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**ADMINISTRATIVE FELLOWS EXPERIENCES IN ACHIEVING LEADERSHIP
DEVELOPMENT GOALS VIA PARTICIPATION IN A UNIVERSITY SPONSORED
PROGRAM**

A Dissertation in
Workforce Education and Development

by

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ABSTRACT

Marketplace competition is increasing in higher education, the number of traditional college-age prospective students is decreasing, and external pressures from stakeholders to keep costs low and value high for students are becoming more intense. Leaders in higher education must address these issues to position their institutions to attract top students, faculty, and administrators. Since the current higher education leadership workforce—mostly White male administrators—is retiring, there is a need to develop the next generation of leaders positioned to face the unique challenges of higher education. Women administrators continue to lag behind in securing senior leadership positions in higher education and preparing the next generation of women leaders to tackle these current industry challenges is an urgent issue. Researchers need to examine why women in higher education are not advancing in larger numbers to senior leadership positions and what sponsors of leadership programs can do to support the advancement of women leaders.

The purpose of this study was to examine how one university-based leadership development program is enabling women to assume leadership positions and whether that program was meeting its stated objectives. A qualitative case study approach was used to analyze the lived experiences of study participants. Nine administrative fellows who participated in the Administrative Fellows Program at University X from 2004 to 2013 were interviewed and secondary data were reviewed and analyzed as a part of the case study. The results revealed a generally broad overall alignment of main themes between the fellow's understanding of the goals for the Administrative Fellows Program and organizational goals. However, a few misalignments were noted between the fellows and the program centered primarily on learning activities during the fellowship and experiences and expectations for advancement opportunities after the fellowship year. Recommendations are made regarding two critical components of the Administrative Fellows Program at University X. The first is an examination of the learning

activities of the program. The second is an examination of the mentor- mentee roles and the related relationship and expectations.

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Chapter 1

Introduction

According to a 2012 American Council on Education study, senior leaders in colleges and universities in the United States typically are married, White 60-year-old men (American Council on Education, 2012). Leaders in higher education are graying and large numbers are expected to retire soon. At a time when colleges and universities are competing for the best students and for the best faculty and staff, the added pressure of replacing an aging leadership workforce has become an urgent priority. This aging workforce and increased demands in the marketplace to attract and retain new leadership talent are causes for concern for the higher education community (Stripling, 2011).

In addition to this problem, leaders of higher education institutions are debating about the nature of effective leadership in today's higher education marketplace, what qualities or capabilities the next group of academic and administrative leaders should be acquiring, and what approach to leadership development is the most effective for today's leaders (Bennett, 2004). The leadership crisis has brought attention to how higher education is managing leadership talent. Talent management may be defined as a "formalized process to effectively retain and develop high potential employees" (Ricco & Shanghan, 2012, n.p.). Even though developing leaders is more important than ever, evidence suggests that many institutions do not have properly structured or developed programs and processes in place to be successful in developing talent (Leskiw & Singh, 2007).

Practical Rationale

Although the number of women leaders has increased in higher education, women continue to be underrepresented in leadership positions (Dominici, Fried, & Zeger, 2009). However, with the increase in vacancies at senior positions more women must be moved into positions of leadership (Hennessy, 2012). This study analyzed the reflective experiences of

women faculty and administrators who have participated in the Administrative Fellows Program at University X, a large research university in the Eastern United States, and how this experience has shaped them to assume leadership positions and to handle the complex issues surrounding college and university governance and decision-making.

Leadership Challenges for Women in Higher Education

Effective leadership is critical for colleges and universities to survive, thrive, and fulfill their education missions (Arini et al., 2010). Leadership has been defined in many different ways and the definition continues to evolve to address emerging concerns and challenges. Leadership has been defined broadly as “learning” (Amey, 2006, p. 56). For this study, leadership was also viewed as enabling “organizations to see opportunities on the horizon, develop structures to motivate action, and inspire people of all stripes to pursue opportunities with courage, passion and resilience” (Ashford & DeRue, 2012, p. 146).

Women continue to be underrepresented in leadership positions in colleges and universities; recognition of the root causes of the workplace obstacles faced by women is still a challenge (Dominici et al., 2009). Scholars point to the “glass ceiling” concept as one reason why women still are underrepresented (Jackson & O’Callaghan, 2009). As Jackson and O’Callaghan (2009) noted, “since the 1980’s the Federal Government has recognized the existence of a glass ceiling which prohibited the advancement of women...in the workplace” (p. 462). Others have used the term ‘labyrinth’ to describe women’s advancement, or lack of advancement, into leadership positions. As Dahlvig and Longman (2010) noted, “a labyrinth allows individuals to move circuitously toward an ultimate goal, yet there may be little understanding of why a particular route has opened or why sudden barriers have been put into place” (p. 239). Although advances have been made in recent years to increase representation, the numbers of senior-level women administrators still falls short, especially in the faculty and leadership areas (Alex-Assensoh, 2012). Whether women administrators hit a glass ceiling or navigate a labyrinth at

their institutions, leadership gender parity remains an important issue to address in higher education (Longman, Dahlvig, Wikkerink, Cunningham, & O'Connor, 2011). It is important for higher education institutions that sponsor leadership development activities for their women faculty and administrators to analyze their own cultural barriers to ensure that these initiatives provide a clearer path for leadership success.

Organizational stability can also be seen as one challenge faced by women in advancing to leadership positions in their organizations (Jackson & O'Callaghan, 2009). Historical positions of power and those traditionally thought of as leaders in an organization can be difficult to break into for minority groups. Traditionally, women faculty and administrators “feel constrained by policies and procedures that were originally designed by and for men” (Alex-Assenshoh, 2012, n.p.). Therefore, women administrators who successfully move through the labyrinth of leadership succession do not necessarily enjoy support and acceptance from the organization and those employees who follow these leaders. Women who are successful in securing leadership positions can become mired in an atmosphere of prejudice and resistance (Eagly, 2007). How institutions choose to tackle this cultural issue of power dynamics in their organization is important to address in their leadership development initiatives.

Developing Leaders in Higher Education

Bisbee (2007) said that: “leadership development is a process, not a single event” (p. 86).

Leadership development can be defined as the:

. . . thoughtful, careful exposure of individuals to activities that provide them with the skills necessary to be effective leaders as well as to advance in their career. It sharpens their capabilities and advances their knowledge while providing coaching and guidance necessary for successful leadership. (*ACE Preparing Leaders for The Future*, n.p.).

Bisbee (2007) also commented that success in the rapidly changing higher education environment today demands competent and effective leadership throughout organizations. The

candidate pipeline for new leaders is drying up just as the mass of retirements in the leadership ranks is occurring. A recent 2010 survey reported by Fusch and Mrig (2011) reinforced just how unprepared the industry feels in replacing retiring leaders. Forty-eight percent of respondents gave their institutions a C, D, or F grade in developing new leaders.

The need is great for new leaders at all levels of higher education; new ways to develop leaders are being created and older approaches are being refined to fill the leadership development gap (Yukl, 1998). Many approaches for developing leaders are being used in higher education. Institutions have used succession planning programs and off-campus development opportunities at conferences and through external organizations to support leadership development activities. Another way for institutions to combat this leadership shortage is by developing their own in-house leadership development programs. On-campus programming can focus on skill development, mentoring, and fellowships. Aasen and Stensaker (2007) said that “leadership is seen as the new coordinating mechanism within higher education” (p. 371). Further, because of this focus on leadership, many higher education institutions have begun paying more attention to preparing workers for new tasks (Aasan & Stensaker, 2007).

More attention is being paid to developing leaders, but questions remain regarding whether the goals and objectives of the programs are being accomplished. Yukl (1998) indicated that the effectiveness of leadership development programs depends on the design of the learning experience. Some conditions for learning success identified by Yukl (1998) are:

- clear learning objectives;
- clear meaningful content;
- appropriate sequencing of content;
- appropriate mix of training methods;
- opportunity for active practice;
- relevant, timely feedback;

- trainee self-confidence; and
- appropriate follow-up activities (p.468).

Those institutions that assess their leadership development programs and figure out how to manage talent effectively will have a competitive advantage (Riccio & Sanaghan, 2012).

Significance of the Study

Due to limited empirical research into women's leadership development in higher education, more such study is necessary to support higher education institutions and other leadership development organizations that serve this population in developing new leaders now and into the future. Developing women leaders in higher education has been an industry priority that has now reached critical importance (Madsen, 2011). The impending mass retirements of current senior leaders and the lack of consistent improvements from women candidates moving into leadership positions heightens this priority. Unfortunately, this emphasis on development has not led to equal representation by women in academic leadership positions (Dominici et al., 2009). *The White House Project* highlights these gender discrepancies in higher education. According to data offered in this report, women are 57% of all college students, but only 26% of full-time professors and 23% of presidents (The White House Project, 2009). The report also commented on the stagnation in the numbers of women advancing to the presidency position—the number of female presidents has not changed in the past decade (The White House Project, 2009). The board of trustees, the body that is responsible for hiring and firing the president, typically has less than 30% female representation (The White House Project, 2009). Finally, the salary gap is still wide, with female faculty members making 82% of the salary earned by male faculty members (The White House Project, 2009).

Jackson and O'Callaghan (2009) summarized the effects of the glass ceiling for women in higher education as resulting in “disproportionate representation”, “disparities in compensation, rank, and position”, and “implementation of support efforts” (p. 465). Sanchez-

Hucles and Davis (2010) commented that the only way for women to achieve leadership positions is to navigate the complexity of racism, sexism, discrimination, and family care obligations.

One specific program used by University X to encourage and support the development of women faculty and administrative leaders is the Administrative Fellows Program. A look at the numbers of women faculty and staff at University X demonstrates the reasons for the continued support of this leadership development program. A 2013 status of women at University X report noted that between 2001 and 2011, women's representation on the board of trustees, faculty positions, staff and technical services employees and female administrators was lower than hoped for and that university-wide strategies were being put into place to begin to address these concerns.

The Administrative Fellows Program was started in 1986 and is administered by the Vice Provost for Academic Affairs Office. This competitive and prestigious program has an application and interview process with typically three fellows being chosen each year. The successful applicants leave their current role for a year to be mentored by a senior-level administrator. Between 1986 and 2013, there have been a total of 70 fellows. Fifty nine of the fellows have been women.

Statement of the Problem

The problem that this study explored was how to most effectively support and encourage women faculty and administrators to advance as leaders at this eastern U.S. university. Current retirements in the senior ranks of college and university leadership provide an opportunity for women and minorities to advance in greater numbers into these positions (Hennessy, 2012). American Council on Education President Molly Corbett Broad added that "as students, faculty and staff become more diverse, we are reminded yet again about the importance of developing a more diverse pool of senior leaders" (Broad, as quoted in Hennessy, 2012, n.p.). More vacancies in leadership positions and more women being educated in U.S. higher education systems point to

increased opportunities to broaden the representation of these groups in leadership positions. Due to impending retirements and the increase in educated and experienced women administrators, it is “timely to revisit how gender influences leadership styles and perceptions of leader effectiveness – and with them opportunities for advancement” (Antonaros, 2010, n.p.).

Traditional institutional processes and cultural norms have blocked or slowed advancement for women (Alex-Assenoh, 2012). Identifying these blockages is imperative for institutions if they are to encourage advancement of women candidates. Also, it is important for institutions to actively promote those competencies that support effective leadership in today’s higher education system. The White House Project (2009) noted that the “presence- or absence- of female academic leaders can have far-reaching influences not only on the institutions themselves, but...on the scope of research and knowledge that affects us all” (p. 16). Women administrators can offer universities strong leaders that can expand ways of thinking and problem solving and can change the way organizations view leadership (Airini et al., 2010).

Purpose of the Study

The purpose of this case study was to explore the leadership development experiences of women in the Administrative Fellows Program at University X. Developing future leaders in higher education and preparing those leaders for complex organizational and decision-making structures is imperative for the higher education community (Baltodano, Carlson, Jackson & Mitchell, 2011). Research is needed that specifically looks at why women in higher education are not advancing in larger numbers to senior leadership positions. This need is highlighted in the relatively small number of senior women leaders at University X. Research must “identify both the deficits and credits that exist personally, professionally, organizationally, so they [deficits and credits of women leaders] may be proactively advanced or addressed” (Airini et al., 2010, p. 45).

University X sponsors the Administrative Fellows Program to support the development of women faculty and staff and to ready them for leadership positions at the university. These

types of focused development programs are important due to the multi-faceted challenges that face education leaders today (Baltodano et al., 2011). Baltodano et al. (2011) stated that since women's progress into leadership positions is stalled and because the current pressures of the marketplace in higher education require creative decision-making, "the call for women's leadership development programs for women faculty, administrators, and staff in higher education is imperative" (p. 65).

The leadership development experiences of the fellows who engaged in the leadership development program examined in this study were explored to assess program outcomes for the individuals and their careers and to compare these findings to the stated goals of the program. Using secondary data, interviews, and field journals, the organization was assessed to articulate the organizational goals for the program. These experiences were also compared to the conceptual framework and literature review that guided the study.

Research Questions

The following research questions were answered in the study:

1. What do the fellows identify as the goals for the Administrative Fellows Program at University X?
2. How did the fellows achieve these goals?
3. What are the organizational goals for the Administrative Fellows Program?
4. To what extent do the program goals, as identified by the fellows, align with the stated goals for the program?

Assumptions

This qualitative study had several assumptions, which are areas of the study out of the researcher's direct control (Gay, Mills, & Airasian, 2006). First, the researcher interviewed fellows that have participated in the Administrative Fellows Program from 2004-2013; however the program has existed since 1986. The researcher assumes that the program has not

dramatically changed in objectives and structure since 1986 and that the participants interviewed experienced a similar experience regardless of the year they participated in the program. Second, the case study participants were, in some cases, one to nine years removed from their fellowship experience so they were relying on recall to answer the interview questions. Third, there were a limited number of fellows to draw from for this research study. Finally, because of the sensitive nature of the inquiry, the researcher had to guarantee information security, ensuring participant anonymity and confidentiality and had to assume that the interviewees provided accurate and honest views and perspectives. To address this concern, the results chapter, chapter 4, was shared with each interviewee prior to finalizing the work.

Definition of Key Terms

Talent management - Talent management may be defined as a “formalized process to effectively retain and develop high potential employees” (Ricco & Shanghan, 2012, n.p.).

Leadership - Leadership has been defined broadly as “learning” (Amev, 2006, p. 56). Leadership, for this study, can also be viewed as enabling “organizations to see opportunities on the horizon, develop structures to motivate action, and inspire people of all stripes to pursue opportunities with courage, passion and resilience” (Ashford & DeRue, 2012, p. 146).

Glass ceiling and labyrinth - As Jackson and O’Callaghan (2009) noted, “since the 1980’s the Federal Government has recognized the existence of a glass ceiling which prohibited the advancement of women...in the workplace” (p. 462). Others have used the term ‘labyrinth’ to describe women’s advancement, or lack of advancement, into leadership positions. As Dahlvig and Longman (2010) wrote, “a labyrinth allows individuals to move circuitously toward an ultimate goal, yet there may be little understanding of why a particular route has opened or why sudden barriers have been put into place” (p. 239).

Leadership development - Leadership development can be defined as the: thoughtful, careful exposure of individuals to activities that provide them with the skills necessary to be

effective leaders as well as to advance in their career. It sharpens their capabilities and advances their knowledge while providing coaching and guidance necessary for successful leadership.

(ACE Preparing Leaders for The Future, n.d., n.p.)

Mentoring - Kahle-Piasecki (2011) wrote that the mentoring relationship between the mentor, who is a more experienced person, and the mentee in the workplace can be very beneficial and that it “can provide both parties benefits offering support and knowledge in performing a job, increased admiration in the office, and navigating the politics of an organization” (p. 46).

Conceptual Framework

The conceptual framework developed to guide this research used a combination of approaches that incorporated the Mindful Engagement Process, the Adaptive Leaders Skill Set for higher education, and the mentoring theory of Developmental Alliance. The conceptual framework is fully explained in chapter 3. The Mindful Engagement Process was selected because it focuses on how participants approach and frame, process, and reflect on the leadership experience (DeRue & Ashford, 2010). This approach-action-reflection framework “highlights the processes involved in self-directed leadership development” (DeRue & Ashford, 2010, p. 25).

In addition to the Mindful Engagement Process, the Adaptive Leaders Skill Set for higher education leaders framework by Goldstein and Sanaghan was used. Goldstein and Sanaghan listed five critical leadership skills for current and future higher education leaders. This list was developed from decades of research into leadership teams in higher education. According to this newly developed framework, leaders need to:

- be systems thinkers;
- have a diagnostic mentality;
- be adept at cross boundary collaboration;
- have creativity; and

- be willing to take measured risks (Fusch, 2011).

The final element of the conceptual framework that guided the study was the Developmental Alliance theory of mentoring. This theory focuses on the mentor, the mentee, and the organization (Hesse, n.d.). The mentor, the mentee, and the organization all benefit or fail to benefit from the mentoring relationship so the impact covers all three entities.



Figure 1.1. Conceptual framework combining the Mindful Engagement Process, the Adaptive Leaders Skill Set for higher education leaders, and the Developmental Alliance Theory of Mentoring

Chapter Summary

This chapter offered initial thoughts regarding background on women's advancement and leadership development in higher education, the problem addressed in this study, and the purpose and research questions that were analyzed. Additionally, an overview of the conceptual

framework that guided this study was introduced. In chapter 2, the more detailed literature review that underpinned the basis of the study is presented.

Chapter 2

Literature Review

Purpose

This chapter provides a review of literature related to this study. The literature review covers the types of leadership development programs for women administrators that are commonly used in higher education. The review analyzes studies related to national, international, and regional programs as well as college and university sponsored programs. Next, a review of mentoring programs and key concepts related to mentoring of women in higher education is offered. Mentoring is a focus of the review because it was identified in the document review as the primary development activity that structures the Administrative Fellows Program at University X. Additionally, mentoring is a constant shared by all fellows who participate in the program; it was identified in the literature review as a critical element to successful leadership development initiatives for women.

Leadership in Higher Education

There is little published research on effective leader behavior in higher education (Bryman, 2007) and little information about programs and strategies for leadership development for women in higher education (Hopkins, O'Neil, Passarelli, & Bilimoria, 2008). According to Madsen (2011), researchers have recently begun publishing in this area to address institutional need for guidance on how to “design programs to help their own female faculty, staff, and administrators develop leadership skills” (p. 6).

This lack of published research appears to be misleading in light of the work actually being done at the national, regional, and local college and university levels to address the problem of this study, described by Madsen (2012) as the lack of qualified women leaders to assume the

complex leadership responsibilities in higher education. A Google search on leadership development issues for women in higher education displayed many regional and college and university programs working to address this issue. Some examples include the Oregon Women in Higher Education program and the Kennesaw State University EXCEL Leadership Program for faculty and staff. While work to address the problem is occurring, as stated by Madsen (2012), it appears that published evaluations of this work are only recently becoming more numerous. This study is at the confluence of the issue, bringing together varied strategies and approaches for women's leadership development programs in higher education, pointing to the lack of published research in this conversation, and noting the inherent difficulties in evaluating leadership development efforts. Thus, this study filled a gap in the literature and added to this important body of research.

A literature search of multiple academic databases was done using the following search terms—women's leadership development in higher education, career development in higher education, and professional development in higher education. Also, the terms effectiveness of leadership development programs for women in higher education and leadership development in higher education were used. In addition, the mentoring literature in general and specifically the few studies that focused on mentoring for women in higher education were also included in the review. Scholarly publications within the past five years with articles that fit the search terms functions of mentoring, history of mentoring, women and mentoring, and mentoring women in higher education administration were reviewed. After reviewing the larger body of work around leadership development for women in higher education, specific research studies that focused on national and international programs and colleges and universities leadership development programs for women in higher education were included in this literature review.

Leadership Development

Leadership development programs for higher education employees, and especially for women administrators in higher education, are a critical concern for the future growth of colleges and universities today (Madsen, 2011). As defined by the American Council of Education and introduced in chapter 1 here, leadership development can be defined as the “thoughtful, careful exposure of individuals to activities that provide them with the skills necessary to be effective leaders as well as to advance in their career” (ACE Preparing Leaders for The Future, n.d., n.p.). Leadership development programs for women in higher education are a critical component in supporting women’s ability to secure and maintain positions of influence in their colleges and universities (Madsen, 2011). As Madsen (2011) stated, “the bottom line is that we need to help prepare (e.g., increase aspirations, develop skills and competencies, obtain mentors and coaches) more women for leadership in higher education” (p. 5).

Bennett (2004) said that the process for leadership development can either be a traditional classroom approach or an embedded work-based approach. Traditional programs encourage the development of basic leadership skills like presentation skills, meeting skills, interviewing techniques, and the ability to provide meaningful feedback to employees (Amagoh, 2009). In contrast, the work-based approach in leadership development uses the work climate, conditions, and colleagues of the leadership development participant to embed learning within the workplace. Thomas (2008) said that although institutions encourage workers to get experience on-the-job they “provide precious little guidance on how to learn from experience – how to mine it for insight about leading” (p. 15). More formal work-based leadership development programs can provide an opportunity to guide the faculty or administrator to self-reflect on the learning experiences delivered in the development program.

The American Council of Education’s leadership development online toolkit suggests that within higher education learning on-the-job provides “the richest, most constant source of

development” (ACE, On-Campus Leadership Development: The Workplace as a Learning Environment, n.d., n.p.). Some on-the-job learning activities to which administrators might be exposed include: to build a team, build a program, turn around a failing operation, assume increased responsibility, cross training on new committees and projects, working with mentors, and finally working with different people outside of their work group (ACE, On-Campus Leadership Development: The Workplace as a Learning Environment, n.d.).

No matter what process an institution uses, Bennett (2004) said that the learning should be self-managed by the learner and it should also be strategic, supported, and structured. Leskiw and Singh (2007) noted that “leadership development is one of the most people-related organizational interventions” (p. 447). Programs, to be successful, rely on participants to reflect on their learning and to transfer their newly acquired knowledge back to the workplace (Amagoh, 2009).

Sponsors of Leadership Development Programs

Leadership development opportunities for women in higher education are sponsored by professional national organizations, state organizations, and by colleges and universities. McDade (1991) said that these leadership and professional development programs “are mostly individual offerings by myriad associates, colleges, universities, consultants, and other organizations” (p. 88). Even though there are many different sponsors and delivery vehicles for leadership training, most successful programs appear to share a few programmatic elements. Some of these shared elements are: “to acquire new or hone preexisting leadership skills, mentoring, and exposure to senior administrative work” (Davis, n.d., n.p.). Also, the strongest programs enjoy high-level support within the institution for a specific leadership development program and the programs look to encourage leadership at not only the individual level, but also the institutional level (Madsen, Longman, & Daniels, 2011). The employee who participates in leadership development experiences is not guaranteed advancement in their organization, but participation can increase

work output, increase job satisfaction, and provide an opportunity to develop a mentoring network for ongoing support for continued professional advancement for the participant (Davis, n.d., Conclusion).

Madsen, Longman and Daniels (2012) cataloged the various national, regional, and college- and university-sponsored programs. From their work it appears that the audiences for the programs vary between faculty and administrative development. Many programs focus on just faculty development. Few programs have both faculty and administrators as the target audience for the program (see, e.g., Administrative Fellows Program at University X). The sizes of the programs vary as well. Many programs have larger cohort groups, unlike the Administrative Fellows Program which averages three fellows per year. Finally, yearlong, sustained fellowships are not a common structure for delivery of the leadership development experience.

According to White (2012) and reinforcing the problem articulated in this current study, we are in a critical time for higher education as it finds itself needing “more women prepared to assume senior leadership roles, both to fill the openings from anticipated presidential retirements and to provide higher quality decision-making through more diverse perspectives at all levels of leadership” (p. 11). All of the research studies that focus on women’s leadership development in higher education attempt, in their unique way, to articulate the best way for the industry, for their region, or for the local college or university to fill this gap in preparation and support for women leaders.

Some common threads flow through all of the research studies that focus on women’s leadership development in higher education. All evaluate programs that support women in higher education to overcome obstacles to advance into leadership positions within their organization. The studies also take a closer look at very specific populations and very specific methods to advance this need and cause of women’s leadership development and advancement in higher education. Most are snapshots of programs. This is a limitation because there are no longitudinal

data from which to draw conclusions. This snapshot provides entry points into the topic, but not in-depth analysis of the program's outcomes over a period of time. Two national studies—the American Council on Education's (ACE) Fellows Program and the Higher Education Resources Services (HERS) Institute—provide a larger population to include in their evaluations rather than smaller samples that individual college and university programs use in their research. The ACE study includes both men and women and is not focused solely on women's leadership development. The other national/international studies are focused on New Zealand institutions and Christian higher education organizations. Finally, all of the studies are important steps in analyzing the most effective ways to identify and train new women administrators for the complex challenges facing leaders in higher education today and in the future.

Nationally Sponsored Programs

The American Council on Education's (ACE) Administrative Fellows Program (AFP) calls itself “the most effective, comprehensive leadership development program in American higher education today” (ACE Fellows Program, n.d., n.p.) The program, which has been in existence for over 40 years, is not dedicated only to women's leadership development, although the development of women has been an explicit goal of the program since the 1970s and institutional leaders are looking to the program to advance women in higher education (Chibucos & Green, 1989). The ACE fellow's program experience consists of a year-long on-campus experience at the fellow's home campus, at a sponsoring institution, or at a host institution. The fellow works with a senior administrator mentor during their experience and they also participate in three one-week-long development seminars. Fellows are expected to visit other institutions during their fellowship year and to attend regional and national meetings about higher education issues. Finally, the fellows wrote about their development experience by completing an analytical research paper (Chibucos & Green, 1989).

Chibucos and Green's (1989) program evaluation drew on data for 747 fellows who participated in the program from 1965 to 1982 and a survey from the first 18 fellows' classes. Twenty-eight percent ($n=207$) of the 747 surveyed fellows were women. The study had a 79% response rate ($n=588$) for the survey. The outcome measures for the study used to provide an assessment of the fellows program were the career advancement of the fellows, the assessment of the knowledge acquired through program participation, and the impact that the program had on the fellows' overall professional lives (Chibucos & Green, 1989). Of the fellows who participated in the study, 61% were from public four-year institutions, 32% from private two- and four year institutions, and 7% were from community colleges (Chibucos & Green, 1989). The outcomes of the study suggest that a large percentage of fellows have been hired for important administrative positions in higher education (Chibucos & Green, 1989). Also, most fellows felt that the yearlong internship and the week long seminars were most beneficial for their development and the mentoring experience was extremely helpful (Chibucos & Green, 1989).

The overall evaluation of the program by participants was very high and the program was very important as a leadership development tool in higher education and as a career credential for their future growth and development. The fellows also commented that the program benefited them not only professionally, but that their participation also supported their home institution (Chibucos & Green, 1989). One frustration noted by some fellows was a lack of continued growth opportunities back on their home campus when they returned from their fellowship year. The data showed how the funding for the fellowship year was an issue for some institutions. The researchers felt that the increase in home fellowships compared to host fellowships was due to the financial burden on the host institution from covering fellows' expenses during their fellowship year (Chibucos & Green, 1989). Chibucos and Green (1989) commented that the findings showed that the fellows program was encouraging women and minorities to pursue leadership positions. The overall outcomes of the study, although the investigators acknowledge the difficulties in

measuring the success or outcomes of a fellowship program, pointed to positive indicators that “show that the AFP is succeeding in realizing its goals of training people in administration and in placing its graduates in influential administrative positions” (Chibucos & Green, 1989, p. 40).

No recent evaluations of the ACE Fellows Program have been published, so the results from the 1989 study, although valuable, can be viewed as outdated. The ACE website now promotes the ACE Women’s Network to specifically address the needs of women’s leadership development in higher education, although no studies on this network have been published. The website (www.acenet.edu/leadership/Pages/Inclusive-Excellence-Group.aspx) promotes a national women’s leadership forum, regional women’s leadership forums, and the ACE Women’s Network. Research is needed on these ACE programs organized specifically around women’s development to evaluate whether they support women in a more focused and effective way than the general fellows program.

White’s (2012) article provided a historical and a current overview of the ongoing evaluation efforts of the HERS Institutes, a national leadership development program focused on women in higher education. HERS, an organization founded in 1972, has “provided leadership development opportunities for more than 4,300 women faculty and administrators sponsored by 1,100 institutions in the United States and abroad” (White, 2012, p. 11) at three HERS institute locations (Bryn Mawr, Wellesley College, University of Denver). The curriculum of the institutes first offered in conjunction with Bryn Mawr College in 1976 was designed to provide “leadership development to women faculty and administrators and supporting institutional change through the impact that HERS alumnae would have on their campuses” (White, 2012, p. 13). The five defining leadership development characteristics of the program are: (a) focus on institutional leadership; (b) time-intensive commitment of four or five weekends; (c) practitioner faculty; (d) diversity among participants; and (e) development of women leaders at all levels and in all stages of their careers (White, 2012).

White's article emphasized HERS' continual evaluation of the curriculum at their institutes to ensure that they "address the new circumstances and challenges women leaders will face in guiding institutions in the decade ahead" (White, 2012, p. 11). White (2012) then expanded on the importance that the HERS institutes in the next ten years, saying that the "decade ahead will be a critical period to prepare and promote women of all backgrounds to the highest executive positions and to strengthen the entire pool of women holding institutional leadership positions" (p. 12). White's article focused on the continuous assessment activities that HERS has undertaken from 2006 to 2012; the researcher also briefly mentioned previous assessment work that HERS has undertaken to get to current day issues. The assessment had two stages. The first was an initial review of the perceptions of women on major obstacles to women in leadership positions in higher education. The second area was the economic crisis of 2008 and its effect on higher education and women's leadership in higher education (White, 2012).

The program review started with a phone survey of 25 senior leaders (19 women, 6 men) and five academic search consultants. The sample represented leaders from different racial and ethnic backgrounds and institution types (White, 2012). These leaders were asked three survey questions focused around current institutional barriers to women's advancement in higher education and HERS role in helping women overcome these barriers (White, 2012). The outcomes of this phase of the evaluation were three major conclusions. The first was that "gender-based obstacles remained firmly in place as women sought advancement to highest positions in higher education leadership" (White, 2012, p. 16). The second outcome was that "higher education leadership positions were becoming more difficult as institutional executives faced challenging and even hostile responses from constituencies" (White, 2012, p. 16). Finally, the sample all reported "trying to recruit women at middle and upper ranks of faculty or higher education administration who decline to take on the executive leadership positions" (White, 2012, p. 16).

A follow-up survey was distributed to the 2005–2006 HERS Wellesley participants ($n=50$). The Wellesley group completed an anonymous survey and a group interview. Wellesley participants changed the questions to reframe them to look at the progress that women have made in assuming leadership positions, rather than focusing on the obstacles discussed by the first interview group (White, 2012). This refocusing speaks to how different generations view the issue of women's leadership development. The core findings were similar to those for the senior leaders and consultant group. There was agreement that “significant institutional barriers remained although these obstacles were often more subtle” (White, 2012, p. 16). The Wellesley group shared that women were still blocked by gendered expectations of leadership in their work to move into leadership positions (White, 2012). The Wellesley group also added the importance of recognizing that family obligations were still very relevant for women as they look to advance in their organizations (White, 2012).

Survey results led the HERS Institutes to adopt four recommendations from this assessment work. The institute was already focused on some of these issues so their importance was reinforced for the HERS leadership. The HERS leadership development activity focused on external relations, budget and financial strategies, risk-taking, and continuing attention to the challenges that women leaders face in higher education (White, 2012). Finally, using the data from the previous two surveys, the HERS staff developed a third survey sent to the participants of the month long 2006 summer institute at Bryn Mawr ($n=71$). The outcome of this survey suggested the addition of negotiation and conflict management, career development, and off-campus issues that face colleges and universities curriculums (White, 2012). The final survey also showed that the Bryn Mawr participants were “looking for expertise in ethnic and racial analysis of the curriculum as well as gender analysis” (White, 2012, p. 18). They also requested more information on general diversity issues at colleges and universities, assessment, distance education, research, and service learning (White, 2012). Finally, recommendations on the

delivery method for the HERS leadership development training were made, including moving the curriculum to a more 'participant-centered' experience (White, 2012).

The overarching outcomes of this ongoing assessment were that the HERS institute curriculum changed to focus on the rapidly changing conditions facing leaders in higher education. They also encouraged participants to take greater ownership of their learning and transfer this learning back to their home campuses. Risk-taking was encouraged and the focus was firmly on those skills that would move the HERS women participants to the next stage of their careers. The curriculum revision seems to be ongoing at HERS with post-program evaluations being used to reshape the curriculum to be more effective. This work is showing HERS that it must develop additional delivery models (White, 2012). The HERS institute's ongoing program evaluation is positive; however, it is very inwardly focused. It is important for national programs to understand how they can work cooperatively with regional, college and university programs to support women's leadership development efforts.

Internationally Sponsored Programs

Two recent studies have focused on the New Zealand Women in Leadership (NZWIL) program and one on the Australian public sector universities. In a 2011 study from New Zealand, Airini, Collings, Conner, McPherson, Midson, and Wilson examined 110 self-reported incidences of events that helped or hindered advancement for women in university leadership roles. The online survey captured responses from 26 women from the eight universities in New Zealand (Airini et al., 2011). The research was conducted as a part of the L-SHIP (Leadership-Supporting Higher Intent & Practice) project with two main aims, which were "to identify factors in universities that help and hinder women's advancement as leaders" and "to provide useful evidence to underpin the development of programmes supporting women's advancement in university leadership roles" (Airini et al., 2011, p. 48). The New Zealand Vice-Chancellors' committee supported this work because it, like higher education international organizations,

acknowledged an imbalance with regard to women in leadership positions in New Zealand (Airini et al., 2011).

The L-SHIP project was conducted using an online survey and the timeframe for the project lasted 12 months. The Critical Incident Technique looking at the lived experiences of women leaders was used to capture data to understand how professional development was influenced by formal and informal experiences (Airini et al., 2011). This research technique involves collecting stories from participants that are then categorized for review and analysis (Airini et al., 2011). Of the 26 surveys, 110 critical incidents were collected. The sample for this survey was 26 women who had taken part in the New Zealand Women in Leadership Programme (NZWIL) in 2007 and they worked at the eight universities in New Zealand. The participants were professors of any rank, department heads, dean of any rank, or general managers in the universities (Airini et al., 2011). The participants were asked to describe a time: (a) when “something has happened to you in a work situation that helped/hindered in your advancement in university leadership”, and (b) “when something has happened to you in a non-work situation that helped/hindered in your advancement in university leadership” (Airini et al., 2011, p. 49).

The results of the 110 incidents show that the women reported more helpful incidents that occurred in the work setting rather than in the non-work setting (Airini et al., 2011). Five main themes were detected in the analysis of the incidents that supported or hindered women’s advancement to leadership positions. They were: “work relationships, university environment, invisible rules, proactivity, and personal circumstances” (Airini et al., 2011, p. 51). The study results showed that individual women must take active responsibility for their own careers, but other influences in the environment support or block women’s advancement.

Some limitations of the study are the sample size and the focus on a single country. The authors also noted that the advancement of women into leadership roles in higher education is strategically important to higher education and to the larger society and that colleges and

universities can work to enhance the skills of women in a strategic way (Airini et al., 2011).

Airini et al. (2011) pointed to a need for a continued call to action to support women's leadership development in higher education and that "further research into university leadership is needed" (p. 59) to understand the unique landscapes for women's career advancement.

A study by Harris and Leberman (2012) also focused on New Zealand universities. Acknowledging the "limited empirical research on leadership development programs for women" (Harris & Leberman, 2012, p. 28), the study used the longitudinal case study approach to analyze and discuss the national New Zealand Women in Leadership (NZWIL) program, which was started as a partnership between the EEO commissioner at the Human Rights Commission, the pro vice-chancellor of equity at Auckland University, and the New Zealand Centre for Women and Leadership (Harris & Leberman, 2012). Women in New Zealand universities "hold only 22.45% of senior academic positions in New Zealand's eight universities and represent only 17.22% of professors and 28.02% of associate professors" (Harris & Leberman, 2012, p. 29). This program's focus was on "developing individual leaders for universities in the New Zealand tertiary system" (Harris & Leberman, 2012, p. 31).

The program's audience was women at the upper-middle levels of leadership in universities and those women who wished to be managers, senior academics, heads, deans, or principal investigators on research projects (Harris & Leberman, 2012). The curriculum for the leadership development experience focused on leadership attributes, management competencies, the tertiary education sector, and building networks (Harris & Leberman, 2012). The program was designed by women for the women at the eight universities in New Zealand. Surveys, phone interviews, and an independent evaluation were used to evaluate NZWIL program outcomes in supporting women's leadership development.

This study utilized a longitudinal case study approach that focused on the participants of the NZWIL and their development experiences in the program. First, a survey was mailed to the

previous participants ($n=96$, 54% response rate of $n=52$) of the NZWIL in 2008 through 2010. The survey contained 28 open- and closed ended questions. Second, a phone survey was completed with all of the NZWIL alumni from all of the cohorts ($n=155$, 49% response rate of $n=76$). Finally, an independent evaluation by the lumin group was conducted by interviewing key stakeholders of the program.

Study results indicated positive outcomes for both women participants and their universities; a significant number of women were promoted after participating in the NZWIL (Harris & Leberman, 2012). The program enhanced leadership capabilities and networks of influence for participants (Harris & Leberman, 2012). In addition, the NZWIL had the unintended benefit of improving the self-confidence of the women who participated in the program. Like most leadership development evaluations, a study limitation was that the evaluation was reflective. Attempts should be made to embed ongoing evaluations into the program as a new cohort of 20 participants enters every year and the real-time feedback can have a direct impact on the development experience.

In Kloot's 2004 study, gender inequity in leadership positions in three Australian public universities was researched. The study focused on "the experiences of women who did make it to the senior echelons of management, but chose to leave" (Kloot, 2004, p. 481). Kloot (2004) noted that in 2003 women were advancing to the faculty, but only a few were advancing to the highest level. The gender imbalance in Australian public universities "has worsened in some cases despite senior university management commitment to promoting senior women, and quality of employment opportunity and affirmative action legislations and requirements (Kloot, 2004, p. 471). Because of the need to utilize the skills of both men and women leaders in Australian universities effectively in this challenging time for the higher education industry, the case study method was used to identify potential solutions to the problem.

Kloot (2004) identified several explanations for why women were not represented in the leadership ranks. The pipeline effect, institutional discrimination, women's lack of ambition and desire for a balanced life, the invisibility effect in which men and women are perceived as having different leadership abilities, and finally different goals and motivation were noted as possible reasons why women were not achieving leadership parity (Kloot, 2004). Women who were a part of the management group were interviewed multiple times; one male management group member was interviewed for the study (Kloot, 2004). Interviews were also conducted with experienced women faculty members who had previously been members of the management group, but who were not current members at the time of the study (Kloot, 2004). In addition to the interviews, the researcher attended management groups meetings. Other on-campus events and policy statements were analyzed to add to the validity of the study (Kloot, 2004).

The results of the case analysis suggested that gender issues remain for women even after they achieve leadership roles, and that gender issues increase when women gain power (Kloot, 2004). Kloot also commented on the organization and organizational culture that must change to support women leaders. For women academics in positions of power to have this support, "gender issues need to be brought into the open, with discredited thinking seen for what it is" (Kloot, 2004, p. 482). Additionally, women need to overcome "masculine cultures" (Kloot, 2004, p. 482) to be successful leaders.

Limitations to the study included the small sample size and the ability to generalize the results to other countries and university cultures. Also, information regarding the number of interviews and the interview participant information was not detailed clearly in the article. Kloot (2004) acknowledged these limitations, but stated that the shared research adds to the body of knowledge around women's leadership issues in colleges and universities and offers hope that a general theory may be developed to support women's leadership development.

Christian Colleges and University Sponsored Programs

The Council for Christian Colleges and Universities in the United States sponsor a variety of leadership development opportunities for their 105 member institutions. Specifically, three research studies that focused on the yearlong Women's Leadership Development Institute (WLDI) were published from 2008 to 2012. The WLDI focuses on women emerging leaders. These leadership development efforts are "intended to identify and equip those who have been gifted and called by God to serve as leaders in Christian higher education" (Council for Christian Colleges & Universities, n.d., n.p.). Acknowledging the barriers that women face in securing high-level administrative positions in higher education, these studies look to research the Council's efforts in overcoming obstacles for women's advancement in faith based institutions. The outcomes of the program include the identification of leaders, motivation of the leaders through focused training experiences, the opportunity to explore senior positions through mentoring relationships, the creation of networks to support continued development after the WLDI year, and finally the development of professional goals for the women participants for the future (LaFreniere & Longman, 2008). The WLDI begins with a five-day institute held every other year and then continues on for a yearlong experience full of readings, presentations and panel discussions, design of a professional development plan, and a two to three day mentoring experience with a senior-level administrator on another campus (LaFreniere & Longman, 2008).

The goal of LaFreniere and Longman's 2008 study was to "understand the impact of the WLDI on women who have participated and whether the desired outcomes of the institute are being met" (LaFreniere & Longman, 2008, p. 393). A web-based survey of 44 questions was sent to 71 participants between 1998 and 2004 to "assess which experiences in the one-year WLDI project had been most significant in encouraging and preparing participants for higher-level administrative leadership" (LaFreniere & Longman, 2008, p. 388). There was a 75% response rate ($n=53$). The survey used a Likert-type scale and one open-ended question to address the

research questions. In the analysis of the data, the independent variables identified were the elements of the program that most prepared participants to assume leadership roles, the perceived benefit of being selected, the professional development plan, and the shadowing mentoring experience (LaFreniere & Longman, 2008). The dependent variable that was identified was the outcome or impact of the experience on the participants themselves.

The data collected from the WLDI participants showed that the “desired outcomes were met for most participants through the five-day institute program” (LaFreniere & Longman, 2008, p. 399). The institute motivated and prepared women to assume increased leadership roles in their universities. The women surveyed reported developing strong networks of women colleagues, the mentoring component was important and necessary, and the participants felt that their nominations into the program was validation of their future leadership potential (LaFreniere & Longman, 2008). However, participation in the program did not change how some women felt they were viewed by males in leadership positions. This study offers a good baseline understanding of the effectiveness of a program that is based among many related institutions. The research provided a jumping-off point for a refined look at how Christian Colleges and Universities are supporting women’s leadership development efforts.

The second study related to Christian higher education and women’s leadership development was Dahlvig and Longman’s (2010) grounded theory study on defining moments that support the leadership development of emerging leaders in the WLDI. The study’s research question was: “What factors affect women’s decisions about greater levels of positional leadership in Christian higher education?” (Dahlvig & Longman, 2010, p. 239). A goal of the research was to “better understand the encouragers and discouragers of women who have been recognized by administrative leadership on their home campuses as having leadership potential” (Dahlvig & Longman, 2010, p. 239). The researchers hoped that the outcomes of the study would support faith-based colleges and universities address the positive and negative factors that affect

women's leadership development at these institutions (Dahlvig & Longman, 2010). By understanding the defining moments that positively or negatively affect women leaders, the researcher looked to gain a greater understanding "about what propels women toward or away from leadership" (Dahlvig & Longman, 2010, p. 244).

A grounded theory qualitative method design used the voices and stories of women who participated in the WLDI as the primary data source for the study. A purposeful sampling, reputational case selection approach was used (Dahlvig & Longman, 2010). Included in the acceptance letter for WLDI participants was an invitation to participate in the study. Seventeen women completed hour-long interviews conducted during break times of the Institute. Using an interview protocol to provide consistency between interviews, the researchers probed topics about the definition of leadership, what excited and energized the participant, the definition of calling, sources of encouragement and discouragement in the WLDI participant leadership development experience, and hopes and plans for the future (Dahlvig & Longman, 2010). Of the 17 interviews, 16 were transcribed because one interview recording was faulty.

The results of the study identified three themes about defining moments. The themes identified were someone "speaking potential into the lives" (Dahlvig & Longman, 2010, p. 246), usually in a mentoring relationship, the reframing on the definition of leadership, and finally the identification of an incident where the WLDI participant stood up for injustice which allowed them to view themselves as a leader (Dahlvig & Longman, 2010). Defining moments were shown to "shift the trajectory both of self-perceptions and of a life journey" (Dahlvig & Longman, 2010, p. 253). Another finding was that a number of women who currently held leadership positions did not initially want those positions because they did not see themselves as leaders (Dahlvig & Longman, 2010). The mentoring link and the mentor's positive words of encouragement were the main supports in changing how the WLDI participants viewed themselves as leaders (Dahlvig & Longman, 2010). The results of the study showed that personal perception of leadership, strong

mentoring relationships, and a definition of positive leadership by women for organizations today are all important for women's leadership development in Christian colleges and universities.

The third faith-based study was a 2011 grounded theory study by Longman, Dahlvig, Wikkerink, Cunningham, and O'Connor. This work focused on the role of calling in women's leadership development efforts for Christian higher education organizations. The definition of calling in this study was twofold. The first was the "external recognition of a divine call to serve God, a transcendent summons, or a guiding force" and the second was "the internal search for meaning and purpose that comes through self-reflection, prayer, and meditation" (Longman et al., 2011, p. 257). Based on the 2010 study by Longman and Dahlvig, the study noted that "calling, along with relational responsibility and mentoring, was... a motivator for female leaders to approach leadership tasks" (Longman et al., 2011, p. 261). Data for the project were collected using semi-structured interviews with 16 leaders who participated in the WLDI in 2008. Using the four-day Women's Leadership Development Institute as a backdrop for the study, 60-minute interviews were conducted with the participants. These interviews also provided data for the previous study addressed in this literature review. In addition, four email writing prompts were shared with participants for inclusion in their journals associated with the WLDI. Finally, a follow-up set of interviews was completed in 2009, eight in person and eight by phone, that focused on the role of culture on leadership (Longman et al., 2011).

Study results indicated that calling had been defined for the participants in two ways. The first was the internal view of calling, or internal recognition for the women's leadership talents, and the second was the specific-general view of calling, which looked at calling in a more general sense as a sense of purpose in life (Longman et al., 2011). Faith, family, life circumstances and culture were identified by the study participants as influencing, positively or negatively, their sense of calling (Longman et al., 2011). A conceptual model of calling for Christian women leaders was one outcome of the study. The study also recommended that women leaders be

encouraged to understand their strengths better, which would allow them to increase their confidence in their talents as leaders (Longman et al., 2011). Also, this research was helpful in guiding prospective leaders into areas that motivate them and fulfill them personally and professionally (Longman et al., 2011). Reflection and self-awareness were also identified as critical to women's leadership development and these elements were to be included in leadership development efforts. Finally, the importance of developmental relationships in enhancing and supporting women's leadership development was acknowledged (Longman et al., 2011).

Some limitations of these studies involving Christian higher education included the transferability of results to non-faith-based institutions. Also, the studies relied on the same small sample and on the same data. In addition, it was acknowledged by the researchers of the studies that because most of the data collection occurred during the WLDI the participants could have been influenced by the topics of discussion during the institute (Longman et al., 2011). Finally, the researchers who conducted the research were all known to the WLDI participants and at times were staff members tasked with assisting the discussions at the institutes. These close connections could affect objectivity of the researchers and the research outcomes.

College and University Sponsored Programs

A general web search on college and university sites will show links to many on campus programs focused on developing women's leadership potential in higher education. As mentioned previously, this activity at the local level does not translate to published research on the subject of women's leadership development in higher education. Only recently has the research started to become shared more widely. At the college and university levels, four studies are reviewed here. Two studies focus on specific institutions, one focuses on a national program and the outcome at a local campus, and finally one study looks at multiple cases from land-grant universities.

In Hornsby, Morrow-Jones, and Ballam's 2012 study, leadership development for women faculty members at The Ohio State University was analyzed by looking at the President and

Provost's Leadership Institute. To overcome the challenges in encouraging women and minority faculty administrators and the need to adapt to new leadership skills required to lead colleges and universities today, Ohio State developed a President and Provost's Leadership Institute (PPLI) to develop a pipeline of women and minorities who could move into leadership positions (Hornsby, Morrow-Jones, & Ballam, 2012). After conducting a needs assessment for the university and benchmarking the HERS program and the Committee on Institutional Cooperation's academic leadership program, the PPLI began in 2005 as a two year leadership development program for tenured or clinical track faculty at Ohio State (Hornsby et al, 2012). Program goals were:

to create and expand a pool of potential leaders from groups that have traditionally been underrepresented in academic leadership, to encourage deans to appoint more women to department chair positions, to encourage women to undertake formal leadership roles, and to provide future leaders with the development they need to create a culture that is hospitable and supportive of all. (Hornsby et al., 2012, p. 9)

The PPLI is a requirement that must be completed before the faculty member is selected for a leadership position. The university considers the program to be a quasi-succession planning program as participants are selected for the program if they have the high potential of serving in a leadership role in the next two to five years (Hornsby et al., 2012). Women and underrepresented minorities have been 85% of the participants and because "both male and female leaders need to create a hospitable and supportive culture, majority males have been welcome" (Hornsby et al., 2012, p. 100). The typical cohort of 24 faculty members each year follows a curriculum that focuses on the climate of leadership at the university instead of the "nuts-and-bolts training provided by many academic (chair) leadership development programs" (Hornsby et al., 2012, p. 99). The PPLI cohort group meets monthly for two years. The activities included in these monthly leadership development experiences are individual assessments, workshops, presentations, discussions, networking, and out of classroom development opportunities (Hornsby

et al., 2012). Workshop topics focus on issues that allow participants “to understand themselves, how they interact with others, and to learn and practice skills in technical (e.g., budget system) and professional areas (e.g., handling difficulty conversations, conflict)” (Hornsby et al., 2012, pp. 99-100).

Using a mixed-method study design, the research was supported by a variety of data sources after the completion of the fourth cohort of the program. Two focus groups were held, interviews were conducted with sponsoring deans, and an online-survey of PPLI alumni was undertaken. Secondary documents that contained information on the career progression of PPLI participants were reviewed and the researchers also incorporated informal comments from institute graduates and other members of the Ohio State community into the study (Hornsby et al., 2012).

The outcomes of this study pointed to three main conclusions. The first outcome was that the institute should be continued. The second was that the participants should be selected by their deans who have the interest and talent to assume leadership positions. Finally, the PPLI’s purpose needed to be clarified between broad leadership training and focused administrative training (Hornsby et al., 2012). Because of the final outcome of the study, the purpose of the PPLI is now “to improve participants’ leadership abilities in the broadest sense” (Hornsby et al., 2012, p. 107). The duration of the program has been reduced from 24 to 18 months and the workshop topics have been modified, dropping the budget and finance workshops, to focus on personal and interpersonal development of leadership skills (Hornsby et al., 2012). However, the goal to improve the overall culture for faculty success through this program remains unchanged.

This study is helpful in promoting the conversation about the competencies and leadership development opportunities colleges and universities need to provide their faculty members to ensure deep bench strength for academic leadership. Limitations include the lack of

focus on women's leadership development issues specifically and the pulling of data from multiple sources without regard for the specific research questions.

Berryman-Fink, Lemaster, and Nelson (2003) case study examined the "enormous challenge in creating gender equity in college and university leadership" (para. 3). A case study approach was used to analyze the Women's Leadership Program (WLP) at the University of Cincinnati. The main objective of the WLP was "to increase the number of high level women administrators at the University of Cincinnati" (Berryman-Fink, Lemaster, & Nelson, 2003, para., 10). The program was developed to provide key leadership experiences in a structured learning environment to a small number of academic and administrative women at the University of Cincinnati (Berryman-Fink et al., 2003, para., 10). Women leaders are placed in temporary administration assignments and they receive networking support and special topic workshops as a part of the development experience (Berryman-Fink et al., 2003). The workshops are a 14-hour experience and cover various topics such as "decision-making, leadership styles, university finance and budgeting, university mission, enrollment management, entrepreneurship, assessment, technology, and career development" (Berryman-Fink et al., 2003, para., 13). After the workshops, the participants may then apply for a temporary administration internship to "try out an administrative role without jeopardizing their current position" (Berryman-Fink et al., 2003, para., 13).

In the pilot year of the program, 57 women applied and 24 women were admitted. Academic women needed to have previous administrative experience, hold a rank of associate professor with tenure, and have been at the university for at least three years (Berryman-Fink et al., 2003). Female administrators who applied to the program had to have at least the title of director, a master's degree, three years of employment at the university (Berryman-Fink et al., 2003). Of the 24 women who were admitted, nine completed internships. All of the workshop participants completed a rating instrument at the end of the workshop sequence and this

evaluation “revealed that 100 percent of respondents were either very satisfied or satisfied with the workshop series” (Berryman-Fink et al., 2003, para., 17). In addition, interviews were completed with the nine women who completed the internship experience; they reported “strong satisfaction with the program” (Berryman-Fink et al., 2003, para., 17).

Due to the strong initial outcomes of the program, additional funding was provided by the president’s office for the WLP. The workshop series was expanded to 30 hours and included networking dinners. The researchers noted that various additional projects had begun due to the initial work on the WLP, including a WLP alumni organization and an informal networking group focused on work-life balance issues (Berryman-Fink et al., 2003).

According to the researchers, the WLP will move to a regional approach with other colleges and universities in Southwest Ohio. The program administrators feel that by pooling resources among many institutions additional workshops and experiences could be offered and the program could be maintained more easily. Finally, the researchers acknowledged the need to review selection criteria, the internship program, and the funding model in order to ensure the program’s continued success (Perryman-Fink et al., 2003). This case study provided an interesting look into the beginning of a women’s leadership development program supported by a university. Issues regarding program funding and the proper program structure and support for longevity were identified. Study limitations included the lack of research questions guiding the inquiry and the applicability of the findings to other institutions.

The study by Murphy (2007) analyzed the impact of a national women’s leadership development program, HERS, on the women at a particular institution and how these development experiences for women were institutionalized and reinforced on a campus after the training was complete. The purpose of Murphy’s (2007) study was to “examine how professional development programs impact women in higher education” (p. 41). The study focused on a fictitious institution called Eastern State College (ESC) and on the women on the campus who

had completed the HERS women's leadership development program. Murphy (2007) reported that over the past 15 years, 40 women had completed the HERS program from this institution at the time of the study. The study questions how the leadership development program and the campus culture encourage women to advance in their careers and also how the women administrators were supported to overcome barriers to advancement (Murphy, 2007).

Murphy completed a qualitative study in which participants were asked how the leadership development training had affected them and also how they viewed the campus climate for women's advancement into leadership positions (Murphy, 2007). Ten women participated in the study. First, all ten women answered semi-structured interview questions and then three participants engaged in a follow-up focus group. The study's findings showed that HERS training had "a great impact on ESC and has contributed to a more productive climate for women" (Murphy, 2007, p. 42). It was also found that the participants valued the HERS training and the development of a HERS chapter at their campus because it allowed for integration of their leadership training with their ongoing professional work (Murphy, 2007). Women in the study reported increased levels of self-confidence and self-esteem after completing the program (Murphy, 2007). Another finding was that networking opportunities for the participants and career mapping exercises "were particularly useful to help them consider how best to overcome internal as well as external barriers to success" (Murphy, 2007, p. 42). Finally, the HERS training gave the participants a broader view of the complex issues facing higher education today (Murphy, 2007). Murphy (2007) concluded that institutions should develop mentoring programs to support women's leadership development, the campus community should engage in discussions about gender equity on campus, and professional development opportunities should embed reflection into the experiences so participants can "better understand and diagnose elements of their culture that limit gender equity" (p. 42).

Murphy's study was limited by not detailing the specific research questions that guided the study. Having these questions would have been especially helpful in analyzing the second stated purpose of the study, which was to look at how a campus culture encourages and discourages women's leadership development efforts. This part of the analysis was thin and not fully addressed in the findings. Finally, the small sample size was a limitation, as was the limited transferability of this work to other institutions. To overcome these issues, Murphy could have utilized a multiple comparative case study technique to include other campuses with a high density of HERS graduates.

Cox and Salsberry (2012) completed a study of the motivational factors that influence women's decisions to seek senior administration positions in higher education. The goal of the study was "to promote a fuller understanding of motivation as an important "ingredient" influencing a woman's decision to advance in her career" (Cox & Salsberry, 2012, p. 6). The researchers used Bandura's Model of Reciprocal Determination as the theoretical framework for the study. Cox and Salsberry's (2012) research questions were as follows:

1. What motivational factors are perceived by women to influence their decision to pursue upper level administrative positions?
 - 1a. What are the perceptions of women's self-efficacy related to career advancement?
 - 1b. How do women's personal behaviors (career path, mobility, and overall skills) affect their beliefs and attitudes towards career advancement?
 - 1c. What are women's perceptions of the effects from environmental factors such as organizational structure, campus culture, and mentors in regard to their career advancement?

1d. In what ways do self-efficacy, personal behaviors, and environmental factors interact to influence women's motivation towards career advancement? (p. 9).

The researchers used a multi-case study approach. Study participants were from land-grant colleges and universities. The goal was to analyze motivational factors in the advancement decisions for women. Multiple sources of data were used, including in-depth, semi-structured interviews, document review of artifacts related to career progression, and a reflection journal to “record emerging themes, implications to the data analysis, length of interview, interviewee’s inflection of voice when asked certain questions, and which questions may need to be reworded for future interviews” (Cox & Salsberry, 2012, p. 10).

Participants were only female administrators who had been in upper-level positions for at least three years at a land-grant institution (Cox & Salsberry, 2012). Of the 61 senior women administrators invited to participate, 18 agreed to join the study. The results were structured using the themes of self-efficacy, personal behavior, and environmental factors, which are components of Bandura’s model (Cox & Salsberry, 2012). Results suggested that support by mentors and the ability of women administrators to be mentors themselves are important motivational factors (Cox & Salsberry, 2012). In addition, it is important for women leaders to have a good understanding of university processes and executive position responsibilities. Finally, women’s motivation is positively affected by feeling like they can “maintain their personal value systems” (Cox & Salsberry, 2012, p. 19). All of these findings are important within themselves, but when these factors are combined they are an even more powerful influence on the motivation for women to pursue senior-level positions (Cox & Salsberry, 2012). Overall, mentoring opportunities for women provide the support necessary to pursue higher levels of administrative work.

Overall, Cox and Salsberry completed a thorough study on the motivations of senior-level administrators. The research questions and theoretical framework that guided the study were clearly presented and were successfully used to structure the inquiry and the analysis.

Mentoring Programs

A common leadership development activity and one that is used extensively in the Administrative Fellows Program at University X is mentoring. Mentoring has its roots in Greek mythology in Homer's *The Odyssey* when King Odysseus has his older friend, Mentor, educate his son (Fragoulis et al., 2011; Kahle-Piasecki, 2011; Kinnersley, 2009). This general partnering of an older, more experienced worker with a less experienced employee to develop career skills is a common practice in mentoring. Kram's (1988) research into mentoring laid the foundation for mentoring in the workplace and also introduced the concepts of career and psychosocial benefits for the mentee. Kinnersley (2009) focused on Levinson, Darrow, Klein, Levinson, and McKee's (1979) description of mentor as that of a guide, teacher, and sponsor and also Patton and Harper's (2003) view that a mentor offers guidance, training, and support. Kahle-Piasecki (2011) wrote that the mentoring relationship between the mentor, who is a more experienced person, and the mentee in the workplace can be very beneficial and that it "can provide both parties benefits offering support and knowledge in performing a job, increased admiration in the office, and navigating the politics of an organization" (p.46). This last definition of mentoring broadens the concept, focusing on not only the benefits to the mentee, but also on the benefits to the mentor.

Kram (1988) acknowledged that the word mentoring and the actions associated with the mentoring function could mean different things to different people. Haggard, Dougherty, Turban, and Wilbanks's 2011 study outlined the differences in the definitions of mentoring and the challenges and implications that these differences have in developing a common understanding of the word mentoring and the process and experience that it puts forth. Haggard et al. (2011)

indicated that the differences in definitions of mentoring are acknowledged by researchers and that there has been little direct examination of why this has been the case.

Since mentoring definitions vary, another way to define mentoring is to look at mentoring functions (Haggard et al., 2011). Some studies did not provide the definitions used in the research, others were specific that the mentor was of a higher rank than the mentee, and other studies did not use this definition. Questioning the importance of a single definition for mentoring, some researchers have proposed that a single definition is not necessary for the study of the relationship—rather than focusing on the definition it is better to focus on the competencies and outcomes associated with the mentoring relationship (Haggard et al., 2011).

Despite the wide range of meanings, mentoring is considered to be a positive leadership development tool for an individual's career development and for the development of the organization to which they belong (Tolar, 2012). Kinnersley (2009) commented that the mentoring relationship affects an organization because it is a conduit of culture and traditions from one person to another and this is important for those employees who are in the pipeline for leadership positions. Linehan and Walsh (2001) took this a step further, indicating that mentoring is important for women and minorities who are not normally a part of the main institutional power culture. Mentoring will allow them to break this barrier into higher positions of authority. Mentoring relationships support women by increasing their self-confidence; these relationships can provide the mentee with an understanding of company culture based on inside and specific information about how process and people operate in the institution (Karacay-Aydin, 2009). Women in higher education also feel that mentoring can help future female leaders overcome gender disadvantages and the glass ceiling or labyrinth obstacles (Gerdes, 2003).

Employees in all industries have a greater responsibility today to advance themselves and their careers (Germain, 2011). Mentoring is an effective and relatively inexpensive leadership development tool for professionals to use to take ownership of their personal career development.

Joo, Sushko and McLean (2012) acknowledged that coaching and mentoring are important for employee development. Also, organizations have used mentoring programs to support larger organization development efforts as a tool to recruit and develop employees and as an employee retention tool (Tolar, 2012). Mentoring offers personal and organizational learning opportunities in an environment that is supportive and safe (Fragoulis, Valkanos, & Voula, 2011). For high-achieving women, mentoring has been shown to be a critical development tool that, depending on the quality of the mentoring relationship and experience, can be viewed as both a help and a hindrance (Tolar, 2012). Colleges and universities specifically use mentoring to retain not only faculty and staff, but also students with an intention of “creating and maintaining a diverse, quality learning and working environment” (Tolar, 2012, p. 173).

Kram (1998) highlighted two basic outcomes or functions for the mentoring relationship: career development and psychosocial development. Career development activities traditionally support advancement opportunities within an organization for the mentee. Some examples of these activities are coaching, sponsorship, protection, and providing pathways to stretch assignments (Eby, Butts, Durley, & Ragins, 2010; Haggard, Dougherty, Turban, & Wilbanks, 2011; Karacay-Aydis, 2009; O’Brien, Biga, Kessler, & Allen, 2010). Psychosocial support is associated with the interpersonal or emotional intelligence aspect of the mentoring relationship. Some examples of these activities are counseling, friendship, acceptance, and role modeling behaviors (Eby et al., 2010; Germain, 2011; Haggard et al., 2011; Karacay-Aydis, 2009; O’Brien et al., 2010). Both the career development and psychosocial aspects of mentoring are important and beneficial (Eby et al., 2010; Germain, 2011; Haggard et al., 2011; Karacay-Aydis, 2009; O’Brien et al., 2010) and important in the development of an individual’s career identity (Kram, 1988). Gersick and Kram (2002) wrote that the most successful mentors will integrate both career development and psychosocial development support into their work with the mentee.

Kahle-Piasecki (2011) expanded the discussion to highlight the benefit for the mentee of assistance in navigating office politics. Mentees report better career outcomes with compensation and promotions in the workplace than do non-mentored workers and they demonstrate a greater satisfaction with their careers (Leck, Orser, & Riding, 2009). Kinnersley (2009) noted that both career and psychosocial development are necessary to experience career advancement.

The mentoring relationship has benefits not only for the mentee, but also for the mentor (Eby et al., 2010; Karacay-Aydin, 2009; Kinnersly, 2009). It has been noted that the mentor can, among other things, use the coaching of the mentee as a career accomplishment for themselves (Kinnersley, 2009). Also, the benefits of mentoring relationships are many for organizations (Karacay-Aydin, 2009). Kahle-Piasecki (2011) stated that “the objective of a business mentoring program is to make a successful match between a mentor and mentee in order to achieve higher productivity with knowledge transfer, retention, and greater job satisfaction” (p. 46). If these objectives are met, then the relationship can be beneficial to the mentee, to the mentor, and to the organization.

Benefits/Negatives of Mentoring Relationship

Kram (1998) said that mentees benefit from engaging in mentoring activities by acquiring friendship, acceptance, counseling, role modeling, coaching, sponsorship, exposure and visibility, challenging work assignments and protection. Career and job satisfaction are also benefits associated with mentoring (Karacay-Aydis, 2009). Positive career outcomes related to compensation and promotions and greater job satisfaction have been linked to those employees who are mentored compared to those who do not engage in a mentoring relationship (Chandler, Hall, & Kram, 2010; Kinnersley, 2009; Leck et al., 2009; O’Brien et al., 2010). Also, employees who are mentored benefit from enhanced personal learning that supports their retention in their organization (Lankau & Scandura, 2002). According to the results from a 2011 study completed by Fragoulis, Valkanos, and Voula, a high percentage of mentees found their experience to be

useful. Mentoring provides learning opportunities in an environment that is safe and supportive and the process supports the development of skills and competencies that enable to mentee to be in a stronger position within the organization (Fragoulis et al., 2011).

Kram (1998) wrote that mentors benefit by getting internal satisfaction and external respect for the good work that they do as an advisor to less experienced colleagues. Mentoring also supports the development of communication skills (Fragoulis et al., 2011). Mentors, through the mentoring process, can have greater visibility in the organization which can translate to more support for their personal initiatives (Chandler et al., 2010). The mentoring relationship also carves out a place for the mentor as a positive contributor to the company and this strengthens their position within the organization's environment (Fragoulis et al., 2011).

Kinnersley (2009) noted that from an organizational standpoint, "mentoring relationships help to pass along to younger employees the culture and traditions of the institution, as those employees are groomed to assume leadership positions" (p. 12). Mentors give mentees insight into the corporate culture of organizations (Karacay-Aydis, 2009) and this insight can improve overall organizational operations (Fragoulis et al., 2011). Mentoring programs also benefit organizations by nurturing employees to achieve company goals and it can support a collaborative work culture that will help grow organizations (Fragoulis et al., 2011). Kinnersley (2009) noted that this organizational growth often occurs because mentored employees are often more satisfied and more committed to the organization and they may also remain with an institution longer, allowing the organization to grow its own leaders. This enhanced organizational commitment can reduce costs through on-boarding and socialization (Chandler et al., 2010). Overall, as mentees and mentors engage in successful mentoring relationships, their developed competencies make them valuable to the institution (Kinnersley, 2009).

Mentoring research has shown that this development activity is important for women (Blake-Beard, Bayne, Crosby, & Muller, 2011; McAllister, Ahmedani, Harold, & Cramer, 2009;

Tolar, 2012). Kinnersley (2009) wrote that mentoring can support the professional growth of women and the leadership competency development necessary for advanced positions within an organization. Mentoring, therefore, is a positive leadership development tool for all employees, and especially women, as they navigate corporate culture and pressure to perform.

Mentoring has many benefits for the mentee, the mentor, and the organization. However, developing positive and productive mentoring relationships can be challenging. Kram (1998) explained that negative mentoring relationships can become destructive for either member of the mentoring dyad (Germain, 2011). Also, both mentees and mentors report having both good and bad mentoring experiences (Eby et al., 2009). The challenges experienced by women in locating mentors of the same gender can lead to a mismatch at times for the mentee, as well as the possibility that their career and psychosocial needs will not be met (Kinnersley, 2009; Tolar, 2012). Another negative outcome of a nonproductive mentoring relationship is that career needs might be met, but the psychosocial needs are not addressed (Eby et al., 2009; Kinnersley, 2009). Pittenger and Heimann (2000) noted that not all mentoring relationships are equally as effective with covering both sets of anticipated outcomes; they are more likely to be successful if individual and organizational frameworks are in place for the relationship. This is supported by Hezlett and Gibson (2007), who suggest that specific mentoring processes and training should be in place to encourage positive mentoring workplace experiences.

Kahle-Piasecki (2011) wrote that most negative mentoring experiences occur with an informal mentoring program rather than a formal program with structure and objectives. When insufficient structures and resources are in place the quality of the mentoring experience will suffer (Tolar, 2012). The biggest problem for a mentoring relationship is an unsuccessful match between the mentee and mentor since this first event is critical for success (Eby et al., 2009; Kahle-Piasecki, 2011).

A mentoring relationship can turn negative in a number of ways, including when the mentor sabotages a mentee or does not provide good counsel about career development (Kahle-Piasecki, 2011). Mentees also reported other negative aspects, such as their mentor's lack of expertise, and manipulative behavior (the mentor takes credit for the work of the mentee) (Eby et al., 2009). The mentor might be a poor communicator so that the mentee is challenged to connect with this individual (Eby et al., 2009; Tolar, 2012). Finally, other negatives mentioned by mentees were "related to developing appropriate professional-personal relationships, learning to respectfully disagree, and challenges related to "passing up" or outpacing one's mentor" (Tolar, 2012, p. 179).

The mentee might not have a positive experience with mentoring because they may not listen effectively to the mentor and not respond to good advice and counsel (Eby et al., 2009). Also, mentees might be unwilling to take counsel and advice from the mentor (Eby et al., 2009). Mentors are usually successful and active members of the organization and because of this they might not have the time necessary to dedicate to the mentee to ensure that their career development and psychosocial needs are all met (Kinnersley, 2009; Tolar, 2012).

Types of Mentoring Relationships

Mentoring has been shown in the literature to be a key career and psychosocial development tool for employees. There are many types of mentoring relationships and they include informal and formal experiences, dyad combinations, peer mentoring, developmental alliances, networking, and other forms of support (Kinnersley, 2009). Traditional mentoring relationships, as described by Kinnersley (2009), involve a hierarchical relationship between mentee, a less experienced colleague, and mentor, a senior member of the organization. Informal mentoring is a mentoring relationship that "develops spontaneously and voluntarily" (Joo et al., 2012, p. 28) without external intervention (Blake-Beard et al., 2011). Formal mentoring, on the other hand, occurs in a "structured environment where a third party pairs the mentor and mentee

together” (Joo et al., 2012, p.28). Also, a formal mentoring relationship often has objectives from the sponsoring organization as well as timeframes for hitting mentoring goals, and typically involves a long-term relationship between the mentor and the mentee (Joo et al., 2012). Formal and informal mentoring programs usually have different purposes and outcomes connected with the structure and also different time lines for the relationship (Kinnersley, 2009).

Formal mentoring programs are often developed by organizations to support employee recruitment, retention, and talent management to develop future leaders (Kinnersley, 2009). Mentors are usually assigned to their mentees because of their experience in the organization and their willingness to participate in a mentoring program (Blake-Beard et al., 2011; Kinnersley, 2009). Often the mentor is the mentees’ supervisor so that topics covered in the mentoring relationship have transfer to the workplace (Kinnersley, 2009). However, Kinnersley (2009) also noted that some formal mentoring programs specifically separate direct reports to ensure impartiality in the evaluation process. Formal programs can be supported from organizations directly or from professional associations as a leadership development tool for the next generation of leaders (Kinnesley, 2009). Usually focusing on short-term goals, often times developed by the organization and not the individual mentee, formal mentoring programs can be helpful for mentees to understand specific institutional cultural issues and career advancement within the organization (Kinnersley, 2009). Traditionally women have more difficulty in developing mentoring relationships and formal mentoring programs can be designed to give equal access to this kind of leadership development opportunity (O’Brien et al., 2010). The literature on formal mentoring has documented the challenges of formal pairings because of the incompatibility between the mentor and mentee (Germain, 2011). However, Tolar (2012) said that because mentoring is primarily a career and psychosocial development tool, to serve the majority of the population well formal programs should be encouraged in organizations.

Informal mentoring relationships, those developed spontaneously, typically last longer than formal mentoring relationships. The effect on the mentee can be longer lasting and also incorporate a strong psychosocial aspect because the relationship is naturally occurring (Kinnersley, 2009). Informal relationships usually occur naturally and the interactions develop without external interventions. Germain (2011) likened the informal mentoring relationship to that of a friendship or love relationship because the partners are chosen without outside interventions because of similar interests or personalities. Kinnersley (2009) wrote that what attracts the mentor and mentee together is similarity of personality, which can lead to good communication and support in the dyad. Research has shown that the freewill aspect of informal relationships functions more effectively than involuntary matched pairings (Edds-Ellis & Keaster, 2011; Karacay-Aydin, 2009).

Mentoring relationships can have dyads of the same gender or opposite gender. Traditionally, dyads are matched because the mentor and mentee share similar departments, tasks, or availability and there is a “game of chance” aspect to the pairings (Germain, 2011, p. 129). In matching mentoring dyads, it is important to assess the attachment style, technical skill, and other personal and professional characteristics (Germain, 2011). How mentors are matched is an important issue in human resource development (Germain, 2011). Mentors are matched with mentees because they share similar characteristics (McAllister et al., 2009). Training to support the mentor is important in the success of the dyad (Hezlett & Gibson, 2007).

There is mixed research on the importance of gender as a matching characteristic in the mentoring dyad. If the mentor and mentee are paired according to similarities, gender would be an important characteristic (Kahle-Piasecki, 2011; McAllister et al, 2009). The benefits for female mentees who had female mentors include increased satisfaction in the mentoring dyad and more psychosocial support (McAllister et al., 2009). Blake-Beard et al. (2011) surveyed STEM and business students; the mentees, especially the women mentees, felt that having a mentor of

one's own gender or race was somewhat important to the success of the mentoring relationship. Mixed gender dyads also have some benefits. Mixed dyads can avoid a competitive relationship that may occur in a same sex dyad (Blake-Beard et al., 2011).

Traditional mentoring relationships are not always possible, or desirable as leadership development tools to fulfill career development and psychosocial needs (Kinnersley, 2009). The small numbers of women in leadership positions makes it challenging to find female role models and mentors to offer advice and to provide a woman's view in dealing with issues that arise when in leadership positions (Kinnersley, 2009). Tolar (2012) said that alternatives to formal mentoring relationships "may be particularly important for those programs that articulate a commitment to both access and leadership development of members traditionally underrepresented" (pp. 183–184). Mentees, especially high-achieving woman, should understand the potential benefits and negatives of a mentoring program and choose for themselves if it is right for their career development (Tolar, 2012). These women might be better served by developing what Tolar (2012) calls a "network of community of support" (p. 185).

Peer mentors, lateral employees within the organization or professional associates, can fulfill the career advancement and psychosocial development needs of the mentee (Kinnersley, 2009). Developmental alliances are "a conscious alternative to mentoring relationships, and provide the opportunity for an individual to work with a variety of other people in order to gain exposure, challenging work assignments, or to learn specific skills" (Kinnersley, 2009, p. 28).

Networking is defined by Kinnersley (2009) as "the supportive relationships that develop between professional associates who work at different institutions" (p. 28). Only recently have mentoring networks been more widely researched and discussed (Haggard et al., 2011).

Developmental networks consist of a larger range of people from inside the organization, from outside, and from other professional and social networks (Debrow, Chandler, Murphy, & Kram, 2011). In Brown's 2005 study of female college presidents, the women wrote that they "obtained

knowledge, skills, and values from their families, and they gained leadership skills from both their families and their community roles” (p. 660.). Developmental networks provide the career development and psychosocial support that mentoring does, but they also provide role model support (Debrow et al., 2011) Networks are open to everyone and because of the diversity in the networks more perspectives are shared on how to deal with leadership and development issues (Debrow et al., 2011; Kinnersley, 2009). Chandler, Hall, and Kram (2010) extended the network to the organization, saying that it is the best interest of the organization to support employees as they develop networks because these networks will ultimately reap benefits for the organization.

Formal and informal mentoring relationships are the most common and studied types of mentoring. Kinnersley (2009) wrote that research is beginning to note the importance, especially for women, of a wide net of career and psychosocial development opportunities. Tolar (2012) supported this notion, saying that “attention also ought to be paid to developing alternatives to formal mentoring that may more effectively engage some high achieving women in a network or community of support” (p. 185). Tolar went on to say that the sharing of women’s experiences with other women is a mentoring experience.

An area for future consideration with other types of mentoring relationship revolves around electronic mentoring and its effects on the mentoring relationship, on women’s leadership development, and on the building of networks.

Mentoring for Women in Higher Education

As Kinnersley noted in her 2009 study of Tennessee women higher education administrators, women and other minorities can utilize mentoring to make a significant difference in their leadership development, their professional growth, and their ability to be successful in authority positions. Tolar’s (2012) study acknowledged that mentoring is an effective strategy for women, but some high-achieving women need the ability to participate or not participate as they

see fit. To examine the role of women in mentoring relationships, and specifically women presidents in higher education engaged in mentoring, four studies of interest are explored.

Kinnersley's 2009 study analyzed the mentoring relationships of female administrators in higher education in Tennessee. The study contributes to the research because it explores the impact of the mentoring relationship on women mentees career and psychosocial development and the effectiveness of the mentoring experience. It also looks at mentee satisfaction with the relationship and if the relationship prepared them for future leadership positions (Kinnersley, 2009). Kinnersley developed the Kinnersley Mentoring Survey to collect data from 239 female administrators. The study looked at whether there was a statistically significant difference in the mentee's perceptions of effectiveness based on the characteristics, formal or informal, of the mentoring relationship. It also discussed whether dyad gender pairing affected the effectiveness of and satisfaction with the relationship. Those mentees who were in a female dyad perceived that their mentor's gender was important to the effectiveness of the mentoring function (Kinnersley, 2009). The study also looked at rank and ethnicity of the mentor as important factors to the mentoring relationship. The study confirmed previous research that demonstrated that the mentoring relationships of these women administrators had prepared them for leadership positions in higher education and that mentoring relationships were an important tool for career and psychosocial development (Kinnersley, 2009).

Brown's 2005 study looked closely at how mentorship affects the female college president. Brown (2005) analyzed this specific population because while mentoring has been analyzed across many disciplines, looking more closely at females in the presidency remains unexplored. Brown (2005) wrote that "mentoring is an invaluable resource for the recruitment and preparation of women for the college presidency" (p. 659). The presidencies of colleges and universities are dominated by men. Because of this imbalance, women may be excluded from the networks and connections that support leadership development and advancement. Brown's (2005)

study claimed that successful mentoring can support women to overcome these obstacles. Brown (2005) said that current female college presidents can and should be role models for mentees because they can articulate the real and specific challenges faced by women in balancing careers and family through effective mentorship. She sampled 91 female college presidents at independent institutions—over 50% had mentors and more than 50% served as mentors themselves. Brown's findings showed that most female presidents benefited from a mentoring relationship and indicated that this relationship would support their move up the hierarchy of higher education administration. Brown's research showed that most mentees did not seek out the mentoring relationship, but that the mentors reached out to them. Brown (2005) identified the need for further study into the area of female higher education presidents and the different types of mentoring relationships that they use to support their career and psychosocial development, the types of mentoring relationships that are the most effective, and the barriers to this specific group's engagement in mentoring relationships.

Another study of interest regarding women higher education presidents and the effect of mentoring is Munoz's 2010 mixed methods study, which looked at Latina community college presidents and their pathways to the presidency. Munoz (2010) reported that 77% of the population of Latina presidents reported having a mentoring relationship prior to reaching the presidency position. The majority of these mentors were male. Munoz (2010), through her research, acknowledged that challenges remaining in the system prevent women from reaching the top levels of higher education administration. These barriers include stereotyping, gender and racial discrimination, limited role models at the top levels, and exclusion from networking opportunities (Munoz, 2010).

Edds-Ellis and Keaster's 2011 study suggested that to increase the number of women in top leadership positions in higher education formal mentoring programs need to be in place to assist these women to achieve the top position. The mentoring dyad that should be encouraged for

this assistance is mentoring by women (Edd-Ellis & Keaster, 2011). Mentoring was identified in the study as a well-established method of supporting career advancement in higher education administration (Edds-Ellis & Keaster, 2011). Edds-Ellis and Keaster's work focused on the formal messages that female leaders remember getting from their mentors. These messages show that same-gendered dyads provided advice regarding achieving success and balance as female leaders (Edds-Ellis & Keaster, 2011). The findings suggested that "formal mentoring structures may create a better climate for leadership development than informal mentoring" (Edds-Ellis & Keaster, 2011, p. 22).

Summary

The literature review focused on women's leadership development programs that are supported by national, international, and regional organizations and colleges and universities. These programs have been created to address the lack of qualified women faculty and administrators to assume leadership positions in the complex higher education environment (Madsen, 2012). Developing women leaders in higher education has been an industry priority that has now reached critical importance (Madsen, 2011).

The audiences for the studies reviewed were mostly mid-career, mid-level administrators identified by their supervisors as having leadership potential. Selection criteria were not specifically articulated in the studies. Only one development program, HERS, expressed interest in building leadership capacity at all levels within organizations. The curriculum of the leadership development programs were mostly a year or more in length and centered on mentoring. Networking, exposure to high-level work, decision-making, risk-taking, negotiation and conflict management and participating in the national conversation on issues were also common curriculum elements. Most programs expected participants to reflect on the development experience to understand their unique strengths and weaknesses as a leader and also their

motivation for leadership. Career development planning was also seen as a key activity of the programs.

Barriers to women's advancement to leadership positions in higher education and to program engagement in leadership development activities were also discussed. Shared barriers to women's advancement include stereotyping, gender discrimination, limited role models, exclusion from networking opportunities, campus culture, lack of women in the leadership pipeline, work/life balance issues, and the complex nature of leadership today. Organizational barriers to providing leadership development are the lack of growth leadership opportunities on campuses, funding of programs, women opting out of leadership experiences, ownership and transfer of participant learning back to their work on campus, and the lack of senior-level organizational support. Difficulties in measuring program outcomes were a common challenge for all programs. In addition, common limitations for the studies include the lack of existing empirical research on women's leadership development programs, small sample sizes, and the challenge in generalizing findings to other leadership development programs.

Study outcomes showed that women's participation in leadership development activities can increase job satisfaction, support them as they overcome obstacles and barriers, and support advancement in organizations to work towards over leadership gender parity for the industry. All of the programs support women in preparing them to face the challenges of higher education organizations, leadership today, and also leadership needs into the future. As a part of leadership development efforts, mentoring can provide career development and psychosocial support to the mentee (Kram,1998). This developmental relationship can also provide benefits to the mentor and to the organization. Although there are many benefits of mentoring, there can also be some negatives in the relationship. Careful matching of mentoring dyads can help overcome some possible negatives, as well as the development of formal objectives and outcomes expected from

the interaction (Pittenger & Heimann, 2000). Research has supported the importance of mentoring to women in higher education as they advance into leadership positions.

The next chapter focuses on the research methods used to explore the leadership development experiences of women in the Administrative Fellows Program at University X.

Chapter 3

Methodology

This chapter offers a description of the methodology for this study; information related to the conceptual framework developed to frame the study; the sampling strategy; the case study protocol; data collection; data analysis; and steps taken to verify the quality of the study. The qualitative methodology for this research was guided primarily by literature from Creswell (2007) and Yin (2003, 2012).

The Problem

The purpose of this study was to explore the leadership development experiences of women in the Administrative Fellows Program at University X. This study was designed to determine how one university-based program is developing women faculty and staff to assume leadership positions, and to examine whether the program is meeting stated program objectives.

The research questions were:

1. What do the fellows identify as the goals for the Administrative Fellows Program at University X?
2. How did the fellows achieve these goals?
3. What are the organizational goals for the Administrative Fellows Program?
4. To what extent do the program goals, as identified by the fellows, align with the stated goals for the program?

The findings from this study are important because, as shown in the literature review for this study, national organizations, regional organizations, and colleges and universities have implemented initiatives to develop more women administrative leaders, yet there is limited published empirical research on the outcomes and impacts of such initiatives. This study and its results come at a critical time for the higher education community. The current group of

administrative leaders is rapidly moving towards retirement; developing new women leaders ready to take on the multi-faceted challenges that face higher education is of vital importance.

Study Design

To explore the issues related to the purpose of this research study, a qualitative case study design was chosen. A qualitative approach was used because the study's purpose was to examine "a problem or issue (that) needs to be explored" (Creswell, 2007, p. 39). In this study, the important issue was how to advance women's leadership development in higher education at the college and university levels.

Creswell (2007) described the case study design as a "methodology, a type of design in qualitative research, or an object of study, as well as a product of the inquiry" (p. 73). Marrelli (2007) took the definition further, writing that "the case study is a data collection method in which in-depth descriptive information is collected, organized, interpreted, and presented in a narrative format" (p. 39). The subject of a case study is "an individual, a family, a neighborhood, a work group, a classroom, a school, an organization, a program, or any other entity" (Marrelli, 2007, p. 39). Therefore, a qualitative case study approach was chosen for this study of the Administrative Fellows Program at University X and women's leadership development. The method allowed the researcher to analyze the program and its participants "by not controlling variables but rather by observing all of the variables and their interacting relationships" (Dooley, 2002, p. 335). Yin (2012) wrote that case studies may result "in new learning about real-world behavior and its meaning" (p. 4) and that it is a good method to use in a natural setting to ask what and how questions (Yin, 2012). The case study approach used in this study was a single-case holistic design. The single case study approach was selected by the researcher because the Administrative Fellows Program at University X is a unique, revelatory case (Yin, 2003).

According to Creswell (2007), there are six types of data that are all appropriate resources to use in a qualitative case study approach. These resources include: "documents,

archival records, interviews, direct observation, participant-observation, and physical artifacts” (Creswell, 2007, p. 75). Yin (2012) wrote that “good case studies benefit from having *multiple sources of evidence*” (p. 10). Using these multiple sources of support for the case is a way to provide power to this qualitative process (Dooley, 2002).

This study was conducted using the following steps: (a) purposeful sampling for participant selection; (b) development of interview guide supported by pilot study; (c) interviews with participants and collection of all appropriate data resources that Creswell listed above; (d) data analysis, including peer review and thematic member checking; and (e) interpretation of results. An overview of the research methodology used in this study can be found in Figure 3.1.

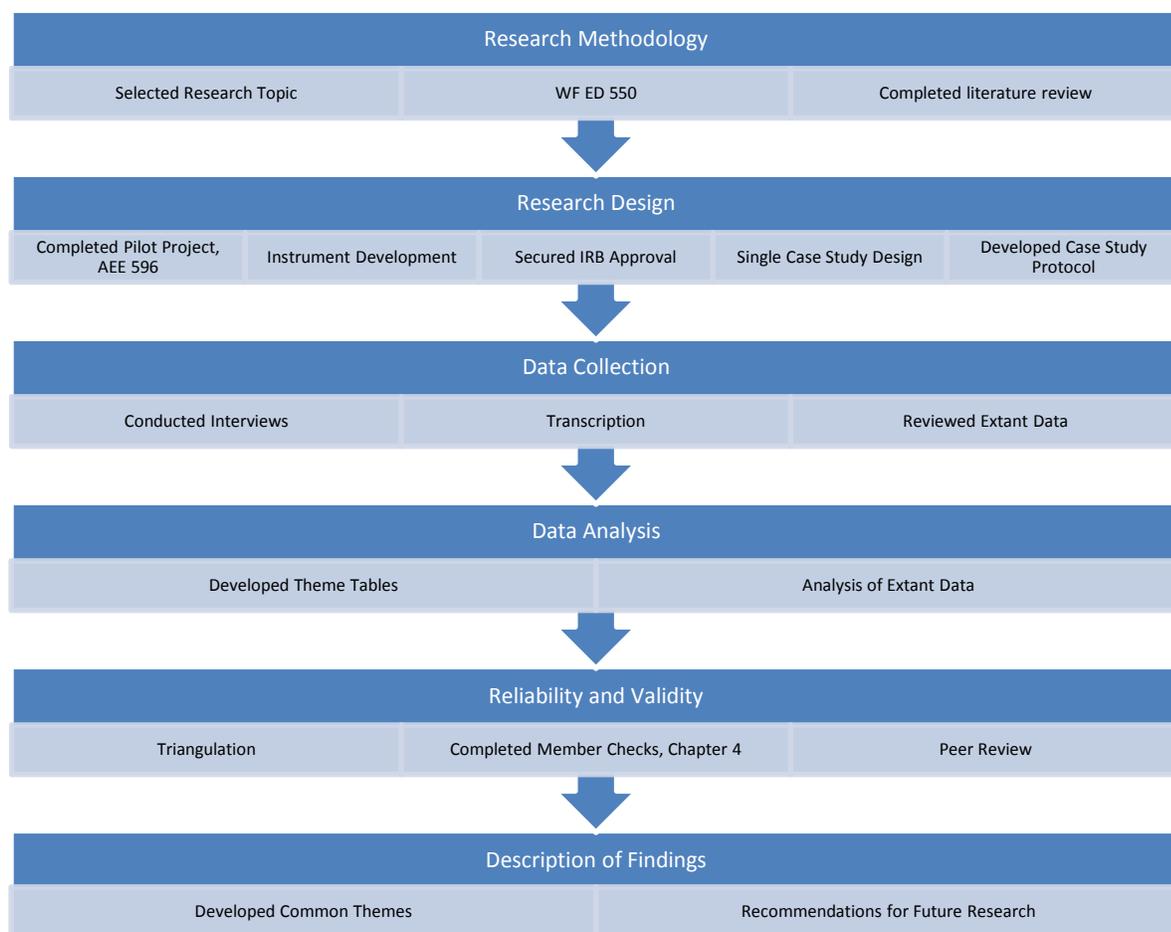


Figure 3.1 Overview of research methodology

Conceptual Framework

The conceptual framework for this study was a combination of approaches. The Mindful Engagement Process, the Adaptive Leaders Skill Set for higher education leaders, and the Developmental Alliance Theory of Mentoring were all used to guide the researcher. These frameworks were selected because the Administrative Fellows Program at University X is about individual learning and leadership development (Mindful Engagement), it also uses mentoring and the effect of this approach on the mentee, the mentor, and the larger organization at the core of the experience (Developmental Alliance Theory), and it is defined and shaped by the higher education industry (Adaptive Leaders Skill Set). All three of these lenses can be combined to get a comprehensive structure through which to view women's leadership development efforts in the Administrative Fellows Program at University X.



Figure 3.2. Conceptual framework combining the Mindful Engagement Process, the Adaptive Leaders Skill Set for higher education leaders, and the Developmental Alliance Theory of Mentoring

DeRue and Ashford's (2010) Mindful Engagement Process "delineates what an individual can do proactively to advance their own leadership development" (p. 24). The Mindful Engagement Model uses an "approach-action-reflection framework" (DeRue & Ashford, 2010, p. 25). This framework suggests that how people "approach and frame an experience affects how they engage in and learn from that experience" (DeRue & Ashford, 2010, p. 25). Leaders need to be mindful or "actively aware of themselves and their surroundings, open to new information, and willing and able to process their experience from multiple perspectives (Ashford & DeRue, 2010, p. 149.). In the Mindful Engagement Model individuals must "actively experiment with leadership" (DeRue & Ashford, 2010, p. 25). They must also ask for feedback on their actions (DeRue & Ashford, 2010). Individuals "actively regulate their cognitions and emotions" (DeRue & Ashford, 2010, p. 26) during the leadership development experience. This regulation allows learners to focus on their experiences and not be distracted by their emotions. Finally, DeRue and Ashford (2010) emphasized that "for leaders to learn from experience, they must first truly have experiences that require reflection" (p. 26).

Goldstein and Sanaghan's Adaptive Skill Set for higher education highlights the need for leaders to use creativity, team building, planning, and interpersonal relationship skills to combat the many challenges facing colleges and universities today (Fusch & Mrig, 2011). Fusch (2011) believed that a focus on this new adaptive skill set, delivered in a way accessible to future leaders, would allow leadership development programs to be successful in preparing enough future leaders. In their adaptive skill set Goldstein and Sanaghan listed five critical leadership skills for current and future higher education leaders. Leaders need to:

- be systems thinkers;
- have a diagnostic mentality;
- be adept at cross boundary collaboration;

- have creativity; and
- be willing to take measured risks (Fusch, 2011).

In an adaptive model, leaders create the right working conditions to allow many employees to contribute to the organization in order to achieve common goals in a complex environment (Torres & Reeves, 2011). These future leaders must be systems thinkers who are good at assessing situations, asking the right questions to get the answers, and then reporting back to stakeholders on a regular basis (Fusch, 2011). Leskiw and Singh (2007) supported this idea, saying that “leadership development is becoming an increasingly critical and strategic imperative for organizations in the current business environment” (p. 444). Adaptive higher education leaders will need to be excellent collaborators with cross-functional groups to solve problems and they will need to attack issues creatively (Fusch, 2011). Fusch (2011) explained that “adaptive challenges facing higher education will require creativity and innovation, and institutions of higher education include large pools of creative, innovative minds. The challenge is to get their ideas shared” (p. 11). Finally, a risk-taking mentality will be required as “adaptive challenges require both a tolerance of ambiguity and a willingness to risk new approaches and then monitor results” (Fusch, 2011, p. 11).

The final component of the conceptual framework for the study is the Developmental Alliance Theory model of mentoring. This model “frames mentorship as a process that involves three parties: the mentor, the mentee and the larger organization sponsoring mentorship” (Hesse, n.d., n.p.). Mentors, mentees, and the sponsoring organizations all share the same goals and are key components in successful mentoring relationships.

Sampling Strategy

The criteria for participant acceptability or sampling strategy chosen for this study was purposeful sampling because the sample size for a qualitative case study is small and not large enough for the random sampling approach (Marrelli, 2007). Creswell (2007) described this

sampling technique as follows: “the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (p. 125). Participants have rich information that is central to understanding a phenomenon. Purposeful sampling requires that the samples selected “will represent other cases but will also look for variety to ensure a wider perspective” (Marrelli, 2007, p. 40).

The women administrative fellows chosen for this study were from the 2004 to the 2012 cohorts ($n=21$). It is important to note that men do participate in the Administrative Fellows Program; however, the focus of the program and the literature describing the program’s target audience indicate that the program has been successful in supporting women and minority employees. This timeframe was chosen because an internal, unpublished study of the Administrative Fellows Program was completed in 2004 and covered the time period of 1986–2004.

From the 2004 to the 2012 cohorts, nine administrative fellows were contacted via email and were invited to participate in the study. Guest, Bunce, and Johnson (2006) recommend that between six to twelve interviews are sufficient in qualitative case study research to achieve saturation of themes. All of the fellows ($n=9$) who were approached to participate agreed to be interviewed for the study. Careful attention was paid by the researcher to ensure an equitable distribution of faculty fellows ($n=3$) and administration ($n=6$) fellows. The primary data collection vehicle was interviews. Interview questions were developed using the literature review and conceptual framework as a guide. In addition, the questions were further refined to focus on the research questions after the completion of a pilot study that field tested the instrument. These interviews were held between October 2013 and January 2014. Interviews with each participant lasted from 35 to 60 minutes and were held in the interviewees’ office. The interview questions were sent to the interviewees before the interview. The interviews were recorded. After each interview, the researcher transcribed and coded each interview. The interviews, along with the

document review, field journal, and review of archival records provided information regarding the organization's objectives for the Administrative Fellows Program.

Case Study Protocol

According to Yin (2012), it is important for the researcher when collecting data to engage in the “development and use of a *case study protocol*” because it can “be extremely helpful, if not essential” (p. 13). The normal protocol lists a series of questions that research participants will answer that were developed based on the literature review, the conceptual framework, and additionally developed in a pilot study. The protocol is not primarily for the participant though, but for the researcher to use as guide in the interview (Yin, 2012). For this study, the researcher completed a pilot study in the summer of 2013 that allowed for refinement of the instrument. The case study protocol for this study may be found in Appendix A.

The instrument was an open-ended, semi-structured interview guide framed on the Mindful Engagement Process for leadership development, the Adaptive Leaders Skill Set for higher education, the Developmental Alliance Model for mentoring, and insights from the literature review and a previous unpublished study that was completed on the Administrative Fellows Program. The questions were further refined after a pilot study and feedback from the pilot participants. The study participants were asked questions about their approach to the fellows program, the actions that they completed in their fellowship year, and their reflections during and after the leadership development experience. Additionally, questions related to the participants' adaptive leadership skills and the multiple perspectives of mentoring and the importance of mentoring to women's leadership development were embedded in the interview questions. This framework utilized all aspects of the conceptual model guiding the study and provided a structure for data analysis. The interview guide may be found in Appendix B.

Data Collection

Prior to gathering data from the participant fellows, the researcher gathered information regarding the previous unpublished internal study completed on the Administrative Fellows Program at University X in 2004. The researcher also spoke with an administrator of the program to gather information about the history of the program, its perceived strengths and weaknesses, its objectives, general information on the fellows who had completed the program, information regarding the application process and the selection criteria for the program, how the program supports University X, and perceptions of how the program impacts the larger university. Marketing materials, including the websites for the sponsors and for the Administrative Fellows Program (program website) were reviewed during the document review. Also reviewed were relevant human resource policy documents and information on other women's leadership development initiatives at the university. Finally, the researcher kept a field journal to capture additional observations and meeting notes throughout the study.

As the primary source of data for the study, nine interviews were conducted with administrative fellows who participated in the program from 2004–2013. The interviewees provided rich descriptions of their experiences and the researcher reached saturation after the seventh interview. These interviews were held between October 2013 and January 2014. Interviews with each participant lasted from 35 to 60 minutes and were held in the interviewees' office. The interview questions were sent to the interviewees before the interview. The interviews were recorded. After each interview, the researcher transcribed and coded each interview. The text was open-coded, followed by axial coding. The themes generated from this process were constantly compared for categories, themes and sub-themes. The link between the interview questions and the research questions are summarized in Table 3.1.

Table 3.1

The Link between Research Questions and Interview Questions

Research Questions

Interview Questions

RQ1: What do the fellows identify were the goals for the Administrative Fellows Program at University X?	Qs 1, 2, 3, 4, 7
RQ2: How did the fellows achieve these goals?	Qs 2, 4, 5, 6
RQ3: What are the organizational goals for the Administrative Fellows Program?	Qs 3, 5, 6 and secondary data
RQ4: To what extent do the program goals, as identified by the fellows, align with the stated goals for the program?	Synthesis for all questions and extant data will enable to researcher to address research question 4

Data Analysis

According to Creswell (2007), analysis of the data collected “consists of making a detailed description of the case and its setting” (p. 163). After each recorded interview with the administrative fellows occurred, the sessions were transcribed into field notes. After the data were transcribed, coding of the themes began using the open coding process. The conceptual framework and literature review served as the structure for data analysis and coding the interviews into themes. Strauss and Corbin (1990) indicated that once phenomena in data are identified, the researcher can group concepts. This grouping process is called categorizing (Strauss & Corbin, 1990). Once the open coding process was completed, then axial coding work was completed on the data. Strauss and Corbin (1990) defined axial coding as “a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories” (p. 96). Data tables were developed using the transcribed interviews and themes were pulled from these tables. Finally, a peer review process was utilized in the data analysis phase. A peer reviewer, Angela L.M. Stopper, Ph.D., analyzed the coding tables and was asked to comment on the results of the data analysis. The peer reviewer analyzed the data tables after the first interview was coded and then again after the seventh interview. In this way the reviewer was able to check over time the researcher’s work from open coding to axial coding to themes to make sure that the work was consistent. Finally, the results chapter,

chapter 4, was sent to each interviewee for review. The researcher engaged in follow up conversations with four fellows to further clarify comments and themes. This check also was a way to improve the overall quality of the study (Yin, 2003). In a draft case study review, Yin (2003) stated that “the informants and participants may still disagree with an investigator’s conclusions and interpretations, but these reviewers should not disagree over the actual facts of the case” (p. 159).

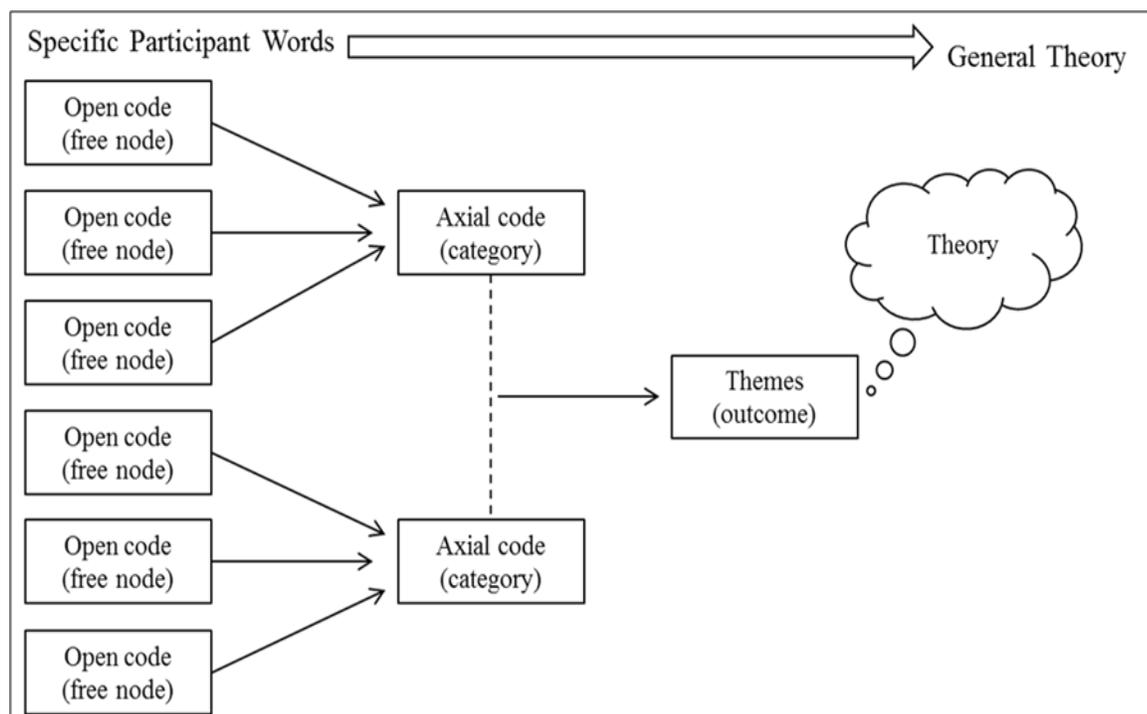


Figure 3.3. Open and Axial Coding Scheme Framework . Adapted from Saldana, J. (2008). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

Verifying the Quality of the Study

Triangulation

According to Dooley (2002), the case study method is effective at verifying the quality of the study and strengthening the research findings. This triangulation of data, or “establishing converging lines of evidence” (Yin, 2012, p. 13), added to the quality of the study. The researcher utilized interviews, document review, review of archival records, member checking and a peer

review process in the coding process to enhance the reliability of the data. These multiple sources will be “aimed at corroborating the same fact or phenomenon” (Yin, 2003, p.99). These activities supported Creswell’s (2007) “*characteristics of a “good “qualitative study”*” (p. 45). Creswell’s characteristics include utilizing multiple forms of data, utilizing evolving design methods that understand the unique discovery nature of qualitative research design, using an appropriate approach to qualitative research, seeking to understand core ideas based on the research questions, outlining and using detailed research methods, using multiple levels of data analysis, writing the study in a clear and engaging manner, positioning the researcher in the study, and finally engaging in an ethical study that has appropriate input from the institutional review board (Creswell, 2007).

Reliability

Yin (2003) wrote that the “goal of reliability is to minimize the errors and biases in a study” (p. 37). For a study to be reliable, it must be able to be repeated. According to Yin (2003), the “general way of approaching the reliability problem is to make as many steps as operational as possible” (p. 38). Therefore, documentation of processes is a priority for a quality case study. To ensure reliability, a case study protocol was utilized by the researcher. The case study protocol may be found in Appendix A.

Ethical Issues

Confidentiality issues were of paramount concern to the researcher during this study. Since the study was a single-site case study with one university program, it was critical to ensure that participants were comfortable with how the information that was being collected would be disseminated. To ensure participant confidentiality and to improve the validity of the study in the data collection process, the researcher shared chapter 4 with each participant before finalizing the chapter. This review allowed each interviewee to clarify data and to be assured of the confidentiality of the comments. This extra step to ensure confidentiality and privacy was taken

to encourage open and honest responses from all study participants. Following an approved university research protocol, the researcher submitted the study to the Institutional Review Board at University X and received exempt status. In addition, the researcher secured the informed consent of all study participants before any interviews were conducted. Access to the data that were collected was secured in a password-protected computer and was limited to the researcher and the dissertation committee.

Chapter Summary

The qualitative case study methodology used in this study was described in this chapter. The purpose of the study was to explore the leadership development experiences of women in the Administrative Fellows Program at University X. A qualitative single case study research method was the approach used by the researcher to gather data, detail themes, and draw conclusions from this work to answer the research questions. The next chapter, chapter 4, details and analyzes the data collected during the study.

Chapter 4

Study Results

This chapter summarizes the study results. It contains a brief review of the study purpose, research questions and research methods that guided the study. The results for each research question are presented. Finally, a summary of the findings is included for each question.

Review of the Study

The purpose of this study was to explore the leadership development experiences of women in the Administrative Fellows Program at University X, a large research university in the Eastern United States. This study was designed to identify how one university-based program is developing women faculty and staff to assume leadership positions and to examine whether the program is meeting stated program objectives. The research questions were as follows:

1. What do the fellows identify as the goals for the Administrative Fellows Program at University X?
2. How did the fellows achieve these goals?
3. What are the organizational goals for the Administrative Fellows Program?
4. To what extent do the program goals, as identified by the fellows, align with the stated goals for the program?

To explore the issues related to the purpose of this research study, a qualitative case study design was chosen. Face-to-face interviews with nine women fellows were conducted from October 2013 to January 2014. Interviews with each participant lasted from 35 to 60 minutes and were held in the interviewees' office at University X. The interviews were transcribed verbatim and coded. The text was initially open-coded followed by axial coding. The themes generated from this process were constantly compared for categories, themes and sub-themes. The

following section presents the findings of the case study. To ensure the confidentiality of the interview participants, the names of people and locations are referred to in general terms. For each research question there is a summary table that introduces the themes followed by supporting quotes from the interviews.

Program Goals

RQ1: What Do the Fellows Identify as the Goals for the Administrative Fellows Program at University X?

Three main themes emerged from the interviews with the fellows regarding their understanding of the goals for the Administrative Fellows Program. These themes are fellow learning, access and exposure for fellow, and career advancement (Table 4.1).

Table 4.1
Summary of Program Goals and Descriptions

Program Goal	Descriptions
Fellow Learning	Leadership knowledge; leadership skill; leadership behavior; understand complex university systems
Access and Exposure for Fellow	Networking; career exploration and development
Career Advancement	Grow administrative capacity for university; career advancement for women; fellowship impact on current role

Program goal: Fellow learning

Most fellows identified learning as a goal for the Administrative Fellows Program. Fellow D said the goal for the program “*was really the learning opportunity*”. Fellow H supported this sentiment by saying “*I just wanted to learn as much as I could*”. Additionally, Fellow E also echoed her understanding that learning was the primary goal of the fellowship when she said:

I was just open to learning as much as I could and taking advantage of as many opportunities as I could. It wasn't that I had a specific plan. I just wanted to be open and be a sponge. I was to be a sponge.

Fellow G also identified with the sponge metaphor when describing her learning during the fellowship. She referred to herself as a “*pro-active sponge*” during her fellowship year.

Fellow H said that eagerness to learn is a critical trait for fellow’s success: “*I think that being flexible and demonstrating that you are really eager to learn. Being inquisitive is really important*”. Understanding that learning was a goal of the fellowship, Fellow C succinctly summed up the fellowship goal by saying that the fellowship was “*just an entire learning experience. I felt like a student of the University*”.

Many fellows also identified observation and learning about leadership knowledge, leader skill, and leader behavior as a goal of the fellowship program. Fellow B said that an objective of the fellowship was to grow a cohort of individuals “*who understand what the university is trying to accomplish in a different way and what you need to do to be successful*”. Fellow B went on to say that the leadership of the university knows that if they ask a fellow to sit on a university level committee that the fellow “*will always show up on time. She [fellow] will understand that the task needs to be done as fast as possible and to the best of the group’s ability. She completely gets what we [the university leadership] are trying to do*”.

Learning to take on additional roles at the university was also mentioned by Fellow G. She shared that the fellows “*get to see how leadership thinks and works and operates and learning that helps prepare you to take on a role at those levels. That’s the goal of the program*”.

Fellow E also commented about observing leadership behavior.

I learned an awful lot about things that I would never have been exposed to just as a faculty member in a department. I got to follow [my mentor] around, got to see him operating in different settings and observing the way that he does things. It was fascinating. That was really an enjoyable time. I really liked it.

Most of the learning experiences that the fellows witnessed revolved around opportunities to view higher education, and specifically the culture of University X, as a complex

network of systems. Fellow E articulated this perspective when she said that *“for me my understanding was very simple. It [fellows program] would give me an understanding of how the university operates”*. An added benefit of the fellows program is that the fellows who complete the fellowship have a more complex understanding of university governance. Fellow B said:

At a minimum, they [fellows who have completed the program] are people who have an understanding of central administration, who go back to their regular positions and maybe choose not to pursue administration but who completely understand things in a more complicated way.

Fellow B’s comments alluded to the fact that not all fellows get promoted into a higher-level position at University X, but that having leaders at all levels who possess a thorough understanding of the complex higher education system benefits the institution.

University operations and how different leaders managed were also valuable learning observations for the fellows. Fellow F noted that *“it was interesting to observe leaders reacting to the same news”*. Fellow E also agreed that watching the leaders was a valuable learning experience. Summing up watching university leaders leading in this complex environment was the goal of the entire program, Fellow G commented that *“you got to see how leadership thinks and works and operates and learning that helps prepare you to take on a role at those levels. That’s the goal of the program”*.

Fellow I succinctly described this theme of learning as a goal for the Administrative Fellows Program when she said:

To my understanding the program fellowship goal was, and continues to be, to provide women in particular, some from underrepresented populations...the opportunity to gain greater insights into higher education and its intricacies....The intent is and was back in the day to groom people to better understand the culture of University X. Also to provide them with some insights and opportunities to develop their own skills with respect to

understanding administration from a different standpoint and then hopefully taking those skills and utilizing them here or transferring them to another higher ed institution.

Primarily the goal is to groom individuals to better understand how higher education works on a day to day basis.

Learning, in general, and specifically learning about leadership skills, leadership in higher education, and higher education systems and issues were the main objectives of the Administrative Fellows Program, according to most of these fellows. A few felt that the desired learning outcomes of the program were not made clear to them before the program started. Fellow H responded when asked if university objectives were met for the program: *“I don’t think there were any expectations that were not met because I didn’t really have a clear set of objectives going into it”*. Some other fellows also commented on the lack of clarity in objectives and methods for achieving those objectives, but this lack of clarity did not stop them from identifying learning about leadership and higher education systems as goals.

Program goal: Access and exposure for fellow

Learning was identified as a main goal for the program, but many fellows also mentioned that access to high-level administrators and exposure to these leaders was also an important goal for the fellowship program. The fellows were very aware that the year-long fellowship program could provide them the unique opportunity to have access to and to network with these senior leaders during their fellowship.

The fellowship gave the fellow the *“ultimate backstage pass....It really gets you behind the scenes working with central administration and to hear what goes into the decision-making of running this University”* (Fellow C). Fellow C also commented about the fellowship and the exposure to leaders and decisions. Reflecting on the decision-making process she said:

It’s huge. It’s so much bigger than what the average person thinks of on a day to day basis. And it provided me with that opening my eyes kind of experience. Wow, this is why

this particular decision is made. Or, that is why the Board of Trustees comes together so many times a year. These are the types of issues that they [university leaders] deal with.

Fellow C said that they approached the fellowship in a strategic way to gain exposure with as many leaders as she could during her fellowship year. She said that “*my number one goal was to use this time to the best of my ability, talk with as many people as I can, get my face in front of everyone, and set up appointments with all of the deans and vice presidents*”. Fellow A supported this networking goal when she reflected that “*my goals involved a broad understanding of the University and meeting and talking to as many people as possible about their particular division or unit or department*”. This networking exposes the fellow to prospective leaders who could, in turn, benefit from the fellow’s work background and expertise. Fellow A captured this idea of exposure when she said that “*it was an opportunity for me to explore, an opportunity for me to learn about leadership, and an opportunity to maybe connect with people who might benefit from the skills that I had*”.

Exposure to leaders was a beneficial goal of the program. Fellow C stated:

I got to work with people all across the University, network with areas that I never had exposure to before....To this day I feel like I can pick up the phone and I can talk with the current President. I can talk with the Provost and the previous Provost because I better understand what the issues are and how they might view it. This to me is much better than just saying can we do this or what do you think about this.

The fellowship not only exposed fellows to the highest-level university administrative leaders, but to other administrative units in the university about which they did not have much knowledge or understanding. Fellow H commented that the fellow “*had tons of exposure to all aspects of the University and to all of the University’s administration. I mean, it really opened up a lot for me in terms of what goes on at the University and areas that I didn’t really know much about*”. Fellow H shared her thoughts about viewing the university and people in a more global

perspective when she stated that *“more people know me now. I mean being in a college I am a little bit limited in my exposure to the rest of the University. I feel like I know a lot more people and I have some great connections”*. And fellow E shared that she *“had been working in a department for maybe fifteen years or so at that point. I understood the operation of a department, but the fellowship would give me an opportunity to look at the University from a much broader scope. I thought that that would be very interesting”*.

In addition to the goal of exposure, the fellows felt that another identified goal for the program was career exploration and development for the fellow. Many of the fellows indicated that the goal of the fellowship program was to challenge the fellow to develop new knowledge, skills, and attributes to support their current and possible future career choices. Fellow B spoke about this goal of career development when she said:

There is this training experience [fellowship] that I have actually thought about forever and in a way this is my opportunity, you know. If I wanted to do this, I thought, this will help me no matter what. No matter what I do this is going to be helpful. And maybe I'll learn that I really like administration and that might set me on a different path in life. I applied and it was a godsend, to be honest. It is a fantastic experience. I feel so fortunate that I got to do it.

Having access to higher-level leaders and important higher education issues was an understood goal for the fellowship program from the fellows. Fellow E summed up this goal by saying, *“if there was something that I wanted to know that I didn't know or wanted to learn about I had to freedom to get involved in that”*. She went on to say that the fellowship was *“an opportunity to have doors opened to provide me with opportunities to learn things that I would not typically have been involved in”*. Fellow A shared that her overall view of the program was that it was a leadership development program—during the fellowship *“I was trying to figure out*

where else in the university I wanted to perhaps work. So it was an opportunity for me to explore”.

Networking was seen not only as a goal for the fellowship by the fellows, but as a learning activity that would enable the achievement of personal fellowship objectives.

Fellow goal: Career advancement

Growing the administrative capacity for women and minorities was a shared understood goal by the fellows interviewed for this study. Fellow B said that the goals and desired outcomes for the fellowship experience from the university were that *“they are trying to grow academic leaders in populations that traditionally don’t seek administration for a variety of reasons – so women, minorities”*. Fellow H said that *“my understanding was that the program was established to provide people from underrepresented groups and women with exposure to leadership and opportunities for future leadership positions”*. Fellow A summed up this goal:

My understanding is...that they wanted to identify specifically women and persons of color who have the potential of contributing to the university at a higher level, who could be our next generation of leaders. So I think their idea was to provide opportunities for exposure, for networking, for mentoring, for projects and things like that to help develop the skills of the participant. Also to develop a network of people for that fellow and also for the leaders who might be looking to identify people who could contribute.

Fellow G commented that *“I knew the program was one that was intended to broaden the pool of qualified applicants for higher level positions at the university so I was interested early on”*. Although most fellows were clear that advancing their own careers was not a formal goal of the fellowship program, the majority of the fellows interviewed felt that because of previous fellows’ career movements after their fellowship year, career advancement was an outcome for the program. Fellow D said:

My desired outcome was probably that I was hoping to get a better position and that it would broaden my experience....The idea used to be whenever this program first started as soon as you were done with the program you would get a job, another position. But as time went on and those positions were fewer and fewer you really had to go back to your old position and just wait for something to open up.

Fellow I articulated this hope for the advancement goal when she said that the program's goal is not to have the fellows promoted to higher-level positions, but if that advancement occurred it was a wonderful outcome for the program and for the fellow. Fellow C also shared in this career advancement outcome when she said that *"I had been here fifteen years and wasn't planning to move to another institution so I thought this [the fellowship program] will just provide me with the depth that I need should another position open up somewhere. Perhaps that would be another opportunity for me"*. Fellow F also said that the fellowship could position them for advancement. She commented:

When I learned about the fellowship program it just sounded like oh man that could be a great boost for my career. This is what I need....So that's why I was interested. I guess I just wanted to know more about the university and to see how I could advance my career.

Many of the fellows clearly hoped that one outcome of participating in the fellowship program could be career advancement and new opportunities. Fellow A summed up her post-fellowship experience and career advancement opportunities by saying:

I know that it says in the materials that there is no guarantee that anyone would change their position, that there would be an opportunity for a leadership position after the fellowship. While I was able to move into my current role...it really wasn't a step up. It was a sideways step. Granted it was a step into a completely different area and it allowed me, again, to see the university in a much broader perspective....I have not been able to translate that experience [fellowship program] into a higher level position.

Fellow F was unsure whether her career advancement was an outcome of the program. After her fellowship year she did change positions at the university. Fellow F said, “*I have a new job. I am not sure if is because of the fellowship or because I just worked hard*”. Understanding that not all fellows will move into a new position after their fellowship year, but hoping that career advancement would be an outcome of the program, Fellow G addressed this desired outcome and also commented on the impact of the fellowship on current roles when she said:

Well, I'm still in the job that I had before my fellowship. I have some different responsibilities. A lot of fellows do go on to those upper level positions....But, they [university] don't necessarily create a job for you. And so I think people at the university recognize that if a suitable opening were to exist I would be a strong candidate, but there is not a job right now that would make good use of my skills and expertise and leadership skills that I learned in my fellowship year. So for right now I am putting those things to use in this role. I wanted to learn more about the university and how it runs and I did that.

Using the skills acquired during the fellowship year in the fellow's current position is becoming more common. Fellow D said, “*you really had to go back to your old position and just wait for something to open up....It [career advancement] took a couple of years, but it didn't take nearly as long as some people*”.

RQ:1 Summary

Learning and specifically learning about leadership styles, leadership issues, and how to lead in the complex higher education system were identified by the fellows as a primary goal for the Administrative Fellows Program. In addition to learning, access to higher-level administrators, important issues, and varying departments in the university were also identified as a program goal. Finally, the hope for career advancement was identified by the fellows as a desired outcome. Although the fellows acknowledged that career advancement was not a stated

goal for the program by the administration, career advancement has become a central goal for fellows engaged in the Administrative Fellows Program.

Strategies to Achieve Their Fellowship Goals

RQ2: How Did the Fellows Achieve These Goals?

Five main themes emerged from the interviews with the fellows about how they achieved the goals of the fellowship. These themes were: observation, project work, mentor activity and support, fellow supporting fellow, and fellows taking ownership and responsibility for their own learning (Table 4.2).

Table 4.2

Summary of Activities to Achieve Fellowship Goals and Descriptions

Fellow Activity	Descriptions
Observation	Shadowing; meetings; leadership style; decision-making
Project work	Given project task and ability to practice leadership during fellowship; no project task
Mentor engagement and support	Mentor meetings; trust; mentor staff support; lack of mentor engagement
Fellow supporting fellow	Encouraging fellows; reflecting on learning with fellows
Responsible for own learning	Reading; self-awareness and reflection; confidence; challenges; fellow qualities for success

Fellow activity: Observation

The fellows felt overwhelmingly that observation was the primary strategy used by the mentors to help them achieve their fellowship goals. They were able to attend most of their mentor's meetings in a process consultant role. Fellows were not expected to be or asked to be active participants in meetings. Fellow D said that observation was an important learning tool for their fellowship. She commented:

You get to meet one on one with the President. You get to attend academic leadership meetings and the Board of Trustees meetings....just sitting in on those meetings was very informative....I think that was just the most valuable thing; just the learning opportunity

that you have. You don't have to participate, just to sit back and to just take it all in. And like whenever you are a young kid, two or three years old, you are just like a sponge. Everything to learn. That's just what the learning experience was for me.

Fellow I shared her thoughts on the value of observation to learn about decision-making and leadership dynamics. She shared:

You are just watching the group dynamics. You are watching how decisions are made. You are watching who is gently pushing who, who is willing to concede. Ultimately who was making the decision whether we all like it or not. So for me it was fascinating to be at the President's table on a regular basis and watching the leadership dynamics fold out. The same with going to the Board of Trustees meetings. Very interesting in terms of how individuals posture themselves.

Fellow H also found observation to be a valuable learning strategy in achieving fellowship objectives. She focused primarily on the value of observing decision-making in the complex higher education environment. Fellow H said:

I think overall the opportunity to see how decisions are made was probably the most valuable experience. I know that's not really an experience in and of itself, but to go to a variety of meetings that I would never otherwise see and just see how people make decisions was really interesting. And to see how administrators interact and how they are perceived by other people. One of the things I learned about how decisions are made was that there's very often a pre-meeting. So there's a meeting before the meeting and then the meeting isn't really the meeting. I mean it is a meeting, but people already know how things are going to go. That was very interesting to me.

Fellow G also felt that observing interactions among senior leaders was the primary learning strategy used to achieve goals. She noted:

There are different dynamics in a group of vice presidents or a group of deans then in a group mixed of vice presidents and deans. I got to see the Faculty Senate in action and just how different leadership styles mesh and meld and merge and sometimes clash at the University and how decisions are made. I think that was the biggest thing being able to see....On the fellowship I got to ride along at the 50,000 foot level. And so I was able to see things in a way that I hadn't before....The fellowship allowed me to turn around and see the same things from different points of view.

Fellow B shared that:

You have to be willing to be a fly on the wall and learn that you are not there to participate. You might get to participate a little when you are invited, but you're not there to change the conversation. You might influence it. If you have an agenda beyond this being a learning experience you are a problem.

Fellows also commented on observing conversations that made them reflect on their own leadership abilities and how these observations led them to feel uncomfortable or confused about their own abilities. Fellow A shared this concern when she said that “*observing how they [senior leaders] did it [lead] made me realize what I was like as a leader. But at the same time I wondered is my leadership style not going to get me anywhere because I am not as tough as these guys*”. Fellow H also was surprised by some personal learning while observing the leaders in meetings. She said, “*that was a really interesting learning moment for me, how different these groups of people are. I don't even think I was prepared for it. Like if you don't even define things the same way it is difficult to have a starting point*”.

Observation was the primary learning strategy for those fellows who attended meetings as a process consultant. However, some fellows who only observed for the year and did not participate in project work felt that they were missing an important activity during their fellowship. Fellow A articulated these sentiments when she said:

One of the things I remember saying to my husband, I said how are they [senior leaders] going to know that I've got these [leadership] skills when I am not doing anything. I'm not producing anything that shows that I can actually contribute at that high level. So in many ways I wish I had been on committees on which I could really participate, not just sit back and observe because then people would get to know me as a member of that leadership team and not just as an observer.

Fellow activity: Project work

Observing meetings was the primary activity relating to learning during the fellowship. However, some fellows and their mentors agreed that the fellow should take on project work and committee work to supplement or enhance observation. Fellow H commented:

I couldn't go to all of his [mentor] meetings because a lot of those were confidential meetings. I went to as much as I could. Then when I wasn't as busy as I wanted to be I decided to craft my own fellowship experience working with his [mentor] staff....I would go to stuff with them and one of his staff members in particular invited me to tons of things. And so I had some really good experiences with them and in following them around. I just kind of made it up as I went along.

Fellow D said that she used project work to fill the down time that she experienced in the fellowship. Fellow F sought out projects, saying that “*I always was asking and searching for stuff*”. She was “*actively seeking. I wasn't just passively waiting for anybody to give me something. I was actively seeking because if you don't actively seek the opportunity will not just present itself. You need to ask*”.

Fellow H shared her thoughts on project work during the fellowship and the conflict that some fellows feel during their fellowship year when she reflected:

I would say some of the most satisfying experiences were having the opportunities to do a little bit of a project. That was really satisfying because when you're a fellow you don't

really do anything. You go to meetings but they're not yours and you are not really expected to contribute anything. You are just expected to take it in and then maybe discuss it with your mentor afterwards. So being able to do a project was really fun. And it was satisfying because I was able to accomplish something.

Fellow A also commented on the conflict about doing more during their fellowship year.

She shared:

This is something that you might hear from other fellows. It is funny because it [the fellowship] is completely a learning experience. So taking someone who is so used to 'doing' and putting them in a 'here observe' situation was very, very uncomfortable for me. I was just, what do I do with myself? So having a project to work on helped me feel like I was accomplishing something.

Some fellows chose not to participate in project work during their fellowship time.

Several felt that it was a rich enough learning experience to observe their mentor's work and to sit on committees. As Fellow E shared, *"I was not a leader during the fellowship. My role was not to be a leader. My role was to be a learner"*. Fellow C said about their lack of activity: *"I just kept thinking, but I need to do something. Give me a project. Do something"*. Bridging both of these perspectives about observation and project work was Fellow B, who said, *"as a fellow you don't do much. But there's a way in which you can engage and be active and read the situation"*.

Fellow activity: Mentor engagement and support

Most fellows said that the way they achieved the fellowship goals and objectives was through working with their mentors and the support that the mentors provided to them during their fellowship year. Most of the mentors allowed the fellows to attend meetings with them. Some mentors set up regularly scheduled meetings one on one with their fellow to map out the meeting agenda for the coming weeks and to ask the fellow questions about what they were observing. Most fellows reported that beyond these meeting appointments they had little

interaction with the mentor. In fact, most fellows commented on the importance of the mentor's staff in supporting their learning activity during the fellowship year. Some fellows felt that mentors were unsure of the program and how to engage the fellow in learning experiences.

Commenting on this lack of clarity for the mentor and the lack of structure for the fellow's learning, a few fellows said that they felt that the mentor was not sure what to do with the fellow and how to engage them in meaningful learning activities. Fellow B shared thoughts on meeting with her mentor: *"my mentor didn't say to me what do you want to get out of this particularly. I just started meeting with him and getting to know what he did"*. Fellow G said that *"they [mentor] definitely enriched the experience, but they weren't there telling me you need to go to this meeting or do that activity"*. Fellow H shared:

I sort of set it [mentor engagement and fellowship learning] as I went along. It wasn't like I was deliberate from the outset because I didn't know what to expect. I felt like there was less structure than I expected. Like I just sort of showed up on the first day and was like 'I'm here'.

Most fellows reported that their mentors were open to their suggestions for learning activities. Fellow E said that *"he [mentor] was pretty open in terms of if there was something that I wanted to know more about I had the freedom to engage in it"*. Fellow C also said that her mentor did not have specific learning goals for her, but that *"if there was something I wanted to do he would open that door for me if at all possible"*. Fellow D also shared in this lack of mentor planning during the fellowship. She said:

I think some of the mentors leave it up to you [fellow] and it is kind of nice because you can set your own schedule. At this point in your career I think they feel like you are responsible, you know what you want, you know where you want to go. They [mentor] are just there to support you and to guide you if you have any questions.

Fellow G said that the mentors were there to follow the direction of the fellow.

Supporting the notion that the fellow is a professional who is capable of setting her own learning objectives, Fellow G said that the mentors “*follow the direction of the fellow really. If I showed an interest in something...it was up to me to be pro-active to say that I’d like to do this*”. Fellow B also supported this idea that fellows needed to advocate for themselves. She said:

I realized early on that...I had to be my own advocate and engage him [mentor], but there was nothing personal....He didn’t ask me what I wanted to do with my life....I am OK with that because I am getting so much out of this [fellowship].

All of the fellows understood that their mentors were very busy senior-level executives. And they were aware that taking on a fellow was an additional responsibility for them. Fellow A said of her mentor’s support:

I basically told him [mentor] what I hoped to get out of it [fellowship] and then he said what are you hoping from me. I said to have some exposure, a foot in the door, introductions, and the opportunity to discuss some of my experiences and my thoughts and things like that. I didn’t have as much time on that last part. I heard that from a number of fellows that it is really hard to try to pin them [mentors] down and be able to process some of the learnings.

Fellow B also commented on their mentor engagement:

I liked my mentor a lot....The fellowship is more set up, I think, my conception of it wasn’t so much that I was directing my learning, but that I was just taking advantage of an opportunity. I had an opportunity to shadow him is how I sort of looked at it. I was just curious as curious could be about everything and he answered every question that I had....If I said I would like to go do something or I would like to come to this [meeting] it was mostly OK unless it was personnel issues. I couldn’t go to those, though I would have liked to. I got to learn enough.

Fellow H shared how challenging it was, at times, to engage with her mentor:

Toward the later part of my fellowship I didn't really have a lot of interaction with my mentor....I don't really know why. I think that he was just super busy, of course, so I had some scheduling problems with him. It would have been more satisfying if I had the opportunity to meet with him a little more frequently to discuss things with him.

A few fellows commented that their mentors were more engaged with their learning. As Fellow I said:

They [mentor] allowed me to have full access and they always gave me articles to read or we would sit down and we would trouble shoot on things that came across their desk. They would say how should you handle this, what would you do?

Fellow G also said that their mentor was more available to them for discussions of issues and debriefing on meetings. She commented:

A lot of times coming out of meetings my mentor would ask me what I took away from the meeting. Or sometimes he would say to me now did you notice this. We would have little debriefs, not always but after some of the meetings that we would have with larger groups of other vice presidents or deans or a combination of deans and vice presidents. They [mentor] enriched the experience, but they weren't there telling me you need to go to this meeting or do that activity or whatever.

This type of mentor engagement and support was less common than the observation-based engagement that the majority of the fellows reported.

Finally, a fellow's ability to gain her mentor's trust was understood to be an important part of achieving the fellowship objectives. Fellow H shared this sentiment when she said that the fellows who had been successful in the program were "*people [fellows] who are trustworthy. I think that's really important*". Not only is trust important between the mentor and their fellow mentee, but it is also important between fellow cohorts. Fellow C said:

There's a bond among all of us [fellows] because of the experience that we went through and hearing discussions at the level that most people don't get to hear. Because the central administrators give us that trust. I think that trust does also exist among all of the current and former fellows. If you hear something it may not be something that you share. You can share it with another fellow....I think that there's that innate trustworthiness that the fellows are shown and then exhibit so I think that that's also one of the success factors of being a fellow within the organization.

Fellow activity: Fellow supporting fellow

Fellows also indicated that supporting the learning of their co-fellows and reflecting on fellowship learning with their fellow cohort was valuable in achieving fellowship objectives. Many fellows said that they consulted with former fellows before they applied for the fellowship to find out more about the experience. Fellow G said that she “*talked to other fellows about how they navigated the fellowship and how they managed to get things out of it*”. Fellow C commented that she carries this idea forward of fellow educating future fellows herself. She said:

I've always said to [mentor] that as he gets new fellows that I am more than willing to sit down and talk with them about my experiences. I usually send an email to them and talk about the experiences that I've had. Some have sat down and talked with me a little bit, but it seems like it could be more beneficial doing it on a formal basis.

Fellow C discussed spearheading activities for the fellow group to support their learning. She noted:

If you had a chance to talk with my other two fellows they would say that I was usually in the driver's seat with the three of us. I would say, OK we are going to go to the XYZ activity and they looked at me like what. And I would say we've not done that yet. We need to understand and so I got a car and drove down to XYZ town....To me it wasn't so

much setting goals then it was I have this one year and what can I learn in this one year because it is the only time that I have.

Fellow C also commented that since each fellow was focused on a different area of the university, sharing the information that they each received supported the learning goal. She said that “*they [co-fellows] were involved in other areas and other aspects of the University. So it was really a shared learning experience because we all couldn’t be at the same meeting at the same time*”.

The fellow office space allowed for close collaboration among fellows. Fellow G noted: *The fellows get crammed into an office. When I say crammed in, we were in a small office...they barely fit the three desks in. If someone wanted to get something off of the printer I had to pull my chair in so that they could reach and if I wanted to open my desk drawer someone else had to pull her chair in and so we were tight. But we would come back from our various meetings and experiences and there were some things that we couldn’t share with each other, sensitive data, but we could share our overall reflections on what we just experienced....We learned a lot from each other. There was a lot of learning going on there.*

Fellow B extended this idea of fellows learning from their fellow cohort during their fellowship year. She commented that “*we shared an office, so it is weird but we had a cone of silence in our office. We said what happens in the fellow’s office stays in the fellow’s office*”.

Fellow B continued this idea, commenting:

We each supported one another. We talked to one another. That’s a whole other aspect to this, highly important. I think everybody talks about that you learn as much in the fellow’s office from one another. It is not just information. Just you all go to one meeting and you get three different takes on it then you can all process it later about what we really think is going on....We have this kind of relationship where we know we can tell

each other things and it is not going to leak out. That is an important thing. It is a resource to have.

This informal learning support among fellow cohorts is an important part of the fellowship. These relationships supported the fellow through confusion about fellowship activities and mentor relationships. This support is organic in nature and besides the physical location of the office appears not to be formally structured by the fellowship program.

Fellow activity: Responsible for own learning

Many fellows commented on the fact that fellows were responsible for their own learning during their fellowship year. This ownership of learning objectives was a common sentiment expressed by fellows. Fellow G commented on taking ownership of her learning when she said, *“in many ways I set my own goals. I then had to come up with the strategies to help me meet those particular goals and objectives. It was very much an unstructured experience”*. Fellow A commented that fellows need to have a drive or a desire to learn. Fellow A shared that *“you have to be independent and you have to be self-motivated because no one’s going to do it for you”*. Fellow G extended this idea when she said:

I was told by a few people you get out of the fellowship what you put into it. You have to be pro-active in asking to do things and asking to be involved. That your vice president is not going to have the time to sit there and figure out what to do with you and so I went into it [fellowship] understanding that.

Fellow F commented on the need for fellows to be active and not passive during their fellowship year to embrace all of the learning opportunity potential in their fellowship. She noted:

You have to be a go getter to be in the program. You can’t be hesitant. You need to ask for stuff if you want to learn something. You need to be pro-active and actively seeking engagements and so forth. So you can’t be just passive and wait for things to happen. It will not happen.

Fellow C commented on how the fellowship gave her time for reading and self-study.

She shared:

You read and you're synthesizing information and for me it was a wonderful time to actually read the Chronicle of Higher Education because you don't normally have the time during the day to do that whereas with this [fellowship] you had oodles of time. You could read books about higher education issues.

Self-awareness and self-reflection were also important elements in supporting fellows' efforts to achieve their learning objectives. Fellow B shared her thoughts on the fellowship experience and self-reflection when she said:

I walked out of the fellowship on the first day...and said to myself that I am so ignorant of what really happens here. It was a humbling moment to realize to myself that I don't know anything about this university. That was true almost every single day.

Fellow G said that “*really seeing the decision-making process unfold and reflecting on that with [mentor], talking with him about how that worked*”.

A few fellows commented on the issue of confidence. Fellow C shared:

I think that the fellows program again provided me with such a broad perspective of the variety of leadership styles that exist that I realized that I had already been a leader in many ways but hadn't embraced that. I think it [fellowship] provided me the confidence to say 'sure and I'll give it a try'. Somebody has to, somebody has to lead. We can't all just be followers, so when the time comes to lead step forward and do that.

Fellow self-reflection can support fellows after their fellowship year has ended.

Understanding the complex higher education system is important, but also understanding what the fellowship year is and is not is also important. Fellow I stated:

Simply being realistic about the administrative fellows experience it is a limited opportunity. It is for one short year. You have to be able to take from it what you can,

learn from it, reflect often and move forward in the best way that you know how and take those transferable skills with you to that next place wherever that is.

Fellows identified fellow qualities that would enhance the learning experience for all partners in the fellowship. Flexibility, mindfulness/awareness, and the ability to be confidential were all identified as qualities that would support fellow learning. Fellow H said that a fellow's goal "was just to be really flexible and not be a pain....I just wanted to be super flexible and just go with the flow". Fellow H went on to share:

Everything was delightful. No matter what happened. No matter what the outcome was. So I tried to be really pleasant and just have everything be enjoyable. I am easily frustrated in general in life, so I tried to not be that way and it was good. It was a good experience for me actually. I mean it wasn't that I was being fake. It was just that I was genuinely trying to take everything in stride....I wanted to be that person that people wanted to interact with so that I could learn as much as I could.

Fellow H supported the need for fellows to be flexible in order to enhance their learning when she said, "I think being flexible and demonstrating that you are really eager to learn. Being inquisitive is really important".

Fellows also needed to be mindful of their role in the fellowship and demonstrate an appropriate awareness in certain situations. Fellows also needed to be willing to ask appropriate questions to enhance their learning.

Additionally, they needed to be aware of the fellow role and its parameters as they operate as guests of their mentors. As Fellow B noted:

Everyone before me behaved and I am going to behave too because I want these people [mentors] to be willing to take fellows, meet with fellows. I had the opportunity with my mentor privately to say what I thought. People would ask me what I think. I am happy to tell people, but to take over a conversation no. I had no responsibilities. That is how I

thought of it. I have no responsibilities here so I am going to go with the people who, they have the responsibilities. I can ask questions, but I am not here to make them [senior leaders] think about things.

Fellow D summed up fellow awareness by saying, “*you need to be patient. You need to be aware. To sit back and listen and learn*”.

Confidentiality was also noted as an important fellow quality that could enhance the learning experience for the fellow. As Fellow B noted:

It is a privilege to get into these things, so you have to think of this as these are very busy people making time to talk to you. You are learning about things that you can't talk about. Confidentiality. So in a way if they [senior leaders] have to fear meeting with you because you are going to run a number then you are going to blow it for every other fellow.

Fellow H combined mindfulness, confidentiality and trust together to support fellow learning. She said:

I think it is really important to be perceptive of other people. To be able to know when to say what and what's appropriate. I think when you are working with administrators you really have to kind of gauge what you can say and when and what's appropriate to say. I think it's important for the people who are hosting the fellow to know that they can count on their fellows not to talk to other people about a lot of things because you are exposed to a lot of confidential things....I think they want people who are pretty savvy about that and who they [mentors] can trust.

RQ2: Summary

The fellows achieved the goals for the Administrative Fellows Program by engaging in five main activities: observation, project work, mentor engagement and support, fellows supporting fellows, and fellows being responsible for and creative with their own learning

outcomes from the fellowship. Through this discussion of how the fellows achieved the goals for the fellowship program, specific experiences that demonstrated learning were discussed.

Attending meetings and shadowing their mentors were the primary vehicles for learning and achieving the goals of the fellowship. At these meetings the fellow witnessed different leadership styles and observed decision-making activities. Another learning activity to achieve the fellowship objectives, as noted by the fellows, was project work. Although not all fellows chose to do projects or were guided by their mentors to complete projects during the fellowship year, many fellows who were interviewed said that these projects provided an excellent way to engage with their learning during the fellowship. It also was a way to keep busy and active when they were not able to observe meetings. Many fellows found it to be an excellent way to show learning and value to their mentor and other senior leaders

Mentor staff support was an important component for achieving goals for the fellow. This support was counter-balanced by the feeling of a lack of engagement from some mentors in supporting fellow learning. Many fellows felt that mentors were very busy and did not have time to thoroughly understand the fellowship. Most fellows said that their mentors would support them in whatever they chose to do during their fellowship, but mentors did not map out individualized learning plans with their fellow to achieve fellowship objectives during the fellowship year. Ultimately, the fellows shared that it was the mentor's support staff who aided in their learning and in their ability to achieve fellowship objectives. However, this support by the staff of the mentor was not a work expectation for the mentor's staff and, if it occurred, was an extra support for fellow learning.

Fellows supporting fellows and fellows supporting themselves during the fellowship were also important activities used to achieve learning goals. Fellows who actively engaged with their fellow cohort found this connection to be valuable in achieving fellowship objectives. The fellows provided each other with the ability to share learning opportunities and to reflect on this

learning. Because the fellowship is a unique learning experience, this fellow cohort organic support also fills in the gaps, as did mentor staff personnel support, for the lack of engagement from some mentors. Finally, the fellows said that they achieved the learning objectives for the fellowship by being responsible for their own learning activities. Reading books and journals about pressing higher education issues, engaging mentors to secure project work, and carving out time for learning reflection during the fellowship all enhanced the fellowship learning experience for the fellows. In addition, flexibility, mindfulness, confidentiality, and trust were all identified as being necessary qualities, attributes, and attitudes of an administrative fellow that enhance the learning experience for all partners.

Organizational Goals

RQ3: What Are the Organizational Goals for the Administrative Fellows Program?

Three organizational goals for the Administrative Fellows Program were identified from the program website and informational session field notes. These organizational goals are to: (a) identify faculty and staff who have potential for effective leadership, (b) increase awareness of the complexity of issues facing higher education, and (c) provide opportunities for participation in a wide variety of decision-making processes, learning activities, and program management that provide a better understanding of the challenges of higher education leadership (program website).

Table 4.3
Summary of Organizational Goals

Organizational Goal	Descriptions
Identify future faculty and staff leaders	Identify faculty and staff who have potential for effective leadership
Awareness of higher education issues	Increase awareness of the complexity of issues facing higher education
Participate in a wide variety of learning activities	Provide opportunities for participation in a wide variety of decision-making processes, learning activities, and program management that provide a better understanding of the challenges of higher education leadership; goal of the program is to offer

learning opportunities for growth, not a position in
the office where the fellowship is completed

Organizational goals for the Administrative Fellows Program may be found on the program's website (program website). The website stated that:

The Administrative Fellows Program provides professional development opportunities for faculty and staff (with standing appointments). By serving under the mentorship of a senior-level administrator, fellows receive opportunities to broaden their perspectives and experiences in higher education administration. The fellowship experience is designed to allow the participants to become more effective in their existing positions within the University and to provide a base for them to compete at higher levels of administration for advancement in the future.

The website also articulated the objectives for the fellowship program:

The objectives of the program are to identify faculty and staff who have potential for effective leadership; to increase awareness of the complexity of issues facing higher education and to enhance understanding of the environment in which decisions are being made; and to provide opportunities for participation in a wide range of decision-making processes, learning activities, and program management that provide a better understanding of the challenges of higher education administration (program website).

In this objective paragraph, the organization addresses the issue of advancement from the fellows program. It states:

Although participation in the program does not guarantee appointment to an advanced or administrative position at the University, the program has been valuable in the past in increasing the pool of qualified women and minorities interested in pursuing careers in University administration (program website).

These organizational goals were echoed in the promotional material for the program found on the program website, which includes a Guideline for Administrative Fellows and Mentors, Frequently Asked Questions about the Program, and the Administrative Fellows Program Brochure (program website). These materials do not include the specific objective of encouraging the leadership development of women and minorities. In the program brochure, however, it does indicate that “*we [university] especially wish to encourage such opportunities for women and minorities*” (Administrative Fellows Program 2014-15, n.d.). This wish is not listed as a formal objective of the program.

The 2014–2015 Administrative Fellows Program Information Session also provided important insight into the organization’s goals for the program. Some relevant supporting comments observed at the session by the researcher were that the program is a “*one of a kind leadership development program...that provides the fellow with an extraordinary journey and a great adventure*” (Researcher field notes, November 2, 2013). In addition, the goal of developing well-informed employees was mentioned as well as that the program is beneficial to the fellow because the fellowship year will show them what university governance really means.

The researcher noted that program administrators said that learning is tied into the immersion experience of the fellowship and that the yearlong program is a full-time responsibility for the fellow. A good candidate for the program was someone who was “*really interested in learning*” and who has “*potential for advancement*” (Researcher field notes, November 2, 2013). It was noted that fellows are most successful when they are naturally curious people and they have the time to devote to the program. An informal goal mentioned in the information session was to develop well-informed employees.

RQ3: Summary

The organizational goals for the Administrative Fellows Program are clearly listed on its website and supporting PDFs about the program that include the Frequently Asked Questions

about the Program and the Administrative Fellows Program brochure (program website). The goals are to identify those faculty and staff who show leadership potential. The goals do not specifically mention women and minority leadership development. Also, one goal is to increase awareness of higher education issues in the complex system of higher education. Finally, providing learning activities that enable observation of decision-making and leadership challenges is an organizational goal.

Goal Alignment

RQ4: To What Extent Do the Program Goals, as Identified by the Fellow, Align With the Stated Goals for the Program?

The program goals, as identified by the fellow, overall are aligned with the stated goals by the organization for the Administrative Fellows Program. Within the goals, there were a few misalignments between the fellows' understanding of the goals and the goals as stated by the organization, which include career advancement issues, active learning in the fellowship, and the intended audience for the program (Table 4.4).

Table 4.4
Summary of Goal Alignment

Fellow Goal	Organizational Goals
Fellow learning: Leadership knowledge; leadership skill; leadership behavior; understand complex university systems	Participate in a wide variety of learning activities: Provide opportunities for participation in a wide variety of decision-making processes, learning activities, and program management that provide a better understanding of the challenges of higher education leadership; goal of the program is to offer learning opportunities for growth, not a position in the office where the fellowship is completed
Access and exposure for fellow: Networking; career exploration and development	Awareness of higher education issues: Increase awareness of the complexity of issues facing higher education
Career advancement: Grow administrative capacity for university; career advancement for women; fellowship impact on current role	Identify future faculty and staff leaders: Identify faculty and staff who have potential for effective leadership

Goal alignment: Learning

Learning was the main objective identified by fellows. Learning activities vary for each fellow with some choosing to just observe their mentor for the fellowship year, while others seek project and committee work in order to have a more traditional active learning experience during their fellowship experience. Fellows shared that they gained a better understanding of leadership issues like leadership knowledge, skill, and behavior while observing their mentors. Fellow G commented that *“you got to see how leadership thinks and works and operates and learning that helps prepare you to take on roles at those levels. That’s the goal of the program”*. Finally, the ability to begin to understand the complex higher education system was an important learning point that also aligns with the organization goal of awareness of higher education issues.

It is important to note that the organization is clear that the fellowship is to *“offer learning opportunities for growth, not a position in the office where the fellowship is completed”* (program website). Most fellows recognize that promotion was not an objective of the fellowship; however, many of the fellows hoped that promotion would be an outcome from the fellowship. This is a misalignment between fellow and organizational expectations. With the intention of using the fellowship as a springboard for advanced leadership positions at University X, many fellows felt that this yearlong opportunity would position them well to take the next steps in their careers. Fellow F said that the fellowship could position them for advancement. She commented:

When I learned about the fellowship program it just sounded like oh man that could be a great boost for my career. This is what I need....So that’s why I was interested. I guess I just wanted to know more about the university and to see how I could advance my career.

When advancement opportunities did not develop for fellows, some fellows questioned whether the organization and hiring managers had a good understanding of what competencies they had gained during their fellowship year. It is important to note that no structured or standard feedback mechanism has been built into the fellowship for the mentor to share career or

professional development feedback with the fellow. There is no assessment of leadership potential during the fellowship either, so there is no formal understanding of learning outcomes. This again points to a misalignment in expectations between the fellow and the organization.

Finally, there is also a misalignment with the organization's expectation that the fellow actively participate "*in a wide variety of decision-making process, learning activities, and program management*" during their fellowship year (program website). Fellows often indicated that the fellowship was an observation-based learning experience. Many fellows used the analogy of being a sponge to soak up learning. Fellow G referred to herself as a "*pro-active sponge*" during the fellowship year. Most understood that it was not the fellows' place to comment on policy or to engage in the greater higher education conversation. The project was a common tactic used by fellows to become more outwardly active in the fellowship and to practice learning. Fellow A shared that "*having a project to work on helped me feel like I was accomplishing something*". Although some fellows chose not to take part in project work, many of those interviewed commented on the project as a meaningful learning experience for them. They found it helpful to have the structure in the fellowship that project work provided to them. It was a vehicle for fellows to show leadership competencies and to demonstrate their learning to their mentor and to other senior leaders at the university.

Goal alignment. Access and awareness

The fellows identified access and exposure to higher-level leadership issues and to complex higher education issues as a goal for the Administrative Fellows Program. Fellow E said that the fellows program "*would give me an understanding of how the university operates*". This is in alignment with the organization's goal of providing the fellow with greater awareness of higher education issues. Most fellows felt that the exposure to higher-level administrators was an important goal not only in increasing learning opportunities, but in positioning for future advancement opportunities within the organization. Most fellows commented on the complexity

of university governance and believed that the most successful senior leaders are masters at managing and leading the conversation around issues. Fellow G commented that *“you got to see how leadership thinks and works and operates and learning that helps prepare you to take on a role at those levels”*. However, a misalignment was apparent in this goal. A few fellows viewed access and awareness of issues in relation to aligning themselves with their next career opportunity. The organization’s goal was to raise the fellow’s awareness of the issues facing higher education leadership and not offer career advancement.

Goal alignment: Career advancement

Both the fellows and the organization understood that a goal for the Administrative Fellows Program was to grow the administrative capacity for the university and to identify those faculty and staff members who have potential for leadership. The organization’s goals do not specifically mention that the fellows program is for women and minorities. Only in the program’s brochure does it mention the women and minority focus. The fellows, however, understood the program to be for women and minority faculty and staff members. Fellow I shared that *“to my understanding the program fellowship goal was, and continues to be, to provide women in particular ...the opportunity to gain greater insights into higher education and its intricacies”*.

It is not clear what competencies are included in criteria used by the organization to determine who has the potential to be leaders. The fellows identified attributes and attitudes needed by fellows to be successful in the fellowship program which were trust, self-awareness, self-reflection, flexibility, and confidentiality. They did not articulate those competencies that would ensure success as a leader in higher education today. The competencies for potential leaders are not identified in the corresponding literature for the program or in the frequently asked question list.

The fellows also extended this goal for the program by commenting on the fellowship’s impact on the fellow’s current position within the organization. Fellow G commented that they

did not find advancement opportunities for themselves right after the fellowship so “*for right now I am putting those things [fellowship learning] to use in this [current] role*”. Since advancement opportunities are not a program objective, many fellows described how they had incorporated the learning from the fellowship into their current position. The organization does not directly address how the fellow can impact the organization in their current positions.

RQ4: Summary

There appears to be alignment between what the fellows identified as the objectives for the Administrative Fellows Program and what the organization identified as the goals. Both entities felt that learning was the main goal and that fellows’ exposure and access to complex issues facing higher education institutions would benefit their learning. In addition, both groups also realized that the program was intended to grow the administrative capacity of University X; the fellowship was a valuable tool in identifying future leaders of the organization.

There were a few misalignments between what the fellows felt were the goals for the program and what the organization stated as goals. Many fellows hoped that access to senior leaders would provide career advancement opportunities for them. However, the organization’s goal for access was to raise awareness of the critical issues facing higher education leaders today. Also, many fellows commented on the observation-based learning experiences during the fellowship; the university stated that the fellowship would require the fellow’s active participation. It is unclear what the definition of active participation is for the program. In addition, the program did not indicate a focus on women and minority groups within the university. The fellows clearly understood this to be a key facet of the program, but it does not appear to be a written objective of the program. Finally, those competencies that make for potential university leaders are not clearly identified by the organization, but the fellows identified competencies that support fellow learning during the program.

Chapter Summary

This chapter presented the results of the study of the Administrative Fellows Program at an eastern U.S. university. These results were taken from the analysis of interviews, field notes of direct observations, and secondary literature. After each research question a summary of the fellows' comments was provided. In the next chapter, a discussion of these results and recommendations for further research are offered.

Chapter 5

Summary, Conclusions, and Recommendations

Previous chapters presented the background and rationale for the study, purpose of the study, and a literature review related to the study topic. This chapter provides conclusions of study findings and recommendations for future research. The conclusions link the results of the study to Yukl's framework for effective leadership development programs. In addition, the results are discussed in relation to the conceptual framework that was built on a combination of approaches: the Mindful Engagement Process, the Adaptive Leaders Skill Set, and the Developmental Alliance mentoring theory. The literature reviewed for this study is also discussed in relation to study results. Finally, recommendations for future research and practice are presented.

Summary: Purpose and Procedures

The purpose of this study was to explore the leadership development experiences of women in the Administrative Fellows Program at University X. This study was designed to identify how one university-based program is developing women faculty and staff to assume leadership positions and to examine whether the program is meeting stated program objectives.

The research questions were as follows:

1. What do the fellows identify as the goals for the Administrative Fellows Program at University X?
2. How did the fellows achieve these goals?
3. What are the organizational goals for the Administrative Fellows Program?
4. To what extent do the program goals, as identified by the fellows, align with the stated goals for the program?

The study used a case study design. Nine former fellows of the Administrative Fellows Program at University X were interviewed between October 2013 and January 2014. The data collected included:

- Interviews with fellows
- A review of the Administrative Fellows Program website
- A review of program information from press releases and other secondary literature sources
- A review of the Frequently Asked Question document for the Administrative Fellows Program
- Researcher field notes
- Conversations with administrators at University X about the Administrative Fellows Program to gather background information on the program

The interviews for the study were transcribed and subsequently coded following a constant comparative coding process. This constant comparative approach involved multiple readings of the interview transcripts and moving from open codes to axial codes and themes. The researcher received feedback on the coding process and theme tables from a peer reviewer after coding and developing theme tables for interviews one and seven. In addition, after the coding process was completed and the results section of the dissertation was completed, the researcher shared the results section draft with all of the administrative fellows who were interviewed for the study to enhance and verify the adequacy and completeness of the researcher's interpretation of the information. This was a final quality check. This sharing of the draft case study resulted in follow-up correspondence with fellows to further clarify comments and themes.

Conclusions

Yukl's leadership development framework, the conceptual framework, and the literature review provided a baseline reference point for identifying similarities and differences in the study

results. The study results were compared to each framework and conclusions were drawn from each.

Yukl's Leadership Development Framework

Yukl (1998) wrote that the effectiveness of leadership development programs depends on the design of the learning experience. Some conditions that Yukl (1998) identified for learning success are:

- clear learning objectives;
- clear meaningful content;
- appropriate sequencing of content;
- appropriate mix of training methods;
- opportunity for active practice;
- relevant, timely feedback;
- trainee self-confidence; and
- appropriate follow-up activities (p. 468).

Learning was identified by both the fellows and the organization as a goal for the Administrative Fellows Program at University X. According to Yukl, clear learning objectives with meaningful sequencing of learning content are important for effective leadership development learning. The fellows were able to identify the broad learning objective that University X set for the Administrative Fellows Program. However, specific learning objectives were not developed for each fellow. The fellows offered a mixed assessment of the meaningful sequencing of learning content. The program mentors, from the fellows' perspective, allowed them to shadow their meetings, but most mentors did not generally initiate additional meaningful learning content for their fellows focused specifically on their leadership development learning needs. Mentors were willing to support learning activities if approached to do so by the fellows.

The fellows characterized the Administrative Fellows Program as an independent study learning experience. The fellows also indicated that more structure or pre-identified potential learning activities could enhance learning outcomes. Fellow H said that “I think that it [fellowship program] could be more structured.... You just show up and you start interacting with your mentor and you hope that it all works out”. Fellow A said that “the fellow doesn’t know the structure [of the program], doesn’t know the university. Even if it is the first couple of months having some kind of structure set up so that connections can be made would be helpful”. Fellow A summed up the lack of structured learning in the fellowship: “the fellows program is a good program. It has the potential to be an even better program by really engaging these potential leaders in leadership opportunities”.

Yukl wrote that utilizing a variety of appropriate training methods is important in leadership development training. All fellows stated that observation of their mentors was the primary learning strategy. Some mentioned how important project and committee work was during their fellowship, but engaging in project work is an optional activity. Active practice of leadership skills is also another area highlighted by Yukl as important for leadership development learning. This area appears to be the most difficult for the fellows because the program is designed, in the fellows’ view, as an observation-based experience of shadowing the mentors in their daily work life. Fellow A addressed the need for active learning when offering that one program improvement could be “allowing the fellow to actually be a part of a committee or an active participant, not just an observer”. Fellow A shared some thoughts about active learning during the fellowship:

It might not be as desirable to some other fellows, but an opportunity to present an outcome [of the fellowship] to the President’s Council would enhance the program. This [fellowship program] is something that the university has invested in, this person

[fellow], this is the outcome of that. Let them see what you are able to do. That would have been a tremendous learning experience.

Some fellows did indicate that their mentors asked them to reflect on meeting interactions observed by them. Reflection, however, was not an identified shared learning activity for the program and it appears that reflection activities are not structured in nature, but occur organically in conversations between fellow cohort groups and sometimes between mentor and fellow. In addition, the fellow cohort commented on their learning experiences in the fellowship office. Beyond this informal fellow-to-fellow reflection learning activity, there do not appear to be any formal reflection times built into the program for fellows to actively review the learning that they are gaining from the fellowship.

Yukl (1998) wrote that it is important for the learner to receive relevant and timely feedback in leadership learning. There appear to be no formal structures in the program relating to feedback on learning experiences. This was an area that one fellow, Fellow B, commented on as a possible enhancement to the Administrative Fellows Program. Fellow B said that there “really isn’t a mechanism to say that you [fellow] are not having a good experience”. She further stated that “it is hard for you [fellow] to know if you are not moving on if it is because you are not that good at it [administration] or because there aren’t positions available”.

Finally, Yukl (1998) wrote that a leadership development learning experiences should have appropriate follow-up activities embedded in the learning curriculum. The Administrative Fellows Program is a one-year program, and no formal organization-supported additional learning opportunities are available to fellows when that year is done. Extending the learning of the fellowship past the fellowship year was an area of enhancement identified by the fellows. Fellow C said that the informally organized fellow alumni group has “talked about having levels of mentorship with the fellows because as it stands now the current fellows go through their year...and then the year is over and they are done”. Fellow A shared that “there is no follow

through and no after the fact guidance with a mentor or a career coach to help people [fellows] translate what they have learnt into actual experiences”.

The fellow alumni group has tried to self-organize continued connections and learning opportunities for new fellows and within the fellow alumni group. Fellow C said:

We [fellow alumni] try to meet once a year as a group...when the new fellows come on board. We'll have a reception. But there really isn't any mentoring of the new fellows or a gathering of information from lessons learned from the past, which I think would be wonderful to share. You really start with a blank slate and you can fill that slate any way that you want to. In a place that is this large the time goes by so fast and your time is filled up with attending different meetings and pretty soon you just go 'Oh my gosh. It's March and I've only a few more months left'. So I think that it would be helpful if there was an official mentor [fellow mentor] set up for each new fellow.

Fellow C also commented on the need for former fellows to continue their learning beyond their fellowship year. She noted that the fellow group has discussed engaging in activities as a group that continues the fellows' professional development and learning. A listserv for the fellows group has been organized by a former fellow to share fellow communications. Fellow C indicated that continuing professional development would be beneficial because “you find yourself just sliding back into the old routine again”. Fellow I also said that an enhancement to the program would be appropriate follow-up learning activities.

I know that fellows have tried to stay connected a little bit, but it's hard. There are a few women who personally I've been in touch with, but we are all so busy and quite honestly mentally and physically drained from work and personal lives. I don't think the fellows have an opportunity to get together and really delve into some of the issues that women are facing....Just exchanging ideas. One example is last year a small group was meeting to read the book “Lean In”....I started to read the book, but I thought that it is the fall

semester and I can't...Life after the fellowship is still good and we can still support each other. We don't have to be in the formal administrative fellow role to support each other.

Continued follow-up learning activities for fellows could also support the transition back into the fellow's permanent, pre-fellowship position at University X. Transitions into and out of the program were identified by the fellows as areas of concern. Fellows said that transitioning into the fellows' role was more difficult for faculty fellows than staff fellows because of their ongoing commitments to students and research. Transitioning out of the program could be made easier by engaging in ongoing conversations and learning activities with the larger fellow alumni group. Fellow D shared thoughts about the transition back to non-fellow positions.

It was hard to go back to your old position. I think that is it the big thing because you had all of this knowledge and the opportunities. Basically you could make your own schedule....It was hard to go back and not have access to all of that. They [fellow] had access for a full year. That was the hardest part. To transition back and I think you would hear that from a lot of people.

Conceptual Framework

The conceptual framework for this study was a combination of approaches. The Mindful Engagement Process, the Adaptive Leaders Skill Set for higher education leaders, and the Developmental Alliance Theory of Mentoring were all used to guide the researcher during the course of this research. These frameworks were selected because the Administrative Fellows Program at University X is about individual learning and leadership development (Mindful Engagement). The Administrative Fellows Program also uses mentoring; the effect of this approach on the mentee, the mentor, and the larger organization is at the core of the experience (Developmental Alliance Theory). It is defined and shaped by the higher education industry (Adaptive Leaders Skill Set). All three of these lenses may be combined to provide a

comprehensive structure to view women's leadership development efforts of the Administrative Fellows Program at University X.

Mindful Engagement Model

The Mindful Engagement Model uses an “approach-action-reflection framework” (DeRue & Ashford, 2010, p. 25). This framework suggests that how people “approach and frame an experience affects how they engage in and learn from that experience” (DeRue & Ashford, 2010, p. 25). Leaders need to be mindful or “actively aware of themselves and their surroundings, open to new information, and willing and able to process their experience from multiple perspectives (Ashford & DeRue, 2012, p.149.). In the Mindful Engagement Model individuals must “actively experiment with leadership” (DeRue & Ashford, 2010, p. 25).

Using this framework, the Administrative Fellows Program does not lend itself well to the Mindful Engagement model for leadership development. Most fellows commented on the lack of structure and confusion that they experienced when they approached the fellowship. The fellows were expected to craft their learning experience with their mentor, but some fellows did not have engagement beyond meeting attendance with their mentor. The preparation that fellows received about the fellowship was mostly from informal conversations with previous fellows. These pre-fellowship conversations appear to be helpful in structuring each fellow's learning experience, but the conversations were not formal expectations of the organization. The fellows did think about what they wanted to gain from the fellowship experience, but there appear to be limited program structured activities beyond observation to achieve these fellow objectives.

The fellows were very mindful of the privilege of access that they were given during the fellowship year to senior leaders and to sensitive university conversations. The fellows especially noted this extra care around confidentiality and trust issues. All fellows interviewed were very open to learning, but many admitted that they struggled in the fellowship year to structure their own learning experiences beyond observation. Support from the mentors, mentor's support staff,

and fellow cohort group were critical in helping the fellows craft learning experiences. The fellowship does not align with the Mindful Engagement Model regarding processing learning and actively engaging in leadership opportunities (DeRue & Ashford, 2010). There are no specific reflection activities or a formal leadership development curriculum for the fellowship experience. Additionally, no formal mechanisms are in place for fellows to question if their learning experience was rich or not. Finally, the Administrative Fellows Program is structured around observation. A few fellows participated in projects and sat on committees during their fellowship, but project work is not a formal expectation of the program.

Adaptive Leaders Skill Set

In the Adaptive Leaders framework, leaders need to:

- be systems thinkers;
- have a diagnostic mentality;
- be adept at cross boundary collaboration;
- have creativity; and
- be willing to take measured risks (Fusch, 2011).

The Administrative Fellows Program has as a shared goal by both the fellow and the organization enabling the fellow to understand the complex higher education system. The fellows observe their mentors navigate the complex system. The program could be more powerful regarding this shared goal if formal reflection discussions would be arranged by the program personnel to support fellow learning following a more structured learning curriculum. The Adaptive Leaders Skill Set also includes having a diagnostic mentality. This element is more difficult to assess with regard to the fellows because demonstrating learning is not the basis of the fellowship program. Unless the fellow chooses to participate in project and committee work, there are no formal opportunities to demonstrate and practice a diagnostic mentality.

The next element for future higher education leaders in this skill set is to be able to cross silos and to collaborate across boundaries in the higher education system. Some fellows did acknowledge that a powerful learning experience was watching their mentor navigate across boundaries and bring different parties together to make decisions. One fellow also noted that this cross boundary collaboration is made much more difficult when the vocabularies of different units vary so widely. This cross-boundary decision-making and collaboration is an area for a more structured learning approach through the fellowship program.

Creativity in leadership is another element in the Adaptive Leaders Skill Set. Creativity was not mentioned by the fellows or the organization as a program element. Finally, risk-taking is noted as an important leadership trait. Again, risk-taking is not specifically addressed by the Administrative Fellows Program.

Literature Review

The literature review for the study focused on women's leadership development programs supported by national, international, and regional organizations and colleges and universities. University X does not specifically list as an organizational goal for the Administrative Fellows Program the support of women and minority leadership development. The organization does indicate that the program has been valuable in the past in increasing the pool of qualified women and minorities interested in pursuing careers in university administration (program website). The Administrative Fellows Program does not have a focused and dictated curriculum that directly addresses the specific needs of women higher education leaders.

The Administrative Fellows Program focuses on showing the fellow the complex higher education environment via opportunities to shadow mentors in their daily work. Again, no specific learning lessons are shared among the fellows to demonstrate understanding of the complex system. Most studies reviewed in the literature review centered on networking, exposure to high-level work, decision-making, risk-taking, negotiation, conflict management and active

participation in the national higher education conversation on important issues (Berryman-Fink et al.; Davis, n.d.; Hornsby et al.; LaFreniere & Longman, 2008; Murphy, 2007). The fellows did comment on the importance of networking during the fellowship as well as exposure to high-level individuals and conversations. The fellows witnessed decision-making and commented that this was a valuable learning opportunity for them during the fellowship. Negotiation skills and conflict management skills were not specifically mentioned as important learning areas for the fellowship. Finally, the fellows discussed important higher education issues among themselves and possibly with their mentors, but some appear not to have a greater platform for engagement during the fellowship. Specific career development planning as it relates to women in higher education was also an important element in the literature. The fellows do not engage in specific career development work during their fellowship and their connection to the program and to the other fellows after the fellowship year appears to be limited.

Specific barriers to women in advancing to leadership positions in higher education were reviewed (Brown, 2005; Kloot, 2004; White, 2012). The barriers identified in the literature were stereotyping, gender discrimination, limited role models, exclusion from networking opportunities, campus culture, lack of women in the leadership pipeline, work/life balance issues, and the complex nature of leadership today. In addition, lack of growth leadership opportunities on campuses was also identified as an organizational issue in promoting women into leadership positions in the literature. Difficulty in measuring program outcomes was also identified as a barrier for the organization. It appears that formal, organized discussions or reflection of these issues was not included in the Administrative Fellows Program. However, when the researcher asked the fellows during the interviews what the barriers are to advancement and leadership opportunities for women at University X, many of these issues were identified by the fellows.

Networking was identified as an important fellowship activity. The Administrative Fellows Program provided ample opportunity for the fellows to meet senior leaders at the

university during the meetings they attended with their mentor. Fellow G called it the “who you know network”. She commented on the importance of networking for advancement:

When you go to hire someone, as I told my kids, a lot of the time it is who you know that gets you there. It is what you know that keeps you there. You have to have a body of knowledge. You have to be able to do the job. Knowing somebody to get your foot in the door is big....And so when people are going for higher positions the people who are qualified that are known typically are men. That’s changing and it’s changing here....Now that I’ve had the fellowship I’ve shown myself to be capable and I’ve helped get myself into that network.

Work/life balance issues were identified both in the literature and by the fellows as influences on women’s advancement into senior leadership positions in higher education. Fellow A said:

As with any organization, not just University X or other higher education institutions, I think that there are choices that women have to make that men don’t always have to make or haven’t always had to make. A lot of that has to do with work and family balance....Specifically at University X, I think there are still perceptions that women are not as committed to advancement and leadership because of those choices.

Fellow C supported comments made about impacts of the work/life barrier on women.

She commented:

So I would say the barrier to women would be providing a balance between home life and your work life because the work life is just so huge here because we are a very big operation, very complex organization....I think it is just such an individual choice of what you want to sacrifice in order to have those kinds of leadership roles.

Fellow H extended these thoughts toward a look at how the institution manages work schedules: She said:

I think that there's a general perception, not just at this university but just in life in the United States, that if you allow people to take time off, if you allow people to have a flexible schedule that they'll abuse it or they won't be as productive. I really think the opposite is true. I think people are more productive and happier. It is hard to institutionalize that at a large university, but I am sure there are pockets at this university where people just don't have those attitudes. They just don't want to be bothered.

The lack of visible diverse leaders and the lack of growth opportunities for women leaders at University X were issues that were both identified in the literature (Chibucos & Green, 1989, Kinnersley, 2009) and by the fellows as barriers to advancement and leadership opportunities. Fellow A shared that "I think University X can hire more diversity, women in leadership roles and they can serve as role models". Fellow E commented: "I guess the one thing that comes to mind would be more role models. Although we do have some women in some pretty high positions there could be more". Fellow H echoed these thoughts about the lack of role models for women. She said, "there are very few women leaders at University X. I mean it would be disingenuous to say there are none . . . I think there are very few women leaders at University X and I'm always surprised that there are so few and not many role models as a result".

Commenting on the lack of advancement opportunities at University X, Fellow B said that "people don't leave their positions here". Fellow D commented that "there are very few positions. I think the most successful people that have gone through the fellowship program have actually left the university. That speaks highly for University X and this program". Fellow I also commented on the lack of openings for women at higher levels. She said, "I think the fellowship program is doing good as it is; however there are not enough openings for people to move around in the institution. That's the limiting factor".

Recommendations for Practice and Research

As defined by the American Council of Education and introduced in chapter 1 of this dissertation, leadership development can be defined as the “thoughtful, careful exposure of individuals to activities that provide them with the skills necessary to be effective leaders as well as to advance in their career” (ACE Preparing Leaders for The Future, n.d., n.p.). Taking into consideration this definition of leadership development and after comparing the results of the case study with Yukl’s leadership development framework, the conceptual framework that guided this study, and the literature review that informed it, the following recommendations for practice and research were developed. It is important to note that recommendations for research should influence practice and vice versa.

Recommendation for Practice: Program Structure and Curriculum

The structure and the curriculum for the Administrative Fellows Program should be constructed in a thoughtful way with specific learning outcomes and a meaningful sequencing of learning content for each fellow to encourage the leadership development of the women leaders at University X. The current fellow’s program structure relies primarily on meeting observation as the basis of learning. This tactic is not consistent among all of the fellows’ fellowship year experiences and learning outcomes are not measured at any point during or after the year has ended. A variety of appropriate training and development methods should be included in the program. In addition to learning outcomes, the curriculum should also be designed with the specific needs of women and minority employees in mind to address the leadership development challenges for these unique groups.

The curriculum of the fellowship program should be directed to explicitly expose the fellow to competencies and skills needed for success in higher education administration today. These competencies and skills could include the areas of collaboration, creativity, and risk-taking from the Adaptive Leaders Skill Set. Fellow learning should then be measured against these

specific skills needed for success in the higher education industry. To allow for this skill development, directed learning, guided reflection activities, application activities that allow for varied active learning opportunities, and also real-time feedback mechanisms pre-, during, and post-fellowship should be included in the program curriculum. In addition, the program itself should be regularly evaluated by University X to make sure it is achieving organizational objectives. This intentional structure will allow a unique curriculum to be developed for each fellow based on individual learning interests and gaps in knowledge. Also, it will allow for real-time adjustments in learning activities and outcomes for the fellow via regular feedback during the fellowship.

Recommendation for Practice: Mentor Engagement

Mentors should be encouraged to identify explicit learning outcomes in collaboration with each fellow based on his/her interests and abilities, and include best practices in leadership development. The outcome should reflect higher education leadership competencies that enable the fellow to engage in fellowship opportunities that achieve these objectives. If the mentor is too busy to engage at this level, they should designate a senior level staff member who will guide the fellow's learning for the fellowship year. The mentor's staff, who were mentioned by the fellows as being important to their learning experience, should be given more directed engagement requirements with the fellow to support their learning. If observing the mentor remains the primary learning tactic for the fellowship, then the mentor should institute guided reflection discussions with their fellow on a regular basis to enhance leadership learning.

Recommendation for Practice: Transitions

Guided pre-fellowship orientation discussions should occur with the fellows before their fellowship year to encourage them to develop learning objectives. This will also give the fellows time to develop specific learning strategies in which to engage during the fellowship year and understand the reasons for the selection of specific strategies. This does not have to be led by the

mentor, but could be managed by an organized fellow alumna group or central human resources office at University X.

In addition to organizational support transitioning into the fellowship year, specific care should be taken to support fellows as they transition out of the fellowship learning experience. As noted in the case study, many fellows return to their pre-fellowship position and stay there for some time. Advancement opportunities are not guaranteed after the fellowship year. Many fellows commented on the difficulty in returning to their pre-fellowship position. This difficulty could be mitigated by having structured and ongoing post-fellowship learning opportunities for the fellow. Career development mentoring and workshops, extended fellow committee assignments, and a gap administrative internship year to practice leadership learning could all be developed to support fellows as they continue to grow their leadership skills at University X. Finally, since most of the mentors in the Administrative Fellowship Program are men, it will become important to connect fellows with women leaders at all levels at University X to discuss barriers and issues specifically related to women's leadership development.

Recommendation for Research: Leadership Development Curriculum for Women and Minorities in Higher Education

Research should be conducted to determine the most appropriate learning topics and outcomes for women and minority leaders in higher education. This curriculum could then become the foundation for the fellowship year learning experience, guiding the organization, mentor, and fellow. In addition to topics and learning outcomes, research into barriers specific to women's advancement into leadership positions at University X should be conducted to inform the program curriculum. This research should be ongoing in nature to reflect the changing needs of women and higher education.

Recommendation for Research: Mentor Relationship

Researchers should identify the best mentor structure for learning in the Administrative Fellows Program. Is the single, senior administrator mentor the most effective structure or would a structured mentoring network at various levels be most appropriate for the fellowship program? At what level and how many mentors should the fellowship program engage each year? Research into developmental networks is growing and this also should be viewed in relation to the Administrative Fellows Program at University X. In addition, differences in the experiences of the fellows who worked within the offices of the various vice presidents should be researched to mine best practices from these experiences that can be shared across all fellow dyads.

Recommendation for Research: Fellow Cohort Experience

Research is needed into the experiences of the fellow cohort. The ways in which the cohorts relate to each other and these experiences could be enhanced to support the fellow and the Administrative Fellows Program should be analyzed. In addition, the differences between the experiences of the faculty administrative fellow and the staff administrative fellow should be researched to guide curriculum for each group's fellowship experience. Research on the residual effects of the fellowship on cohorts and on fellows' careers could be analyzed. Finally, research into the different experiences of female fellows and male minority fellows should be analyzed to ensure a more structured curriculum.

Limitations

Limitations are potential weaknesses the researcher identified in the study that are "somewhat out of the researcher's direct control" (Gay et al., 2006, p. 83) and delimitations are those things that "limit the scope and define the boundaries of the researcher's study" (Gay et al., 2006, p. 83). Delimitations are under the control of the researcher. For this descriptive case study, the leadership development experiences of women in the Administrative Fellows Program at University X were explored. A delimitation of the study was that mentors and organization

leaders were not included in the study and their experiences were not a part of the research. In addition, minority males who participated in the Administrative Fellows Program were also excluded from this study. An additional delimitation was that the researcher limited herself to fellows in a specific time period (2004 – 2013), which excluded the experiences of the fellows who came before. Finally, the study was a unique, revelatory case (Yin, 2003) so a single case study approach was selected by the researcher. This single view could be a limitation of the study and drawing conclusions between studies could be inappropriate. The single case study approach, involving one higher education institution, affected the generalizability of research findings to other institutions and industries.

Reflections of the Researcher

Researcher reflexivity is the capacity of the researcher to acknowledge how their own experiences and contexts (which might be fluid and changing) inform the process and outcomes of inquiry. If we can be aware of how our own thoughts, feelings, culture, environment and social and personal history inform us as we dialogue with participants, transcribe their conversations with us and write our representations of the work, then perhaps we can come close to the rigor that is required of good qualitative research. (Etherington, 2004, pp. 31–32)

The researcher is formally educated as a teacher and currently has worked for over 14 years as an administrator in higher education at both a small private college and at a large research university. The most enjoyable part of this work has not been strategizing about alumni relations activities or new marketing plans, but in helping team members learn, grow and develop in their own fields and as leaders. It took a few years to realize that the researcher's identity was not with a discipline that was in the title of a job description, but linked to a genuine interest and desire to help people learn and succeed in the workplace.

The researcher's interest in leadership development and workplace learning led her to pursue graduate education in Workforce Education and Development and to look more deeply at her interest in assisting workers with their learning in the workplace. This graduate work extended the researcher's interest beyond the worker to developing the organization as a whole. The researcher was interested in more fully understanding how she could support the systematic change needed to grow and develop people as leaders and to positively change organizations. This interest led the researcher to focus this study on leadership development for women in higher education.

The researcher's interest in leadership development and change at institutions of higher education has come directly from her own learning and development process as a woman leader in higher education and from her studies in the Workforce Education and Development program. The researcher is concerned about and interested in researching how higher education grows internal talent, both administrative and academic, in a very competitive marketplace in which consistency and accountability are becoming increasingly important and where the current leadership cohort is at the retirement age.

The researcher's personal work experiences and interest in leadership and organization development led her to investigate the Administrative Fellows Program at University X. This research study has been personally and professionally rewarding for the researcher. It has been a genuine pleasure to meet the fellows interviewed for this study and to discuss the program with various administrators at University X. Every person with whom the researcher spoke about the Administrative Fellows Program exhibited great care and openness in their comments about the program and about women in leadership positions in higher education. Every fellow who was approached to participate in this study accepted the invitation and worked with the researcher on an ongoing basis to ensure a rigorous qualitative case study on a vital topic.

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Appendix A

Case Study Protocol

The following protocol was adapted from Yin (2003, p. 69).

- I. Overview of the case study project
 1. The purpose of this case study was to explore the leadership development experiences of women in the Administrative Fellows Program at University X.

- II. Field procedures
 1. Submit IRB and secure IRB approval.
 2. Email potential participants and introduce myself as a researcher.
 3. Explain the purpose of the study, introduce research questions and the procedures that the participant will undergo as a part of the study,
 4. Remind participant that participation is voluntary, that they may end their participation at any time; and that participants may choose not to answer specific questions.
 5. Obtain informed consent in writing from each participant.
 6. Schedule interviews, conduct interviews using the interview guide.
 7. Clarify and answer questions for participants during interview.
 8. Thank study participant for their time.
 9. Ask for permission to follow-up with participant as appropriate in the future.
 10. Send case study draft to each participant to be checked for accuracy.

- III. Case study questions

For full interview guide, see Appendix B.

1. What do the fellows identify as the goals for the Administrative Fellows Program at University X?
2. How did the fellows achieve these goals?
3. What are the organizational goals for the Administrative Fellows Program?
4. To what extent do the program goals, as identified by the fellows, align with the stated goals for the program?

IV. Guide for the case study report

1. Context
 - a. Background
 - b. Description of current issues for women's leadership development programs in higher education.
2. Single case analysis.
 - a. Summarize using tables and themes from interviews and secondary documentation.

Appendix B

Interview Guide – Administrative Fellow

Interviewee Contact Information:

Name:
Title:
Email address:
Phone number:

Interview Information:

Date:
Time:
Venue:

Opening script: Thank you for agreeing to participate in this study about the Fellowship program at University X. This research is for a dissertation titled “Administrative fellows experiences in achieving leadership development goals via participation in a university sponsored program”. The interview should take approximately 45 minutes to one hour to complete.

Questions for Administrative Fellows:

1. Tell me about the fellows program. Why were you interested in participating in the fellowship?
2. What were your understanding of the objectives and desired outcomes for the fellowship experience from the university?

(Follow-up questions to ask if necessary)

- a. How did your fellowship meet these university objectives?
- b. How were the university expectations not met?
- c. What were your personal objectives and desired outcomes for the fellowship experience?
- d. How did the fellowship meet your personal expectations?
- e. How were your personal expectations not met?

3. How did you set your goals for learning and leadership development that you hoped to gain from the fellowship experience?

(Follow-up question to ask if necessary)

- a. How did your mentor participate in setting goals for learning and leadership development?
 - b. How did you fully separate from your previous position to transition to the fellowship?
4. What were the most valuable learning experiences in your fellowship year?

(Follow-up question to ask if necessary)

- a. What were the most satisfying activities and the most unsatisfying activities that you engaged in during the fellowship? Why?
5. Reflecting back on your fellowship, what have been some of the most defining learning moments for you as a leader during this fellowship experience?
 6. What is your definition of leadership? Of leadership development?
 - a. How has your involvement with the fellows program changed the way that you perceive yourself as a leader?
 - b. How has it changed the way the organization views you as a leader?
 7. What core qualities/ attributes/attitudes (competencies) of an administrative fellow enhance the experience for all partners?
 8. How could the Administrative Fellows Program be enhanced to best support the next generation of University X leaders?
 9. In your experience, what are the barriers to advancement and leadership opportunities for women at University X?
 - a. How should University X build leadership capacity for women faculty and administrators?

Field Observations:**Follow-up Issues:**

Closing script: We are finished with my prepared questions. Do you have any additional comments that you would like to add or any additional questions for me? I will transcribe this interview and then share that document back to you for your comment. At that time, I may also have additional clarifying questions to ask you. Thank you for your time and cooperation.

Appendix C

Institutional Review Board Exemption Letter

Date: July 05, 2013

From: The Office for Research Protections - FWA#: FWA00001534

To: Michelle E. Corby

Re: Determination of Exemption

IRB Protocol ID: 43011

Follow-up Date: July 4, 2018

Title of Protocol: The relationship between the leadership development of women university administrators and participation in an Administrative Fellows Program

The Office for Research Protections (ORP) has received and reviewed the above referenced eSubmission application. It has been determined that your research is exempt from IRB initial and ongoing review, as currently described in the application. You may begin your research. The category within the federal regulations under which your research is exempt is:

45 CFR 46.101(b)(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Given that the IRB is not involved in the initial and ongoing review of this research, it is the investigator's responsibility to review [IRB Policy III "Exempt Review Process and Determination"](#) which outlines:

- What it means to be exempt and how determinations are made
- What changes to the research protocol are and are not required to be reported to the ORP
- Ongoing actions post-exemption determination including addressing problems and complaints, reporting closed research to the ORP and research audits
- What occurs at the time of follow-up

Please do not hesitate to contact the Office for Research Protections (ORP) if you have any questions or concerns. Thank you for your continued efforts in protecting human participants in research.

This correspondence should be maintained with your research records.

VITA

Michelle E. Corby

Professional Experience

The Pennsylvania State University, University Park, PA 2012–Present

Senior Program Manager, Penn State World Campus

Juniata College, Huntingdon, PA 1999–2012

Special Assistant to the President

Associate Vice President for Marketing

Director of Alumni Relations

Evesham Township School District, Marlton, NJ 1998–1999

Language Arts Teacher

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