regarding females in male-dominated fields. Frieze and Olson found that females who pursue careers in male-dominated fields value recognition in those fields. While the women may return to the profession and to teaching in order to advance the architecture field, they might also return in order to regain their authority in the profession. These findings could also be linked to Carroll and Wolverton's (2004) study regarding department chairs' professional identity. Carroll and Wolverton found that approximately 70% of department chairs return to faculty positions at the conclusion of their tenure as administrators.

Many of the women indicated that they chose to pursue careers in teaching because of their love for architecture. The findings that indicated that the female

administrators aspire to return to the profession after their tenure in administration could be linked to Frieze and Olson's (1994) findings that indicated that females in male-dominated fields often align their self-identity with their profession. Faculty and administrators in a practical field, such as architecture, might more closely identify with their profession of architecture, versus their profession in higher education, and may therefore choose to return to their primary source of identity.

Finally, many of the women discussed their hiring of junior female faculty members that became successful. This indicated their commitment to the profession of architecture as well as architectural education. Limited research exists that identified female administrators in higher education creating opportunities for other females. Groat and Ahrentzen (1997) indicated that, until females assumed the administrative positions, females would continue to be subjugated in architectural education. The current research adds to the existing literature by supporting Groat and Ahrentzen's (1997) research; females in the institutions wherein the women lead are no longer subjugated, but rather, are hired and promoted. Dreher (2003) found that when females occupy a proportionate number of positions in the lower ranks, the number of females in the higher ranks will increase. The findings in the current research neither support nor refute Dreher's findings; however, the current research findings indicated that the women achieved their positions despite the low number of females in faculty positions within their institutions. In fact, the women in the study expressed desires or efforts to increase the number of females in their faculty. Additionally,

the women demonstrated that they are actively involved in changing the organizational culture and structure of architectural education to make architectural education more accessible to and accepting of females. This supports Bagilhole's (2003) findings regarding female pioneers in male-dominated fields as organizational change agents.

Limitations

The current study was limited by the number of women who responded and participated. While 18 female administrators in accredited architecture programs were identified and contacted, only 10 participated. Further, phone interviews were conducted for all but one of the interviews, which limited the data collected. Observation data were collected for only one participant. Additionally, the study was limited by the time devoted to each interview. Most of the women were only able to devote approximately one to two hours to the interviews.

General Recommendations

Females who desire an administrative career in post-secondary architectural education, administrators, and policy-makers in institutions of higher education can learn from the results of the current study. The following are general recommendations for females who desire administrative positions in architectural education:

1. Most of the women experienced exposure to architecture as children; aspiring females should engage in early architecture career exploration.

2. Aspiring females need to earn Master's degrees from accredited colleges or universities.
3. Females who desire to achieve administrative positions need to work in architectural practices before returning to and during their careers in higher education.
4. In reference to personal characteristics, females who desire careers in administration within architectural education must be committed to the architecture profession and must be capable of persevering through obstacles that arise.

Administrators in institutions of higher education can also learn from the findings of this research. The following are general recommendations for administrators in institutions of higher education:

1. Administrators in architectural education must encourage and support female students, educators, and practitioners by providing opportunities to participate in mentoring activities.
2. Administrators in architectural education must mentor junior female faculty, as well as female students, in order to encourage females to persevere in the profession.

Policy-makers in institutions of higher education must advocate for females in the field of architecture. The following are general recommendations for policy-makers within institutions of higher education:

1. Policy-makers must develop and implement policies that encourage and support female architecture students, particularly aspiring administrators.
2. Policy-makers must increase funding for policies that encourage and support aspiring female architectural administrators.

Recommendations for Future Research

The following recommendations are offered for further research regarding females in institutions of higher education, females in male-dominated fields, and female administrators in architectural education.

1. The findings of the current study proposed a new, emerging potential construct that requires that pioneering female leaders in male-dominated fields be characterized differently than female leaders in other contexts. This potential construct should be explored.
2. This research was limited to 10 women administrators in architecture programs. Therefore, a study that incorporates women administrators in various other male-dominated professions would provide a broad view of how these women achieved their levels of success.
3. Further research is needed that investigates reasons for female faculty and administrators to experience career interruptions.
4. Research must be conducted to investigate the leadership styles employed by female leaders in male-dominated fields.
5. A thorough investigation of the aspirations of female architectural faculty and administrators is required.

Summary

This chapter presented key interpretations of the relevant literature reviewed in the current study. Summaries of the major themes that emerged were followed by the cross-case analysis of the data. Conclusions regarding the major themes were discussed and limitations of the current study were presented. Finally, general recommendations and recommendations for future research were presented.

APPENDICES

Appendix I:

Letter of Approval from Institutional Review Board



December 8, 2006

Dr. Frankie Keels Williams
Leadership, Counselor Ed.,
Human and Organizational Dev.
322 Tillman Hall
Clemson University
Clemson, SC 29634

SUBJECT: Human Subjects Proposal # IRB2006-291 entitled "Journey to Leadership: A Collective Case Study on Women Administrators in Colleges of Architecture".

Dear Dr. Williams:

The Institutional Review Board (IRB) of Clemson University reviewed the above-mentioned study using Expedited review procedures and has recommended approval. **Approval for this study has been granted as of December 8, 2006.**

Your approval period is **December 8, 2006 to December 7, 2007**. Your next continuing review is scheduled for October 2007. Please refer to the IRB number and title in communication regarding this study. Attached are handouts regarding the Principal and Co-Investigators' responsibilities in the conduct of human research. The Co-Investigator responsibility handout should be distributed to all members of the research team.

No change in this approved research protocol can be initiated without the IRB's approval. This includes any proposed revisions or amendments to the protocol or consent form. Any unanticipated problems involving risk to subjects, any complications, and/or any adverse events must be reported to the Office of Research Compliance immediately. Please contact the office if your study has terminated or been completed before the identified review date.

We appreciate your assistance in complying with federal regulations and institutional policies. You may contact the Office of Research Compliance at 656-6460 if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Laura A. Moll".

Laura A. Moll, M.A., CIP
IRB Coordinator
Institutional Review Board



OFFICE OF RESEARCH COMPLIANCE

223A Brackett Hall Box 345704 Clemson, SC 29634-5704 864.656.1525 FAX 864.656.4475 www.clemson.edu/research
Institutional Review Board: 864.656.6460 Institutional Biosafety Committee: 864.656.0118 Animal Research Committee: 864.656.4538

Appendix II:

Participant's Informed Consent Form

Title of the Study:

Journey to Leadership: Women Administrators in Architecture

Investigator:

This study is being conducted by Margaret D. Woosnam, Ph.D. candidate in Educational Leadership at Clemson University.

Margaret can be reached at (864) 332-5948.

I. Study Purpose

- The purpose of this study is to uncover the factors that characterize women administrators in colleges of architecture in American institutions of higher education.

II. What Will I Have to Do?

- Fill out a questionnaire and Informed Consent Form and email or fax them to the interviewer.
- If asked, participate in a phone interview, answer questions about your career path, personal characteristics that are pertinent to your leadership, personal sacrifices you have made to achieve your rank, and barriers you overcame to achieve your rank.
- The phone interview will take about two hours and will be conducted via telephone at a time that is convenient to you.
- The interview will be audio-recorded and typed for analysis.
- Following the phone interview, you may be contacted to see if you would be willing to participate in an on-site interview with the research where the researcher will come and shadow you for one day.

III. How Will I Benefit?

- You will be helping women administrators, women in the architecture field, and the researcher. Your insight will prove invaluable to other women who have chosen or will choose to follow your career path.

IV. Is It Private?

- Your identity and your employing institution will be revealed in this study. However, you will be allowed to review all of your transcribed interview data prior to the publication of any findings. Following your review, you may delete any data that you deem to be too personal or potentially disparaging to you or your institution.
- Only the researcher (who is also the interviewer) and her faculty advisors will have access to the information you share prior to the publication of the study.
- You will be given a copy of the themes that emerged from your interview to ensure that the information you shared was accurately analyzed and represented by the researcher.

V. What are the Risks?

- You will not be asked to discuss any issue that causes great discomfort and which you are not willing to discuss.
- You may decline to answer any question. The interview will be terminated at any point at which you are no longer comfortable proceeding.

VI. What is the Compensation?

- When the project has been completed, you will be sent a summary of the studies' findings.
- No monetary compensation will be given.

VII. Am I Free to Withdraw?

- If at any time you change your mind about participating in this study, you are encouraged to withdraw your consent and to cancel your participation.

VIII. Has this Research been Approved?

- This research project has been approved, as required, for projects involving human subjects by the Institutional Review Board of Clemson University and by the Department of Educational Leadership.

IX. Participant's Agreement and Responsibilities

- I have read and understand what my participation in this study consists of. I know of no reason that I cannot participate in this study. I have had all my questions answered and hereby give my voluntary consent for participation in this project.
- If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project.

X. Contact Information

- Should you have questions about this research you may contact:
Margaret D. Woosnam (864) 332-5948 Researcher/Interviewer, Clemson University.
- Should you have any questions or concerns about your rights as a research participant, please contact:
Clemson University Institutional Review Board (864) 656-6460.

Participant's Signature

Date

Appendix III: Interview Protocol

Participant _____
Time Begun _____ Time Ended _____
Date _____
Interview Type (face-to-face or phone) _____

Opening statement: Thank you for agreeing to talk with me about your experiences achieving your current position, issues and responsibilities associated with your job, and your future aspirations.

Key research questions and sub-questions are listed below. Because the interviews will be audio-taped, detailed notes on exactly what is said will not be recorded by the interviewer on this form; rather, the interviewer will take notes on non-verbal responses and will record reflective notes.

Career paths/Personal and professional background

- 1) What career path/s did you choose that led you to your current position?
 - a. Why did you choose a career in architecture?
 - b. From what universities did you graduate? What degrees did you earn? Did you have a specialization area? If so, what was it? Dissertation/Thesis titles/topics?
 - c. What practical experience did you undertake before returning to academia?
 - d. What was the culture of the organization where you worked (female-friendly, highly competitive, etc.)
 - e. What prepared you best for your work now (i.e. your education, your practical experience, both, neither)?
 - f. Why did you choose a career in higher education?
 - g. Why did you decide to become an administrator?
 - h. Were you brought in to your position or were you an 'in-house' hire for this position?
 - i. How long have you held your current position?
 - j. How many other women have held your position? (if you know that); did you have a woman predecessor?

k. Have you ever had an interruption in your career? When? Why? Did it impact your career? If yes, how?

l. Did you always aspire to this position? If no, how did you decide to take it?

m. Are you married? If no, are you living with significant other? How long? If no, do you intend to get married? If yes, when in your professional career did you get married (before MS, after Ph.D., etc)? If yes, did you always intend on getting married?

n. Do you have any children? How many? How old? How old were you when you had them? When in your career did you have them? If yes, did you always intend on having children? If no, do you plan on having them/want to have them?

o. Are you a primary caregiver for an aging or otherwise dependent loved one?

p. What is your religious affiliation? How long have you been associated with that affiliation? Are you active in your religion?

q. What ethnic group do you associate yourself with?

r. What is your age?

2) What personal and professional characteristics do you possess that you believe aided you in your career advancement?

a. Do you consider yourself more ambitious than your peers?

b. Do you consider yourself more organized than your peers?

c. Do you describe yourself more masculine than your female peers (architecture faculty)? Other females outside of architecture? Other females in higher education administration? Other female administrators in architecture?

3) What obstacles do you believe you had to overcome in your career to achieve your positions?

a. Did anyone ever tell you that you would not be successful?

b. Did anyone do anything to hinder your success?

4) What personal sacrifices, if any, did you make in order to achieve their positions?

Current work issues

5) What tasks are you responsible for in your work?

a. What is your title, rank, and tenure status?

b. How many people do you supervise?

c. Of the people that you supervise, how many are male and how many are female?

d. What's an average day on the job for you?

e. How do you handle conflicts among your faculty/students?

f. Describe your relationship/s with your boss/es.

g. Describe your interactions with your faculty.

h. Are you assigned any courses to teach in addition to your administrative duties?

6) What personal and professional characteristics do you possess that you believe aid or hinder you in their current work?

a. Would you consider yourself charismatic?

b. Would you consider your style of leading focused on interpersonal relationships?

c. Would you consider yourself an effective leader? Why/How?

7) What obstacles do you believe you have to overcome now in your current work?

a. What issues as a result of their gender do you face in your work?

8) What personal sacrifices, if any, do you feel like you make now as a result of your advancement/position?

Aspirations

9) What are your short-term and long-term aspirations?

Professional:

- a. Are there other positions you aspire to move to in the short-term?
- b. What are your short-term aspirations within your current position?
- c. Scholarly activities or design projects?
- d. Teaching related?

Personal:

- e. Family-related or hobby-related?

Wrap-up

1. Would you be willing to participate in follow-up research with me in the future?
2. Will you send me specific documents that are relevant to this research (for example, your curriculum vitae and job description)?

Appendix IV: Observational Protocol

Participant under observation _____

Time _____ Date _____

Location _____

Descriptive Notes	Reflective Notes

Appendix V: Participant Recruitment Email for Shadowing

Dear Dean Weaver,

I am a doctoral student in Educational Leadership at Clemson University. Although I am currently working in higher education administration, I completed my MS from Virginia Tech's College of Architecture in 2003.

As you may know, only 18 of the 114 accredited colleges, schools, and programs of architecture in the United States employ a woman at the highest level (dean, director, or chair). As a woman who hopes to return to a college of architecture or design to teach and later to become an administrator, I hope to learn from the few women who have achieved administrative positions. My dissertation research (entitled *Journey to Leadership: Women Administrators in Architecture*) is an examination of characteristics common to these 18 women administrators. As the dean of the School of Building Arts at Savannah College of Art and Design, you are one of the few women who hold this distinguished position. I am writing to request your help with my research. If you agree to participate, you will be significantly contributing to a piece that will add to the limited existing literature on women administrators in male-dominated fields.

I am contacting the two women administrators in architecture that are geographically closest to me (Clemson, SC) in hopes that I can spend one day with both of you conducting face-to-face interviews and observations. You are one of these two women. I am also contacting the 16 women administrators geographically furthest from me in hopes that I can conduct telephone interviews with them. In general, I hope to learn the career paths each of you chose, your current work responsibilities, and your aspirations for the future.

Because there are only 18 of you, if you choose to participate, your name and the name of your institution will be disclosed when this research is published. However, you will be given numerous opportunities to review and edit any of the information you give me as a protective measure. The benefits of participating in this research far outweigh the risks.

I sincerely hope that you will consider participating in this study. I believe that the themes I uncover from these interviews will provide a wealth of knowledge for other women in the architecture field who strive to achieve similar administrative roles within institutions of higher education. This research is an opportunity for those of us women in the fields of architecture and design to promote the advancement of our gender in these fields.

Please feel free to contact me via email or by phone (864-332-5948) if you have any questions or concerns. If you are willing to participate, simply reply to this email and include some dates that would be best for me to visit. I am looking forward to hearing from you and hope you will participate!

Thank you for your consideration,

Margaret D. Woosnam
Doctoral Candidate, Higher Education Leadership
Clemson University

Appendix VI: Participant Recruitment Email for Phone Interviews

Dear Professor Sheine,

I am a doctoral student in Educational Leadership at Clemson University. Although I am currently working in higher education administration, I completed my Master's of Science from Virginia Tech's College of Architecture in 2003. As you may know, only 18 of the 114 accredited colleges, schools, and programs of architecture in the United States employ a woman at the highest level (dean, director, or chair). As a woman who hopes to return to a college of architecture or design to teach and later to become an administrator, I hope to learn from the few women who have achieved administrative positions. My dissertation research (entitled *Journey to Leadership: Women Administrators in Architecture*) is an examination of characteristics common to these 18 women administrators. As the chair of the Architecture Department at California State Polytechnic University at Pomona, you are one of the few women who hold this distinguished position. I am writing to request your help with my research. If you agree to participate, you will be significantly contributing to a piece that will add to the limited existing literature on women administrators in male-dominated fields.

I am contacting the 16 women administrators in architecture that are geographically furthest from me (Clemson, SC) in hopes that I can spend about an hour with you all conducting telephone interviews. You are one of these 16 women. I am also contacting the two women administrators geographically closest to me in hopes that I can conduct face-to-face interviews and observations. In general, I hope to learn the career paths each of you chose, your current work responsibilities, and your aspirations for the future.

Because there are only 18 of you, if you choose to participate, your name and the name of your institution may be disclosed when this research is published. However, you will be given numerous opportunities to review and edit any of your information as a protective measure.

I sincerely hope that you will consider participating in this study. I believe that the themes I uncover from these interviews will provide a wealth of knowledge for other women in architecture who strive to achieve similar administrative roles. This research is an opportunity for women in the fields of architecture and design to promote the advancement of our gender in these fields.

Please feel free to contact me via email or by phone (864-332-5948) if you have any questions or concerns. If you are willing to participate, simply reply to this email and include either some dates and times that would be best for you to participate in the telephone interview or a request for a copy of the protocol to complete on your own time. I am looking forward to hearing from you and hope you will participate!

Thank you for your consideration,

Margaret D. Woosnam
Doctoral Candidate, Higher Education Leadership
Clemson University

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