

PARTICIPATION IN A PROFESSIONAL ASSOCIATION'S ANNUAL NATIONAL
CONFERENCE: A PHENOMENOLOGICAL INQUIRY INTO THE PERCEPTIONS
OF UNDERREPRESENTED EDUCATIONAL LEADERSHIP FACULTY

By

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To the Faculty of Washington State University

The members of the Committee appointed to examine the dissertation of
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accepted.

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Abstract

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Chair: Forrest W. Parkay:

Researchers have noted the persistent challenges that underrepresented faculty still encounter in higher education. For example, female and ethnic minority faculty members continue to experience barriers in achieving tenure and promotion. In spite of efforts to increase their presence and visibility, structural barriers account for the continued under representation of these minority faculty.

Within this context, this study investigated the perceptions of underrepresented faculty regarding their participation in annual national conferences conducted by the leading professional association for Educational Leadership faculty. Three research questions guided this study: (1) What are the perceptions of underrepresented Educational Leadership faculty members regarding their experiences at their Association's annual national conferences? (2) How do these perceptions relate to their career advancement and professional development as professors of Educational Leadership? (3) What differences, if any, are reflected in the perceptions of assistant, associate, and full professors; and what factors are associated with these differences?

Participant observations and open-ended interviews during two of the Association's annual conferences were the primary data collection methods. Conference activities included governance meetings, general assemblies, scheduled meetings, roundtable discussions, paper presentations, symposia, and informal evening receptions. Data were gathered from 18 participants: nine underrepresented Educational Leadership faculty and nine non-underrepresented faculty [i.e., Anglo male]. The professorial rank of participants ranged from pre-tenured assistant professor to full professor.

Data were analyzed using a phenomenological approach that enabled the researcher to explore in depth the lived experiences of participants. Results are presented in the form of three "composite" personal narratives representing a synthesis of perceptions of underrepresented faculty members at the assistant, associate, and full professor levels. One "amalgamated" portrait is of a young African-American male who recently received his Ph.D.; another is of a 45-year-old White female tenured associate professor; and the third is of a nationally known Latina full professor.

Results suggest that issues of inclusion, exclusion, status, recognition, gender, identity construction, reference groups, specialized development and treatment, and racial diversity were challenges faced by the participants.

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CHAPTER ONE: INTRODUCTION

Higher education researchers have noted the persistent challenges that underrepresented faculty still encounter in the work place (Aisenburg & Harrington, 1988; Cooper & Stevens, 2002, Moody, 2004a, b). According to Cooper and Stevens (2002), female and ethnic minority faculty in higher education continues to experience “Both structural and personal barriers to tenure” (p.6). Structural barriers are reflected indirectly in the underrepresentation of this minority faculty in spite of efforts to increase their presence and visibility (Caplan, 1993; Johnsrud & Des Jarlais, 1994; Johnsrud & Sado, 1998; West, 1995). Census Bureau (2003) data confirms the reality of this structural challenge for both groups. Indeed, while females constitute over 55% of the college student population, they still only make up about 33% of full-time faculty. Some scholars have argued that such structural under representation reflects only a mere increase of 5% increase over the past 75 years (Hameresh, 1992; Trautvetter, 1999; West, 1995).

Minority scholars, like female faculty, are also underrepresented. For example in (1999); African Americans comprised only 5% of all full-time instructional faculty in degree granting institutions compared to Hispanics at 3% and Asian/Pacific Islanders at 6% (Cooper & Stevens, 2002; Johnstrud & Des Jarlais, 1994; Johnstrud & Sadao, 1998; Justiz, 1995). At that time the proportions of African-American full-time faculty were less than one-half the proportion of the African-American students enrolled in colleges and universities. It was also noted that a significant percentage of African-Americans were assistant professors and instructors and the rest were professors [e.g. 3%] or associate professors [e.g. 5%].

Additionally, a report entitled “Race and Ethnicity in the American Professorate 1995-1996” by Astin (1997) showed that faculty of color accounted for only about 10% of the

professorate, inching up from 9% in (1989). Astin's report not only highlights the underrepresentation of ethnic minority faculty but also underscores the slow progress made in diversifying academic ranks. It was also noted that non-whites were concentrated in two-year colleges or in non-tenure-track positions (Astin, 1997). Efforts over the past decade to recruit and retain faculty of color produced poor results (Johnsrud & Sadao, 1998). Thus underrepresented faculty, as a whole, tended to be associated with low numbers regarding retention and persistence in the academy, when compared to Anglo/male or female faculty.

Low numbers appear to have exacerbated other personal challenges for underrepresented individuals entering and working within the academy (Valian, 1998). Several recent books have addressed some of these issues for faculty of color and have documented the challenges these faculty face (Gainen & Boice, 1993; Harvey, 1994, 2001; Harvey & Anderson, 2005; Padilla & Chavez, 1995; MacLean, 2004b; Ragins, 1989, 1995, 1997 a, 1997 b). Moody (2004a) in citing Montoyo (2000) noted:

Mine is the first generation of Latinas to be represented in colleges and universities in anything approaching significant numbers...But for the most part, we find ourselves isolated. Rarely has another Latina gone before us (Reyes & Halcon, 1991). Rarely is there another Latina whom we can watch and figure out all the little questions about sub-textual meanings, about how to dress or speak to use make up, as interpreted in this particular environment. (p. 516).

It has been well documented that many underrepresented faculty members find themselves spending more time teaching and service and less time engaging in traditional research (Moody, 2004a). These activities often leave them vulnerable, when it comes to evaluation for tenure and promotion (Ragins, B. R, 1989) and barriers to mentoring. Moody

(2004a) and Ragins (1989) both agree that the diverse contributions of underrepresented faculty are diffused, when they are overly extended in teaching and service and are less apt to acquire the necessary prowess for research and research mentorship at the university level. These conditions exacerbate a sea of cultural, structural, and behavioral challenges, as illustrated by Ragins (1995) in Chemers, M, Oskamp, M., & Costanzo, M., (Eds.) work on “An Introduction to Diversity in Organizations” (1995). To compound these challenges, underrepresented faculties have reported their research being criticized because of its tendency to focus on social change [e.g. social justice] and ethnic minority issues. In a study by Aisenberg & Harrington (1988) on the career paths of women leaving the academia, these scholars found evidence for several factors promoting early departure among which were (a) devaluation of qualitative scholarship, (b) subtle sexism (Caplan, Secord-Gilbert & Stanton, 1993) and (c) the inability to cope with the prevalent climate. Adding to this, Cooper & Stevens (2002) concluded that the female scholars, they analyzed, also tended to choose qualitative over quantitative research—the former being more time consuming and labor intensive. This choice resulted in fewer publications, which is problematic, when they were being considered for tenure and promotion. Apart from fewer publications, these underrepresented faculty members have expressed other personal challenges, such as feeling unwelcome, unappreciated and unwanted in their department (Johnsrud & Sadao, 1998; Menges et. al., 1999; Menges & Exum, 1983; Reyes & Halcon, 1991). One outcome of all this is that over time, underrepresented faculty have come to believe that they are not “real” members of the academy but tolerated “guests,” who are both different and devalued (Cooper & Stevens, 2002; Moody, 2004a, b).

Indeed, Johnsrud & Sadao (1998) in their study of underrepresented faculty found that ethnic minorities continued to be perceived as the “other” and that they suffered from a kind of

institutional racism that is bolstered by notions of dominance and subservience. Astin's (1997) ethnic study reported that over half of their 33,986 [e.g. almost, 34,000] respondents had been told that they did not fit the "profile" of someone to be promoted and were advised to try for promotion at other institutions (Sidanius et. al., 1991)

Research by Vargas (2002), Neimann, (1999), Turner & Myers (2000) and Aguirre (2000a, b) also described the persistent messages communicated to underrepresented faculty. Turner & Myers (2000) noted the general sentiment about minorities seemed to be "You don't look like you belong" (p. 120). Moody (2004a) also found that underrepresented female faculty "pick up signals, both blatant and subtle that they are "outsiders" and do not fit into the Anglo/male majority culture of their declared field of study" (p. 16). Moody (2004a) in citing Ana Martinez-Aleman, observed, "To be a professor is to be an Anglo; to be a Latina is not to be an Anglo. So how can I be both a Latina and a professor? To be a Latina Professor, I conclude, means to be unlike and like me, Que Locura! What madness!" (p. 75). These sentiments are supported by researcher Aleman (1995) in Padilla & Cavez's (Eds.) book entitled: *The learning ivory tower: Latina professors in American universities*. New York: State University of New York Press. To meet these challenges institutions have developed a variety of mentoring and retention strategies for helping underrepresented faculty members achieve success in the academy.

For example, *some university screening committees have honored Affirmative Action principles in the recruitment and screening of potential candidates* by providing riders on their job announcements to make sure underrepresented aspirants are especially invited to apply (Aguirre, 2000 a, b; Bingaman, 2009; Johnson, 2004; Reed, 1983; Sudarkasa, 1987; Yen, 1996). While some colleges and universities have attempted to address this core issue of under

representation through various Affirmative Action approaches, scholars like Hughes (2004) revealed “only 342 of the nations 1808 four-year colleges and universities are likely to even use Affirmative Action to guide their recruitment and hiring practices.... And only about 120 colleges and universities are serious Affirmative Action institutions” (p. 84). It seems to be only a symbolic gesture (Hughes, 1997; Thomas, 1990) at a mere 18.9%--6.6%, if one takes the two ratios to be true, given Hughes and Thomas’ data. According to the new classification of colleges and universities at 4,100 institutions (Carnegie Foundation, 2009), the numbers drop even further to 8.3%--2.9% respectively. Is this Affirmative Action tokenism by post-secondary institutions?

Secondarily, some universities and colleges within the Academy have recently begun to use *cluster hires*, as a means of providing a non-token approach to ethnic minority recruitment. This strategy provides a built-in partnership or collegiality for underrepresented faculty hires. Some institutions, like the University of California at Berkley, have utilized an interdisciplinary approach to *cluster hiring* of late to promote a diversity of scholarship. This is particularly attractive to underrepresented faculty aspirants (Fitzpatrick, 2003; Cluster Hiring Initiative Web Site, 2008). Breslauer, (2003) explained this particular strategy’s connection with underrepresented faculty, when he observed that:

Scholars in a *cluster* typically work in different disciplines, but do research around a shared theme, with a campus research center; led by senior faculty, energizing to most scholars — and according to feedback from job candidates, may be particularly appealing to underrepresented [ethnic] minority scholars are more likely to view Berkley, as a place at which they will not feel isolated...avoiding the latter feeling is especially important in persuading ethnic minority scholars to accept our offers (para.

3).

A third point to be made is that some university departments have provided formal mentoring assignments where the more senior underrepresented faculty members are paired with newly hired junior members in team constellations with two to three members. *Team mentoring is an efficient way to use knowledge and resources of the senior member to promote the careers of their younger underrepresented colleagues* (Bartlett & Ziegert, 2004). The team provides joint feedback and support and the mentor(s) provides guidance and wisdom. The mentees take on more responsibility for peers and the mentor/mentors devote less time to any one mentee. Once teams have met as a group, they can stay connected electronically [e.g. email]. Mentors in the academy act as gatekeepers and teachers for younger scholars. It is not enough to be bright, gifted and talented (Gagne, 1991, 1993); junior faculty need to be “socialized” professionally into these informal networks (Scott, 1999, 2000) by senior colleagues and toward the standards of the college and university and the respective protocols for teaching, research, grant writing, publishing, cultivating a national persona, as well as the department they work in involving their fellow colleagues.

Finally, *a more conventional mechanism employed for the professional development of these mentees within the academy is professional associations and their conferences* (Culbertson, 1995; Jackson, 2004; Ward, 2000).

The Problem

Of particular interest to this researcher are the perceptions of underrepresented faculty about mentoring and retention strategies that are supposedly facilitated by an academic conference. According to the XYZ association, mentoring and networking are recognized

social processes primarily used by senior members who act as mentors for socializing graduate students and new faculty (Culbertson, 1995). Underrepresented ethnic minority groups in the academy have long recognized the substantive value of mentoring (Green & Scott, 2003; Lee, 1999; Watkins, 1998).

The scant literature on professional development has provided evidence illustrating that conferences *may be* the preferred choice of female and ethnic minority faculty, as a means of professional development (Jackson, 2004; Remelius, 2004; Twale & Shannon, 1996; Ward, 2003). A report by Remelius (2004) to the National Association of Student Affairs Professionals (NASAP) identified which strategies helped retain and advance women—in particular—in the academy. The 430 respondents to Remelius' limited survey related which strategies were found helpful. The findings showed that there were primarily two factors critical to professional development: (a) building skills and (b) building relationships (Remelius, 2004). These were found in attendance at a professional conference or conferences.

Remelius (2004) also reported similar findings regarding ethnic minority scholars who had sought support systems for professional development. *Few studies have addressed how associations and their conferences affected underrepresented faculty* (Twale & Shannon, 1996). For example, Twale and Shannon's (1996) study on Educational Leadership faculty involvement in professional associations noted several limited but interesting findings. Their study raised questions about how much service involvement in an association's conference contributed to tenure and promotion. A second finding noted that too much involvement within a conference or in conferences could be counterproductive for untenured faculty, while at the same time such involvement was necessary and even advantageous for promotion to full professor status [tenured and beyond]. A third finding, demonstrated distinctive differences

between male and female scholars, as they participated in these conferences. Female scholars reported a desire to become more involved but feared “over-extension”, which they advised their junior protégés to avoid. Male scholars, on the other hand, sought less involvement but reported greater perceptions of power and authority. (Allen & Cherrey, 2000).

Twale and Shannon (1996) recommended further research regarding (a) the value and dangers of professional service, (b) the limitations of studying one specific area of Educational Leadership and (c) further qualitative research to determine what may also be very valuable in determining what is gained from professional service in a professional conference setting from both male and female perspective. This later gleaning is a major impetus to this study.

In light of these findings, the study reported here, asked the primary and preliminary framing question, “What are the perceptions of underrepresented faculty about the role of an association’s conference regarding their retention and professional development.”

The Purpose

The purpose of this study is to explore the perceptions (Merleau-Ponty, M., 1962) of underrepresented faculty regarding their professional engagement within the context of an Educational Leadership Association’s conferences and how those conferences have affected their academic success, as a scholar. Participants in the conference/conferences are seen in a two-fold light, as either a member of an aspirant group seeking recognition from the established scholarly community or as part of a reference group...those who are and have been recognized by the scholarly community. Thus conceptually, *the study examines the perceived interrelationships between academic success, aspiration and reference groups.* To fulfill the purpose of this investigation, a phenomenological inquiry methodology was employed to help

derive perceptions, themes, feelings, expressions (Rendon, 2009), statements, ideas and emotions (Gibbs, N., 1995), which emerged from the collected data. Rendon (2009) called this ‘Sentipensante pedagogy’. A qualitative approach was chosen for the following reasons.

First, qualitative research is appropriate for *the study of phenomena in a natural social setting* (Berg, 1998; Creswell, 1998, 2003; Denzin & Lincoln, 2000b; Schutz, 1967; Schwandt, 1997; Stewart & Mickunus, 1990).

Secondly, qualitative research allows for interpretation of social phenomena through “*developing a description of an individual or in drawing conclusions about meaning personally, perceptively, and theoretically*” (Wolcott as cited in Creswell, 2003, p. 182).

Thirdly, a phenomenological approach allows the researcher *to explore in some depth the “lived” experiences of individuals in particular social settings, thereby developing an emic perspective* throughout the data (Ferch, 2000; Schutz, 1967; Stewart & Mickunas, 1990 Van Manen, 1990, 2002). In this particular study, the focus will be on underrepresented Educational Leadership faculty, as they attend their association’s national convention and their perceptions and understandings about retention and professional development, as well as success in academia. These underrepresented faculties will be compared to their Anglo/ male counterparts, when applicable.

The Significance

Results from this study could be useful for many audiences in higher education. One group would certainly be those already in power, like department chairs, deans of colleges and universities. The results could inform them of factors contributing to or distracting from the professional well-being, academic success and retention of underrepresented faculty. Another

stakeholder, that would benefit, would be the Educational Leadership Association's directors and team, as well as its governance body made up of senior professors. The study's results could help them see the struggles more clearly of underrepresented faculty and assist these stakeholders to strategize more effectively in making sure their professional offerings at the conferences are germane to all faculties.

Furthermore, as one considers socialization (Dallimore, 2003), as developed strategy, one can see such a mechanism helping underrepresented faculty acquire mentoring and professional skills. The acquisition of skills and mentoring would help educational practitioners ultimately to be effective in their respective profession. The practitioner at whatever academic rank would profit knowing the perceptions of one's colleagues about issues in common, regarding one's teaching, service, scholarship, community service, publications and persona. All of this would assist in the development of one's professional career and ultimately one's success in academe.

The results from this present investigation could also stimulate the development of new theoretical explanations for the phenomenon of socializing within the context of “reference group theory” [see Appendix A], as applied to Educational Leadership Association conferences. Present and future theorist may be able to look at outcomes of this study and their explanations to help clarify possible arguments about important study variables. Future researchers could find the results of this study useful in assisting them to build, test, and confirm specific hypotheses and research questions. Finally, this study was undertaken in an exploratory spirit of qualitative research and subsequently in hope to continue to contribute to the general professional discourse about under representation in academia, its impact and remedy within such a context. Additionally, *the critical research paradigm used in this study*

subscribes to a constructivistic approach that reality and its meaning is a socially construed phenomenon (Schutz, 1967).

Policy issues abound when one considers issues of mentoring and sponsoring new underrepresented faculty and how an Association's conference setting can be maximized to promote the development of female and ethnic minority scholars. This need may require changes in current policy guidelines regarding how mentoring is done effectively with such underrepresented groups. The results of this study could provide and promote further discourse about the utilization of phenomenology, as to its nature, its strengths and limitations, and what questions such a methodology are best suited to address (Creswell, 1998; Edie, Parker & Schrag, 1970).

The Question(s)

The stated purpose of this study is to capture the perceptions about academic success of the informants. The three research questions are:

1. What are the perceptions of underrepresented Educational Leadership faculty members regarding their experiences at their Association's annual-national conference?
2. How do the perceptions of these experiences relate to their respective career advancement/ professional development, as professors of Educational Leadership?
3. What are the differences in the perceptions of experiences among the various ranks of assistant, associate and full professors and why?

Summary

This chapter presented an overview of the challenges regarding the retention and advancement of underrepresented faculty in academia. One response to those challenges is the professional Association conference. While many have viewed conferences, as an effective mechanism for professional growth, little is known about how they actually affect the lives of faculty, particularly, the professional and private lives of underrepresented faculty. The purpose of this study was to explore the perceptions of underrepresented faculty attending a national conference. This was followed by a brief description of the qualitative approach to be used and the possible significance of the results of this study to theorists, practitioners and researchers.

The rest of this study will be organized into five chapters. Chapter Two will provide a salient discussion of relevant literature concerning socialization (Dallimore, 2003) of underrepresented faculty, while attending an Association's annual national conference and how that participation informs their perceptions of success and therefore their respective educational practices of scholarship, as well as self-perception. Then Chapter Two will provide the background for the guide questions posited in this current chapter.

Chapter Three will be a discussion of the research methods employed, including sampling techniques, data collection techniques and data analysis. Chapter Four will show the results of the study through three amalgamated portraits of three differing underrepresented faculty members [e.g. African-American male, Anglo/female and Latina/female] across the three ranks [e.g. assistant, associate and full] and will narrate their respective journeys in academia. Chapter Five will then engage in a discussion of the critical findings of the study and their implications.

CHAPTER TWO: REVIEW OF THE LITERATURE

Introduction

This chapter is organized into seven sections. The first section introduces the conceptual model that helped guide the literature review. This then is followed by a short description of the theoretical framework. Section three is the actual discussion of the literature in two parts. A final section summarizes the material in this chapter.

The conceptual model used to guide the literature review utilized reference groups theory [e.g. full member, aspirant and avoidance], as nested within organizational theory on socialization (Dawson & Chatman, 2001; Moreland & Levine, 1989, 2001; Tierney, 1988; 1997; Tierney & Rhoads, 1994). *The model used to guide the literature review, theoretically focused on reference groups and their perceived success in academia.* The perceptions and experiences of success by these three groups may be different due to an individual's group placement and which group(s) he/she uses, as a reference. Furthermore, the model describes "success" in academia in two essential dimensions. These dimensions are measures of success and processes for success [see Appendix A & J]. These measures include knowledge acquisition and dissemination in scholarship publications, research/grant writing and funding, teaching effectiveness, service and a cultivation of a national or global persona, resulting ultimately in tenure (Bensimon & Tierney, 1996; Tierney, 2004) and promotion along the academic ranks.

The identified processes affecting the concepts of success [see Appendix A & J] in the Academy are involved, but are not limited to the overall process of socialization, as conceptualized, as in the organizational socialization theory model of Moreland and Levine (2001) and the reference group theory of Dawson and Chatman (2001).

The salient dimensional processes identified were professional development, training, mentoring, professional attitudinal cultivation and socializing.

The Theoretical Framework

The theoretical structure utilized in this study to help explain the behavior of the participants was based on a secondary socialization theory model of Moreland and Levine (2001) coupled with the primary reference group theory of Dawson and Chatman (2001). According to Moreland and Levine's (2001) model *the process of socialization is essentially evidenced in a person's commitment over time to an organization, as he/she becomes a member of an organization* [see Appendix E]. This particular organizational model of Moreland and Levine (2001) reflects much of the research in the literature, which has focused on the processes of socialization including teacher socialization, faculty socialization, developmental organization of a person and organization and organizational socialization (Dallimore, 2003; MacLean, 2002, 2004a, 2004b; Moreland & Levine, 1989, 2001; Morinski, 2005; Tierney & Rhoads, 1994).

According to Tierney and Rhoads (1994) faculty socialization takes place in two general stages. The anticipatory stage includes undergraduates and especially the graduate learning experience. At the conclusion of the graduate experience, prospective faculties have yet an initial fragmented understanding of what faculty life is like. As graduate students leave their student status behind and are hired, as new faculty, they enter the second stage of faculty socialization—the organizational stage (Tierney & Rhoads, 1994).

During this stage, faculty novices face a number of organizational challenges through which they often muddle their way through by trial and error (Clemens, 1999; Dovidio, Gaertner & Bachman, 2000; Ferdman, 1995). For many new faculties, the first two years are

characterized by loneliness and intellectual isolation, lack of collegial support, heavy workloads and time constraints (Boice, 1992, 2000; Cytrynbaum, Lee & Wadner, 1981, 1982). While significant numbers of new faculty leave academia, many find ways of coping with the stresses of academic life and move from their novice status to more senior roles [e.g. assistant, associate, full etc] Austin, 2002, 2003; Austin & Baldwin, 1991; Bensimon & Tierney, 1996; Bensimon, Ward & Sanders, 2000; Edgerton, et.al., 1997; Menges et al., 1999; Menges & Exum, 1983). Central to faculty advancement is the promotion and tenure process. From a cultural perspective, promotion and tenure practices serve as rites of passage to higher organizational status in academia.

In addition to being socialized in such a manner, socialization is bi-directional. Not only do people adapt to organizations, but also organizations continually must adapt to their members (Davis, 2003; Mintzberg, 1979, 1994). Viewing faculty socialization, as bi-directional, is crucial in creating diverse academic communities (Tierney, 1993).

While professors change to meet their academic institutions, colleges and universities could modify their structural support systems from the inside to meet the needs of their diverse faculty members (Adams, 1963, Adams, Bell & Griffin, 1997; Chatman, 1991; Ferdman, 1992, 1995, 1999, 2003; Kouzes & Pousnev, 1987, 1995).

Indicators of Academic Success

Tenure and promotion are important dimensions of success in academia (Taylor et. al., 1995a; McGrath, 1997; Miller, 1987; Olsen, Maple & Sage, 1995; Olsen & Sorcinelli, 1992; Seldin, 1980; Perley, 1997; Tierney, 2004; Tierney & Rhoads, 1994). Meeting institutional standards for tenure and promotion involves the assessment of intellectual work and activity to

determine whether or not such work and activity are worthy of tenure. Such recognition and reward are endorsements of scholarly expertise and contributions to a specific discipline. A pre-tenured faculty member's road to tenure extends typically over a six to seven year period of time and involves professional colleagues at departments, university and college levels.

Required standards, however, may not always be clearly communicated to such faculty, often leaving them confused, as to what is expected (Moody, 2004a. b). The opportunity for acquiring tenure and promotion seems often denied underrepresented faculty for several reasons. Sometimes this is because they are mostly assigned to non-tenured tracked positions or support roles.

Cooper and Stevens (2002) in citing Glazer-Raymo's (1999) findings on women and minorities in the academy noted "Women continue to hold a much higher percentage of part-time and non-tenured track positions than men and also experience salary inequities within and across academic disciplines" (p.7). This condition is confirmed by the research findings of Bradburn, Sikora & Zimble (1998) and of Ness (2000). Even if they are assigned to tenured track positions, many of the underrepresented faculties fail to acquire tenure and promotion due to quality of life issues and/or structural and cultural barriers nested within department or university settings (Hornig, 2003).

These barriers according to Glazer-Raymo (1999), Johnsrud & Des Jarlais (1994), and Trautvetter, (1999) have resulted in "the tenure rate for women [to remain] under 50% while the rate for men is above 70%. In the face of greater discrimination, women tend to leave academia before they obtain tenure in significantly larger numbers than their male colleagues" [as cited in Cooper & Stevens, 2002, p.6]. Part of the problem for all faculties—and in particular underrepresented faculty—concerning the acquisition of tenure and promotion, may

have to do with increasing research and publication demands. This may place them in immediate conflict with their departments, if their research agenda is not typical or mainstream [e.g. boilerplate] or focused on minority or gender related topics (Seldin, P., 1980, 1991).

Successful faculty evaluation programs: practical guides to improve faculty performance and promotion/tenure decisions are advocated by scholars (Centra, et.al., 1987; Blackburn, R.T., & Pitney. J.A., 1988; O'Neil, & Wright, 1992; Ory, J.C., 1993; Journal of Excellence in College Teaching, 2009; Teaching Professor, 2009; Nelson, 1980; The Journal of Scholarship of Teaching and Learning, 2009). Additionally, underrepresented faculty pursuits of non-mainstream topics often result in their work being undervalued and considered unscientific and ultimately not worthy of consideration for tenure and promotion (Taylor & Raeburn, 1995b). Furthermore, juggling one's time schedule sufficiently to research, to think and to write well are demanding in itself, let alone adding effective teaching preparation and salient service through advising a large cadre of students (Taylor & Raeburn, 1995b; Stake, 1986, 1990).

Additionally, public disillusionment with the academy in general has promoted an expectation for increased proof of faculty productivity in all areas of work, as in research and publications, specifically. This may also place further pressure upon faculty to write and obtain grant monies for their research agendas, as well, and therefore not only name recognition, as a scholar, but also monies directly for their university or college coffers. Institutional expectations, which have crept higher in recent years, may be possibly influenced by the adoption of a corporate management perspective within the academy (Carlson & Fleisher, 2002; Chatman 1989, 1991; Chatman & Barsade, 1995; Chatman, et. al., 1998; Hickson, et.al., 1971).

This style of management is not conducive to community, as often the deciding factor for bottom-lined decisions is based on profitability (Lewis, 2004). This style seems to be a response to the economic pressures of rising operational costs and limited budgets which have influenced the demands for certain kinds of research; research that will draw corporate funding and support, as in grant writing (Hall, 1988; Hall & Howlett, 1977; Orlich, 1996, 2002). These pressures have affected the discharge of effective teaching, which is essential in our university programs, perhaps making it secondary in value *just above service* (Hearn & Anderson, 2002; Beise, C., et. al., 2005a, 2005b; Rice, 1998, 2001, 2005; Ward, 2003). For example Foster-Fishman and Stevens (2002) reported:

In addition to building your own research agenda, you may be expected to design classes you never taught before, provide a variety of services to the academic and larger community, and advise/mentor others for the first time. Ultimately, you must decide how to balance and juggle these competing demands, while still building a vitae that will eventually lead to tenure (as cited in Cooper & Stevens, 2002, p.179).

Perhaps the fault is the way academia has described the problem, as in these competing components versus effective teaching or in the way faculty members want to be considered. Sharobeam and Howard (2002) noted:

Faculty members, however, would like to be considered, as scholars and not just teachers. They believe that research and teaching are complimentary and not competing activities. Leaders in education have indicated that research activities enhance faculty knowledge and increase their enthusiasm to share such knowledge with students, all of which enriches the student learning experiences (para.4).

Senior faculty members, who have a primary role currently in the tenure and promotion system, may be the ones to initiate the change (Mintzberg, 1979, 1994, 2004). This however maybe difficult for these faculty members, as many of them were socialized under a traditional paradigm of tenure acquisition that did not see research, as informing their teaching and thereby enriching student learning (Brew, 2001, 2000 a, b, 2002, 2003; Brew & Boud, 1995b; Coate, Barnett, & Williams, 2001; Colbeck, 1998; Chalkley, 2003; Gibbs, G., 1995; Hattie & Marsh, 1996; Jenkins, et. al., 2002; Neumann, 1993; Hattie, J. & Marsh, H. W., 1996; Healey, M., 2005; Zubrick, Reid & Rossiter, 2001).

Another demand upon faculty is the ability to obtain external funding (Eisner, 1984, 1985; Hall & Howlett, 1977). This finding shows that writing a grant proposal is often an arduous process with no guarantee that an individual scholar or group of scholars will obtain funding for their respective research project (Hall & Howlett, 1977; Orlich, 2002). This demand again taxes the time and energies of new underrepresented faculties and may prove too burdensome to them. In fact, as reported by Michaelis (1997) “It seems over-whelming to some new instructors to have to teach new courses, while putting together research involving a laboratory and planning and writing research proposals, while crafting their research line.”

How underrepresented faculty members come to such understanding and skill of conducting and sustaining research seems complicated, convoluted and confusing without the necessary networking and assistance through collaborative mentoring and/or socialization from more seasoned members of academia (Barnes, Agago & Coombs 1998; Calderwood, 1999, 2000, 2003, 2005; Green & Scott, 2003; Tenenbaum, Crosby, & Gliner, 2001; Gliner, Tenenbaum & Crosby, 2000, June; Gliner, Tenenbaum & Crosby, 1999, June; Vesilind, 2000).

Most new pre-tenured faculty members may not have been specifically trained in grant proposal writing. This multifaceted process of grant or proposal writing involves securing external funding, but it is not just about writing but about understanding how to identify funding sources aligned with one's research vision or university agenda (Orlich, 1996, 2002; Clarke & Fox, 2007). It is typical for new scholars to have difficulty in crafting their own research agenda, let alone the writing of "high stakes" proposals (Harris, 2007; Orlich, 1996, 2002; Clarke & Fox, 2007; New, C. C., & Quick, J. A., 2003; Tisdale, 2004).

Moreover, a new faculty member must understand not only what sources are available and how they align with one's research agenda and institution, but also what projects these funding sources have already gravitated toward in the past to give one perspective, as to his or her proposal's viability.

Orlich (1996, 2002) also noted:

The biggest mistake any grant proposal writer can make is to assume that once they have a carefully crafted document and it is ready for submission. No, not yet, at this point I suggest identifying funding sources with priorities that coincide with your priorities and your institution's mission (p. 10).

It therefore seems that effective "teaching" has become secondary in function at universities behind research, grant writing and barely ahead of service for many in academia.

Vesilind (2000) argues this point when he notes:

When a university interviews you for a job, the conversation often turns to how quickly you can win the Nobel or Pulitzer Prize. After all, the Ph.D. degree is not a license to teach—it is a certificate attesting to your ability to perform independent scholarship at a high level... published research drives university

administrators, department chairs and faculty because this is how the universities and their administrators, department chairs, and faculty earn their reputations. (p. 103).

This shift suggests certain questions for post-secondary institutions (Boice, 1992; Frost & Taylor, 1996). What about collaboration, mentoring and its attending relationships (Caplan & Caplan, 1993; Dutton, J. & Dukerich J., 2006; Gersick, Bartunek, & Dutton, 2000; Saunders, 1998)?

It also suggest implications regarding how such faculty work is to rewarded as to tenure, for all faculty and especially underrepresented faculty, who, according to the literature, are connected disproportionately to teaching and service due to gender, race, proclivity, cultural orientation, personal choice or departmental expectation (Bensimon et al., 2000; Collins, S., 1974 2003; O'Laughlin & Bischoff, 2001). Indeed, Diamond and Adam's (1995) research observed and noted this tension point of faculty response, when they observed that faculty understandably devote their time to activities that promise a payoff for them. It is at this tension point of choosing one's passion and interest of the payoff promised by a department's expectation that underrepresented faculty members may experience, a lack of reward equity for their investments and efforts within the teaching and service realms (Adams, Bell & Griffin, 1997; Allport, 1954; Austin & Baldwin, 1991; Twale & Shannon, 1996; Ward, 2003).

No one seriously questions that effective teaching (Blackburn & Pitney, 1988) is also of value. What seems disputed is how teaching at the post-secondary level differs from the K-12 sector, if it does at all (Cuban, 1999). Observers have posited that teaching within the K-12 arena appears divorced from research integration, whereas teaching within post-secondary institutions is infused and enriched by the dynamics of research and scholarship inquiry (Cuban, 1999). If this distinction is true, then the issue before us appears to be how an

individual's various faculty roles can effectively inform both effective teaching and scholarly research in a balanced fashion. Underrepresented faculty may bring fresh perspectives concerning the integration of research and teaching, knowledge creation/crafting, meaning making (Neimeyer & Raskin, 2000), as well as conceptual understanding that embraces the infusion of intuition and experience in a more holistic fashion. Feminist scholars, Belenky et. al., (1986) candidly state:

In spite of the increase of the number of women student in higher education and professional schools, faculties, usually predominantly Caucasian and male, argue against a special focus on women students and resist open debate on whether women's educational needs are different from men...Along with other academic feminists, we believe that conceptions of knowledge and truth that are accepted and articulated today have been shaped through history by the male-dominated majority culture...men have constructed the prevailing theories...and set values that have become the guiding principles for men and women alike. Our major educational institutions—particularly our secondary and postsecondary schools were originally founded by men for the education of men (p.5).

A third requirement for success in academia is service. Broadly defined: service can be construed, as professional assistance to one's institution and one's discipline (Dey, 1991; Eyler & Giles, 1999; Kinsley, 1993; Howard & King, 1993; Rhoads, 1997; Rhoads & Howard, 1998; Rothman, 1998; Schine, 1996, 1997; Ward, 2003 b; Yin, 2003). Assistance to one's institution, while involving many activities, seems chiefly focused on institutional committee work (Cooper & Stevens, 2002). In fact Cooper and Stevens (2002) advised underrepresented faculty regarding service, when they stated, "the most important thing is to be a good department

citizen by carrying out your committee assignments dutifully and cheerfully...” (p.43). The assistance to one’s discipline is often expressed in engagement through one’s discipline association.

Ward (2003) noted, “In addition to their involvement with departmental services, faculty members also serve their disciplines. Disciplinary and professional associations come together to offer collegiality on a personal and professional basis for faculty with common disciplinary interests” (p.56). This engagement is often expressed through conference attendance, leadership and service opportunities and networking with other like-minded colleagues from other similar post-secondary institutions. Both kinds of service have a socializing effect upon how one engages, as an institutional and association citizen/member (Markus, Howard & King, 1993; Ward 2003).

The Accrue ment of a National and International Image

Academic success is ultimately characterized by the attainment of a national and international status, as a recognized scholar in a particular line of research through networking (Rose, 1986). At this level of career advancement an individual is considered a leader in his or her field of career advancement. Invitations to write, and to publish, may often be experienced (Allen, B.J., 1995, 2000, Allen, H.L., 1997; Allen, Orbe, & Olivas, 1999). There may also be some unsolicited offers to other university departments because of one’s professional reputation. This reputation is a direct result of being known, even as a junior faculty member quipped “by one’s area colleagues, by the department faculty across campus, and colleagues nationally who will be among those asked to advise his/her institution regarding the merit of his or her work”(Cooper & Stevens, 2002, p. 123).

Unfortunately, few underrepresented faculty members attain this “image” for a number of reasons, some of which are structural in nature and some of which are cultural (Baldwin & Chronister, 2001; Green & Scott, 2003; Miller, 1987; Olsen & Sorcinelli, 1992; Olsen, Maple & Stage, 1995). The literature provides evidence concerning the structural challenges facing underrepresented faculty. These challenges are those that reside in the policies and practices in academia (Boice, 1992; Cooper & Stevens, 2002; Green & Scott, 2003; Moody, 2004 a, b).

Despite the fact that more women than ever [e.g. majority being Caucasian] have doctoral degrees than their male counterparts for the first time (Census Bureau, 2003; Chamberlain, 1988; Humphreys, 2004; Wilson, 2004), still, a large proportion of them remain at the lowest ranks of the professorate since approximately 79% of full-tenured professors are still men. Female faculty members also seem less likely to be tenured given the current rates of approximately 42% full-time female faculty, as compared to 60% full-time male faculty. Female faculty members are more likely to be employed part-time since only about 36% of the full-time faculties are women and 45% are part-timers (Humphreys, 2004; Wilson, 2004). Furthermore, women remain disproportionately located in the less prestigious four-year, community colleges and the K-12 administration positions (Census Bureau, 2003; Clark, 1987; Turner & Myers, 2000; Wilson, 2004; Howard, 1975).

Finally, female faculty, while underrepresented across most of the ranks of the professorate in academia’s current 424,926 tenured track positions, are severely underrepresented in science and engineering with only 10% of the full-tenured professors being women (Census Bureau, 2003; Greenberger, 2002; Zuckerman, Cole & Brunner, 1991). Ethnic minority faculty members also remain at the lowest ranks at approximately 10-11%.

Also, approximately one-third of minorities in academia are lecturers or instructors on non-tenured track positions (Census Bureau, 2003). Minority members are less likely to be tenured given these low percentages reported for assistant and associate ranks. Additionally, minority faculties are more likely to be employed at less prestigious institutions (Cooper & Stevens, 2002). Finally, minority faculties, like their female counterparts, are also seriously underrepresented in science and engineering (Census Bureau, 2003; Ibarra, 1999).

Research further documents the ways in which inequity persists in higher education (Clark, 1987; Clark 2003; Clark & Corcoran, 1986; Martin, 1994; Martin, et. al., 1999). Johnsrud and Atwater's (1993) research on the career development of women and minority faculty revealed a striking pattern, suggesting that female faculty may experience the academy differently than their male counterparts. This pattern also involves implied salary inequity among other disadvantages (Ginther & Hayes, 1999, 2001, 2003; Ness, 2000; Schultz, 2005).

More problematic than gender discrimination in wages and representation is, as Eliou (1988) noted, *that women's career paths are hindered, interrupted or developed much more slowly than those of their male colleagues*. Furthermore, according to researchers Olsen, Maple and Sage's (1995) *findings suggest that female faculty also believe they must outperform men to get the same level of recognition and are more likely to leave an institution prior to going up for tenure* (Cooper & Stevens, 2002; Finkelstein, 1984; Olsen, 1993). Researchers deWet, Ashley and Kegel (2002) noted several reasons:

There are two rungs on the ladder where women proportionately leave the discipline at a higher rate than men. One is continuing on to obtain a Ph.D. the other is prior to, or at tenure. The present time frame for achieving tenure and promotion was established by men, for men, decades ago. Such a time

frame is incompatible with women's biological reproductive constraints and as such, puts an unequal level of pressure and stress on women relative to their male professional counterparts (para. 1). Mason and Goulden (2002) confirm this finding.

Additionally, *female faculty report less social support, job satisfaction, job commitment and fewer mentoring programs* (Olsen, Maple & Stage, 1995). Research also portrays cultural barriers or challenges including gender stereotypes and tokenism (Boice, 1993; Moody, 2004a, b; Cooper & Stevens, 2002). Female faculty has consistently struggled with such barriers. Johnsrud and Des Jarlais' (1994) research noted that female faculty often reported feelings of isolation, loneliness and disconnectedness. Furthermore, they reported not feeling well integrated into departmental and institutional networks (Scott, 1999, 2000), having more difficulty in relationships with male colleagues and chairs and often perceiving themselves as "outsiders" (Johnsrud & Des Jarlais, 1994; Moody, 2004a, b). Female faculties have also shared their personal struggles with voice, silence and being marginalized. Grillo and Wildman (1995, 1997, 1998, 2000, 2001) suggesting that such personal struggles are exacerbated by an Anglo/male cultural dominance. These researchers also noted the following:

White supremacy creates in whites the expectations those issues of concern to them will be central to every discourse...because whiteness (Wiegman, 2003) is the norm; it is easy to forget that it is not only their perspectives. Thus members of this dominate group(s) [to] assume that their perceptions are the pertinent ones, that their problems are the ones that need to be addressed, and that in discourse, they should be the primary speaker rather than the listener. Part of being a member of a privileged

group is being the center and subject of all inquiry in which people of color and other non-privileged groups are the objects. (Pp. 650-651).

There is also disenchantment and “doing difference” in academia (Allen, Orbe, & Olivas, 1999), balancing work and family (Collay, 2002; Erez, 1996), and the duality of the “woman academic”, as subject/object, rational/visceral, and visible/invisible (Grillo & Wildman, 2000; Nicotera, 1999). *Research suggests that underrepresented male and female professors perceive their faculty experiences differently* (Johnsrud & Atwater, 1994). Female faculty members, in particular, perceive themselves to be often excluded and treated discriminatorily (Chilly Collective, 1995; Kivel, 1996; Martin, 1994). In addition discrimination can take the forms of subtle barriers or “micro-inequities” [e.g. verbal and non-verbal behavior or unintentional slights and discriminations], which individually might seem so insignificant and difficult to identify and protest, but when piled together, they become a “formidable barrier to equal opportunity for women” (Chilly Collective, 1995, p. 185).

Furthermore, according to Martin (1994), discrimination may result from the rules, practices, and structures [which] disproportionately present difficulties regarding the particular tension points of experience between the “biological clock” and “tenure clock”. Martin (1994) further elaborated that this tension point had an egregious impact upon the professional and personal lives of female faculty.

Ethnic minority faculties also face cultural challenges, *the chief of which is the experiencing of overt and covert racism* (Banks, 1984, 2001; Blackburn & Lawrence, 1995; de La Luz Reyes & Halcon, 1988; Menges & Exum, 1983; Sidanius et. al, 1991; Turner & Myers, 2000). Minority faculty members often struggle with unreasonable department expectations around their teaching and service responsibilities (Aguirre, 2000a); Johnsrud & Sadao, 1998).

These faculty members may also experience isolation through lack of collegiality (Turner & Myers, 2000). The conceptual Model [see Appendix A] used to guide the study on reference groups may help explain some of the behaviors evidenced, as various group members seek to align themselves with the “normative” group only to be ignored, rejected or marginalized, as they don’t appear similar, measure up or belong. Also implied are the socialization (Dallimore, 2003) dilemmas for underrepresented individual may have in making sense of the communicated norms of the various normative groups and comparative reference groups in academia. A dimension of socialization, among others to be explored in this study, is how an underrepresented person reconciles these different group norms to his/her own personal perceptions, norms and desires (Dawson & Chatman, 2001).

Similar to female faculty, minority faculty may have to deal with discredited research especially, if it focuses upon minority issues (Cooper & Stevens 2002; de la Reyes & Halcon, 1988). Minority faculty may have to deal with tokenism and finally the burden of being “sterling” exemplars for their entire race (Banks, 1984; Menges & Exum, 1983; Moody, 2004a, b).

Important Processes Engaged for Academic Success

Professional Development in the academy has historically been largely idiosyncratic and ineffective to many in education, including underrepresented faculty stakeholders (Bredeson, 2003). Providing professional development opportunities has been largely left up to those in power like Deans, department heads and even senior professors. Historically, the professional development of a university staff was in the hands of the administrator or administrative team who were the ones responsible for whatever programs were offered. Glickman, Gordon & Ross-Gordon (1998) posited, “Professional development should be the

development of those [already in power] who supervise the research and application discussed here...” (p. 348). However, other researchers like Boyer (1990, 1995) counter this top-down approach, as Wenger (1999, 2000, 2007a) notes, that instead of a top-down approach, a “community of practice” (Wenger, McDermott & Snyder, 2002) paradigm could be a “special type of network that emerges when people share a common practice and they want to come together to help each other learn” (as cited in Duffy, 2002, p. 55). This speaks of a “quality of life” issue (Berquist, 2004; Rice, 1998, 2001, 2005).

It is not uncommon for outside experts to be hired to help remedy a perceived faculty issue, problem or need without first consulting those closest to the issue, problem or need (Duffy, McDonald & Mizell, 2005; MacLean 2004a, b; Murphy & Lick, 2001, 2005). The solution(s) provided by the so-called experts, therefore, may often be unwelcome. By ignoring the input of the faculty, such a decision maker could end up exposing faculty to inappropriate or ineffective professional programs, principles, ideas, concepts and models of practice that entirely ignore the unique context and needs of those participating in their scholarly activity at that university or college. Duffy (2002) noted the complexity of change with an organization’s context, when he stated:

To be transformed into a high performing organization of learners...one that exceeds expectations...requires a fundamental shift in the mental models used to design and manage...in the knowledge and work process of teaching and learning and in its social architecture that include organizational culture and learning, coupled with crucial job skills, communication structures and processes and infrastructure supporting informational technology at the same time (p. 27).

Ignoring faculty input appears egregious, for it fails to develop not only professional ownership of one's professional development but also one's professional intellect as well. "When teachers/staff/faculty work with information that is without context, what they are trying to learn [may] seem meaningless and be difficult to comprehend" (Duffy, 2002, p. 42).

Theories of situation cognition and learning inform us that the *context*, within a particular knowledge paradigm, as required, determines how that knowledge will be used (Brown, Collins & Duguid, 1989, 1989, a, b; Lave, 1988; Lave & Wenger, 1991). Theories of situated learning also informs us that people develop knowledge by connecting information to what they already know, and they do this in ways that make learning meaningful (Brown et.al, 1989). Traditional staff development (Showers, Joyce & Bennett, 1987) and training sometimes does not provide educators with context and meaningful connections and therefore, participants see no or little relevance in what they are trying to learn (Darling-Hammond, McLaughlin, 1995; Duffy, et al., 2005; Garet, et.al., 2001; Hawley & Valli, 1999; Wilson & Berne, 1999). Garet's et. al., (2001) research would posit that "dynamic" Professional Development is (a) Ongoing and comprehensive over time, (b) Collaborative and not individualistic only, (c) Teacher-driven [e.g. faculty driven, not administratively mandated], (d) Active and hands on with the crafting of knowledge, and the best research available about pedagogy, teaching, learning, content and students with substantive discourse about perceived problems and ownership (e) Grounded in a professional knowledge base that informs the practice of all stakeholders and (f) Focused on student outcomes. This synergistic approach is far from traditional in its approach.

Faculty who often seek this type of development most likely do so in order to help their work in teaching and research/scholarship because they see the systematic link of such learning

to their students' academic achievement and their own ultimate success in the academia, as an effective teacher/scholar (Braxton, J. M., & Bayer, A. E., 1986; Braxton, J. M., & Del Favero, M., 2002; Braxton, Luckey & Helland, 2002; Joyce & Showers, 1995; Murphy & Lick, 2001, 2005) attest. These are often junior faculty with limited departmental planning or support for attending workshops and conferences, often due to budget restraints. However, salient research shows that most organizations do not manage continuing professional development effectively (Jones & Robinson, 1997); most institutions do not have a formal faculty-development plan, in the synergistic sense, of written document(s) with goals, objectives and strategies. Given the complexity of fitting into a strange and a difficult culture, newly hired underrepresented faculty members may have more problems than most in securing needed support for professional development.

With the "right" mixture of benign neglect by some of the senior faculty, it would not be difficult for a new underrepresented staff member to be left ill informed, isolated and ultimately professionally underdeveloped. Faculty members, at most universities, arrive with high levels of professional and content expertise, but with varying levels of teaching and educational technological exposure and expertise (Cheung, 1999).

Initial needs of new faculty and especially underrepresented faculty include that they are (1) reasonably comfortable with educational technology usage, (2) have a solid understanding of the instructional design and developmental processes of effective teaching and learning, (3) have a basic understanding on how learning theory informs their teaching practices, thereby affecting student learning outcomes (Guskey, 1997) to a higher degree, (4) have a basic and growing understanding on how their research (Dutton & Dukerich, 2006) agenda informs their teaching and knowledge crafting and (5) know how service promotes a

human “face” and “ helping hand” to their department and campus, educational association and other communities. Such ongoing needs ensure that new underrepresented faculty members are appropriately trained in these arenas and that new and continuing faculty members are constantly updated on theory, technologies, and applications, so that they do not assume that after training, they can revert to their previous teaching habits (Drummond, 1998; Murphy & Terry, 1998; Schauer, et. al., 1998; Springer & Pevoto, 2001; Tomazos, 1997). The professional development of faculty in the academy *should* include part-time (Tomorrow’s Professor List Serve, 2000) and adjunct faculty (Watters & Weeks, 1999), since these groups are not surprisingly now a large percentage of faculty members in higher education, due in part by academe’s corporatization of management (Lewis, 2004; MacLean, D, 2005).

There may also be a tendency to see professional development as a “perk” handed out to be utilized briefly and then tossed. Such a view of professional development seems to neglect its professional contextual and systemic value and its potential connection with all stakeholders in the academy (Duffy, 2002; Murphy & Lick, 2001, 2005; Wegner, 2000; Wegner, McDermott & Scott, 2002). In some institutions professional development may be considered “remedial” (Glickman et. al, 1998).

With this “remedial” view of professional development such is not likely to be sought out for fear of appearing less than professionally adequate or capable. Such a perspective of professional development could promote a stigma of sorts. For example, if one’s teaching scores are low then one could be classed, as a poor teacher needing remedial professional teaching professional development. Likewise, if a scholar has not enough publications developed then one’s research prowess is suspected in needing remediation.

In other institutions of higher education, professional development seems to be a coveted “prize” or “possession” eagerly sought for. For new underrepresented faculty this may be tied in to research (Dutton & Dukerich, 2006) and writing for publications. Obtaining grant monies to fund one’s research becomes almost an all consuming, yet a risky task. Olmstead (1993) noted, as she advised deans and department chairs to provide their support:

The new faculty member may not know everything to ask for in requesting input from other faculty in that sub-field, and remember that theorists need support, too. Besides capital equipment requests, support is needed for summer and graduate student salaries, phone and computer access, extensive supplies and small equipment, conference or summer school travel, building renovations and so on. Arrange for the ability to spread startup funds over the first couple of years: not all equipment needs are apparent right away, and the supply and salary needs will continue until the first grants arrive (para. 21).

Gubitosi-White (1996, 1998) commenting on Olmstead’s statements, centers upon professional acquisitions in a competitive framework between the senior faculty (Bland & Berquist, 1997) who are visible, those who speak or write the most effectively and are the most visible being the ones who get the greatest share of this financial support. The invisible underrepresented faculties do not, according to their research.

These representative professional development paradigms have seemingly been the conceptual mainstay for professional development offerings over the last 30 years until the advent of the Systems’ approach in educational reform and development (Bredeson, 2003; Duffy, 2002). This approach values the social dimension of learning where professional development is done with staffs’ understandings that “professional intellect is constructed

socially” (Duffy, 2002, p.43). Even with the advent of a Systems’ approach, professional development appears to be utilized still in a private fashion with no systemic linkage to one’s professional context or community, as set fort by Duffy (2002) and Bredeson (2003).

Bredeson (2003) also noted:

Changing the paradigm of professional development requires vision of where we want to be and what it should look like. Once we articulate a vision, we can analyze the gap between where we are and where we want to be. Bridging the gap requires things, as new information, technologies and skills, as they become accessible. Because many people will naturally be hesitant about dramatic changes in professional development opportunities in schools, a set of incentives must be in place [to promote involvement] (p.17).

Post-secondary institutions, which offer professional development, appear to be uninvolved in any systemic assessment procedure for their professional development offerings. This absence of accountability and follow through often makes professional development opportunities one-shot wonders with little if any shared assessment documentation to be utilized for further study, departmental critique and ongoing learning by the faculties involved (Glickman et. al, 1998; Murphy & Lick, 2001, 2005). Accountability, as asserted by Birnbaum, R. (1991) is in recognizing the following:

In ever day life, accountability means responsibility, being answerable or liable to someone else for one’s action. We cannot use the term without specifying to whom or for what...accountability looks different from different places in the system. One’s position in the system, particular context, and experience, resources and support, all shape to whom one feels accountable to and for what (p. 16).

Researchers Heller, (2001); Kaplan & Lee, (1995); Altbach, (2005); Altbach & Finkelstein, (2008) and Kaplan (2001) also attest to these assertions.

The type of accountability being addressed here is a “professional accountability” where teachers/faculty members and other school staff are expected to acquire specialized knowledge, and where applicable, tenure requirements in addition to upholding the professional standards of “good” and “effective” professional practice (Bredeson, 2003). Research has also suggested those faculties who do more in the areas that are evaluated, deemed valued for academic success, are most likely to be given salient opportunities for follow through and feedback (Duffy, 2002).

To see organizations grow, all members must be included in a systemic effort to create a professional community, with both organizational and personal intellectual development germane to the culture of that specific organization (Duffy, 2002). Some recent improvements in organizational capacity and member growth and development have come due to recent reform emphases on accountability, assessment and performance measures, as evidenced in the Systems’ approach (Eliou, 1988). However professional development programmatic offerings and opportunities continue to be idiosyncratic for failing to be (a) systemic in linkage to all programs, (b) available to all faculties, (c) strategically applied to both long and short term needs in the academy and (d) engaging for each participant by promoting reflectivity (Calderwood, 1989), feedback and future implementation of newly acquired skills and knowledge (Bredeson, 2003; Glickman et al., 1998; Murphy & Lick, 2001, 2005)

It has been argued that professional development in academia has been traditionally ineffective: neither stable in its nature, nor clear, as to its role or function (Hinson et. al., 2005). First, the rationale for utilizing professional development has not been developed through

consensus with most stakeholders. Often, it is the brainchild of others (Glickman et al., 1998). This limited needs based approach may be often narrow in its outlook not taking into account the multiple roles of the professorate, academia's contexts, and outlooks of the lived out and real working experiences of faculty for which the offering is being designed (Bredeson, 2003).

Such an approach appears to reduce the complexity of need to a one-dimensional focus rather than being holistic or “adult” sensitive—being only a skill to learn or a problem to solve (Darling et. al., 1993).

Furthermore, the selection of an outside speaker or expert may be ineffective because of the assumption that effectiveness by an external consultant is more dynamic than the contextualized wisdom of those faculties involved. Sometimes the audience itself may have heard the same talk given by the consultant in a different context and realize a boilerplate approach and its limited applications to their specific situations, thereby resenting such an approach in quick fashion and tuning out (Bredeson, 2003). Others in the audience may find the talk or presentation(s) intriguing and momentarily invigorating, thereby unwittingly dividing the faculty and polarizing the staff, thereby reducing any potential of community cohesion.

Bredeson (2003) and Duffy (2002) argued that such polarization; typical of the one-shot professional development offerings is systemic in its lack of contextual meaning, connectedness, planning and buy-in by all stakeholders within a post-secondary organization. Twenty-three years before, Wood and Thompson (1980) described such ineffective professional staff development as “the slum of American education, neglected and of little effect” (p.374).

The ineffectiveness of professional development appears to be the result of many reasons, chief of which is the failure to address the following three questions: (a) Why is

professional development needed and for what and whom? (b) How should it be planned, implemented and followed through or assessed? (c) And are the faculty members to be the objects or the agents of professional development (Bredeson, 2003)? Responses to these initial framing questions, as well as other related ones by all stakeholders, could transform professional development into being more contextually effective, purposeful, stable and clear. Murphy and Lick (2001, 2005) also noted:

To successfully reform, improve and transition schools to meet tomorrow's needs will require approaches and processes that are different than most attempted during the past decade. We must not only decide what changes or reforms are required, but we must also put in place meaningful staff development and significant transition processes to help negotiate the societal, organizational, cultural, and people barriers now affecting our schools (p.xx).

This approach would realize that today's climate of increasing demands...within the broad multiplicity of roles that a successful faculty member must assume and successfully discharge (Arreola, Theall & Aleamoni, 2003).

These researchers seemingly echo the sentiment of Sergiovanni (1994, 1996) who saw this concept of community, as a group of people who shared certain purposes, values and beliefs, who felt a strong sense of place and who thought about the welfare of the group, as being more important than that of the individual. Boyer (1990,1995) would affirm this, when he states that the school [e.g. by extension the academy] becomes a community for learning, *when it is a purposeful place, a communicative place, a just place, a disciplined place, a caring place and a celebrative place.*

Most professional development programs lack a unity of connectedness conceptually, contextually, as well as a unity of coherence regarding one's own professional community, as described above. Therefore, such programs may do little to change research, instructional and service practices, if not connected to community (Orbe, 1995). Neither are these programs regularly integrated into faculty work in a sustained fashion because most of the programs are very particularized or too narrow in focus. These programs appear to miss addressing the complex dimensions of faculty life such as: (a) the performance culture of academia, (b) department silos, (c) how staff meetings are utilized and the tension of time utilization arising from such meetings, (d) academic teamwork, (e) the need for all staff to be mentored, (f) utilizing all staff, especially senior members, (g) how to share good practice in a culture of self-absorption, (h) developing activities of interest for the whole spectrum of faculties, (i) cultivating expressions of professional common courtesy and validation, (j) reflection on individual goals and organizational expectations and how they nexus, (k) assessing the "fit" of current faculty structures, (l) reviewing issues of the reward system: both extrinsic and intrinsic and (m) the core meaning of human development, as a member of academia with its many roles, duties and expectations. Consequently, in missing these dimensions, the professional development offerings also seem to fail to provide resources, needed follow up and the impetus to promote lasting professional change in the faculty and ultimately the institution for the benefit of the student body, as a whole. (Bredeson, 2003; Vesilind, 1999/2000; Arreola et.al, (2003) also noted:

Faculty engaged in a variety of activities necessary for the successful achievement of their personal professional goals and objectives, as well as the mission and goals of their respective departments and institutions...may require not only expertise in a given

area, but also skills in a host of sophisticated psychological, technical, organizational and groups' processes that are not necessarily related directly to their content field (p.1).

Professional development still and will have a direct impact on the career of a faculty in spite of its limitations. This could be due in part to the very nature of the professorate, its multiple roles and complexities and the many demands placed upon each faculty member by departments, university, colleagues, and society at large (Waters, 2001).

While these issues have been recognized by some higher education researchers, researchers like Bredeson (2003); Boyer (1995); Kretzman and McKnight (1993); Mitchell & Sackey (2001); Wenger (1998, 1999, 2000, 2007a); Wegner, McDermott & Snyder, 2002), have advocated for redesigning holistic; inclusive and ongoing professional development.

Such scholars readily admit that while improvements are needed in professional development, it is changing professional development, as they know it that is bothersome. Changing the paradigm may require rethinking, restructuring and re-culturing professional development, as is currently practiced. Bredeson (2003) noted:

The primary purpose of professional development...is to improve their [the faculty's] practice. There is substantial evidence for the quality of a [faculty's] professional life affecting student learning...I believe much of the negative reaction to traditional in-service meetings and workshops, expressed as resistance, boredom or general cynicism, comes from feelings of being powerless and used...faculty [members] feel used because resources spent on activities focused on organizational maintenance or compliance functions are robbing them of the time and money needed to support their professional needs [and growth](pg. 36).

The ultimate aim of such professional development programs appears not to be on the consultant so much or the event or even the participant but for those students the faculty member impacts through their research, informed teaching, scholastic attitude, learning, advising, mentoring and service (Dutton & Dukerich, 2006; MacLean, W., 2002; Tenenbaum, Crosby, Gliner, 2001).

If professional development is about learning, then professional development should be designed for learning with the focus on the learner. Too often, the emphasis in professional development is on the activity and not the learner's needs (Murphy & Lick, 2001, 2005; MacLean, W., 2002). The fact that teachers, principals, and post-secondary faculty are learners themselves and continue to be throughout their careers, while understood, are often overlooked, even in community colleges (Ewing 2004). What is new is the increased emphasis being placed on professional development and its link to school improvement, organizational development and enhanced student learning including faculty learning (Duffy, 2002, 2005; Ortiz, 2002).

In other words, professional development should become *no longer additive in its utilization but transformative* in nature. The tenure acquisition process itself demands and requires commitment to high standards of practice and ongoing professional development process itself (Scheuerman, 1998). Therefore, expertise in academia is something to be valued. Scheuerman (1997) posits:

Those of us who survived the tenure review can testify to what a difficult gauntlet we had to run. We endured a probationary period of about seven years in which we had to demonstrate our scholarly abilities, our skill as teachers, our effectiveness as participants in the governing process and our collegiality within our departments. Screw

up at any point in those seven years and you are gone! Then there is the review itself.

To win the due process protection of tenure, your professional peers have to judge you to be excellent, outstanding, on the cutting edge. Being good is not good enough (para 18).

Nesteruk (2005), now a midlife tenured professor remembers receiving this bit of advice from a more senior member of the academy, when he was a pre-tenured instructor, “you play the game, change the game or find a new game” (B5).

Also, opportunities for professional growth are not just limited to the tenure process for faculty though primarily driven by that process. One of the unanticipated consequences of specialization in a complex organization, as the academy, is fragmentation and a sense of disconnectedness. Because of new challenges and realities facing the academy, there are demands for new ways of thinking about schools, scholarship, research, the workplace climate and one’s colleagues (Austin, 2002, 2003; Austin & Baldwin, 1991). Professional development researchers, who want to link purpose, people and possibilities for human growth and development into a new whole, envision this happening through integrative approaches rather than business as usual, often exploring the use of technology, as a support for their respective research and teaching (Hinson et al., 2005; Moody et.al., 2003).

While technical, cultural and structural dimensions of professional development are critical to success, the formation of an educators’ sense of identity and moral (Long, 1992) purpose is more than the accumulation of technical skills and professional competencies.

The discrete parts of roles and obligations must be tied significantly to the academic culture in which one is involved in and this in a deliberate and planned fashion. Roles and

obligations reflect accountability of faculty to academia and academia to its faculty member.

Scheuerman (1997) further elaborates on this accountability when he states:

When we talk about faculty accountability, we must talk about the link between the faculty and the mission of their institution. In other words, we believe that... tenure review should provide an opportunity for the faculty member to develop a long-term plan for teaching, research and service. The plan should be made in conjunction with departmental peers and tied to the mission of the institution and the goals of the department (para 31).

Additionally, he adds:

Institutional responsibility means that the college or university must provide the resources necessary to make faculty development a reality. It is not enough to say that a poor teacher needs remediation. The institution must provide the resources for remediation, the same for research. If a faculty member is to become more productive in research, the college has to provide funds for travel, release time and whatever else is needed to do the job. Without the proper institutional support, any...tenure review process, no matter how well intended, is likely to become a “gotcha” trap (para 32).

Given the state of affairs in the academy, in general, regarding professional development, its tie with tenure, the need of organizational and individual accountability, it seems apparent that faculty overall and new underrepresented faculty need to grow professionally, if they are to succeed in the academy.

New faculties are often left alone along the initial courtship of interviews and acceptance to find themselves. Moody (2004a) in citing the research findings of Turner & Myers (2000) states:

Exhaustive research on minority faculty of universities in eight midwestern states underscores that majority faculty do not make it a habit to reach out to befriend and coach new minority [underrepresented] faculty lives (p. 17).

The transition from outsider to “initiate” is sometimes accompanied by loneliness and ambiguity. Researchers about socialization (Dallimore, 2003) of new faculty recognize their tenuous condition and advise that new underrepresented faculty to learn to manage their own time well enough to enable them to network socially for at least 20-30 minutes daily, while handling their own teaching, reach and advising duties (Moody, 2004a, b). This relational dimension provides evidence to their respective departments, to colleagues and the individual of one’s desire to be a good citizen and team player (Cooper & Stevens, 2002; Moody, 2004a, b). If new under-represented faculty members are seen in this light, then they may increase their chance of obtaining pertinent and timely information and resources germane to ones’ professional growth and ultimately the acquisition of tenure. Ortiz (2002) in a work about tenure strategies for women and minorities in academia (Cooper, 2002; Cooper, et al., 2002) describes how she found a home in the academy networking:

Home for me is a network, not so much a place, but rather womanators, academic mothers, supportive colleagues and mentors, too. I so much value the network of academicians and practitioners who have supported me on every step of my journey (as cited in Cooper & Stevens, 2002, p. 79).

A major professional development mechanism, which provides such “networking”, is the professional association’s conference (Berberet, 1999; Clark 1987, 2003; Twale & Shannon, 1996; Ward, 2003). Even before joining faculty, a graduate student’s socialization experiences may well have included presenting at a conference with his or her advisor.

New faculty members often capitalize upon such experiences and its attendant mentoring (Fink, 1990). Other faculty experiences become similarly developed through networking in or outside the department, college and university. Higher education writers like (Berberet, 1999; Clark, 1987; Twale & Shannon, 1996) have found that the association can be a great leveler among senior members and junior members. Anglo/males, underrepresented women and ethnic minority faculties have found the association a provider infusing the foundation of their respective professional lives in the classroom, and in research. Ward (2003) in citing Clark (1987) noted:

The discipline is the dominant force in the working lives of most faculty members, as it provides a foundation for faculty experiences in the classroom and in research.

Disciplinary specialty and institutional locations make up the similarities and differences among American professors (p. 57).

This finding seems particularly important for underrepresented faculty who may be currently struggling with a chilly climate, but also have endured an “uneven” playing field for most, if not all of their lives (Kozol, 1991). Michie (1999) shared a Latino student’s perception about the “uneven” playing field in the United States:

Some people say we got equal opportunity in this country. But I think it depends on what you are trying to do and who is in charge. Is it a white guy in charge? And how is he thinking? I think I get discriminated because of the color of my skin. I think black

people have it the worst. And women have it bad too. Everybody goes, “Hopefully one of these days there is going to be a woman President! I mean, face it; it isn’t going to happen! It’s the truth! It’s always been men and all of them have been white” (p.143). This lament is further echoed by scholars Clark, K (2003); de la Luz Reyes, M & Halcon (1988); Jensen, R (1998, July 19, 2005); McIntosh, P (1989, 1990) in defining White privilege within the United States.

Now, fast forward to (2009) with the first African-American male President of the United States in Barack Obama (Raspberry 2008), who barely edged out a politically powerful Anglo woman in Mrs. Hillary Clinton for the nomination of his party and I wonder what this student would say? Do we now live in a Post-Racial United States? Raspberry (2008) still doesn’t think so. Still underrepresented faculties apparently tend to lack needed professional training.

They have therefore have looked outside their respective departments, colleges and universities for training by their discipline’s association, as formulated in professional association’s conferences.

This other development source of the conference provides opportunity to get to know one’s discipline in a broader context than one’s department, allows for networking with other like-minded colleagues around important matters of research, teaching and publications. Additionally, a conference provides connections with other underrepresented faculty from other universities and exposes them to the national conversation about one’s academic interest and line of research. This appears to be a way one is socialized into the business of academia (Furman, 2003—personal correspondence).

Jackson (2004) and Remelius (2004) in their respective research findings on African-American and female [colored and Anglo/female] faculty retention and career achievement portrayed such retention and achievement, as linked to professional development opportunities within a conference context. Jackson's (2004) findings, as reported in his work on retention rates of African-American administrators (Neumann, 1993) in the academy, observed that such rates "were for the most part ... a result of professional development opportunities [e.g. as in an association's conference] (p.231). Remelius (2004) affirmed similar findings for the retention rates of female scholars or faculty in academia.

Both researchers in addition to Ward (2003) noted that conferences provided a significant professional social event tied in with one's work in the academy. Research extensive and intensive universities and their respective associations tend to focus on research and scholarship in the traditional sense (Carnegie Foundation, 2005).

The exhibition of scholarship is paramount to the university by its associations and its respective administrators (Neumann, 1993), faculty and staff. It is because of this primary focus that new faculty are socialized into the discipline via one's discipline specific association (Clark, 1983; Ward, 2003). The training provided by the association has both formal and informal dimensions. The formal are often prescribed sessions where one may be taught how to (a) create a research agenda, (b) collaborate with other scholars interested in that agenda, (c) write to get one's work published, (d) connect with recognized journals and (e) develop professional relationships with others who may act as external reviewers of one's work among other offerings (UCEA, 2003, 2009). Informal training through the association's conference often takes place in general assemblies, established social events, scheduled tracked presentation sessions which are multiple, overlapping and squeezed into a condensed time

framework provoking needed choices by the conference attendee to either be selective or take in as many as possible, while juggling times for digesting the materials and information given, eating, connecting and networking with others in an informal fashion. It is here that the individual faculty member may be able to compare him/herself with others in the Educational Leadership field.

Often graduate students and new faculty are socialized through sponsoring and mentoring activities to connect them to the conference. Frequently, it is by an advisor or university mentor's insistence that a student or new faculty member comes for his or her initial visit (s). This form of mentoring acts like a link for the student or faculty member and the association (Kram, 1985 a, b, 1988 a, b; Kram & Isabella, 1985; Ostroff & Kozlowski, 1993; Whitely & Coetsier, 1993).

Training is important but is not the only thing

Training to fit into the academy and to be a scholar is important, but is not the same as professional development. Training individually involves a basic orientation focused primarily on benefits, responsibility, skills acquisition, duties, and personal concerns about professional obligations. Training appears limited in scope and impact though nested conceptually within the broader concept of professional development. Showers, Joyce & Bennett (1987) discuss this nesting within the light of the limited research on professional development when they note:

In a meta-analysis of nearly 200 research studies, this analysis cautioned that most studies of professional development have dealt with relatively simple teaching skills and behaviors (Neimann & Raskin, 2001) and *have not attended the cognitive aspects of teaching*. It is the later domain—thinking about what to do—that is more

important to successful teaching: There is a need for more studies on programs to equip teachers/faculty to be better decision makers (as cited in Glickman et.al., 1998, p. 370).

University orientation for new faculty seeks to (a) foster connections between new faculty members (Fink, 1990) and the university in their role(s) in joining that community and (b) assist new faculty in their traditional duties of teaching, research scholarship [in support and infusing their teaching], and service.

Orientation sessions for new faculty by their respective institutions also seeks to communicate value for the institutional setting, the specific expectations of the work they will engage in and the resources available to facilitate the accomplishment of that work. At this *entry stage*, the organization hopes the new member will benefit from such orientation. Yet such initial orientation is usually both too general, as in school-wide focus and limited in its professional impact upon the faculty.

Most universities seem to seek to orientate their new faculty regarding facilities, processes and protocols regarding communication and technology integration (Moody et.al., 2003), as germane to reaching, research and service obligations. Orientation in some universities may also include sessions on (a) time management, (b) grants and funds for travel, research, and professional development [e.g. as in attending a conference], (c) tenure expectations and one's portfolio, (d) service roles, as in advising and mentoring students, (e) teaching issues around curriculum resources, (f) intervention techniques with troublesome students, (g) exposure to and conversation with the administrative faculty and (h) crafting one's short and long termed professional goals. This type of orientation may encompass a semester to allow its assimilation to take place.

Professional training that appears effective beyond the *orientation stage* also involves a second stage of *integration* of new knowledge and understanding in specific applications and a third stage, noted as a *refinement* stage.

One aspect of integrating this training is the learning to adapt general knowledge to specific situations (Glickman, et.al., 1998). This takes what is general knowledge, as derived from orientation sessions and seeks to apply it to one's particular situation. The refinement stage of development seems to promote solidification of that knowledge, an expertise through ongoing and growing utilization of conceptual meaning based upon that knowledge and reflection on one's actions based upon that knowledge. Faculties in this stage seem to "synthesize different types of previous learning in order to create new learning" (Glickman, et, al., 1998, p. 362). Therefore, a new faculty member's development seems to embrace over time an orientation, an implementation and a refinement process, as he or she enters and engages the complex world of faculty life.

Mentoring Makes a Difference [see Appendix H&I]

Mentors in the academy have three primary functions of (1) *validating the identity* of the younger researcher, (2) *being a cultural mediator* for that younger researcher and (3) *initiating the protégé in certain fundamental and professional principles and protocols* germane to academia.

Moody (2004a) noted:

New faculty have to start all over in a new setting where some of the senior faculty members can be standoffish; absorbed in their own worlds; caught up in gossip and departmental or campus politicking; and uninterested in welcoming

new faculty and helping them adjust and succeed in their demanding new roles (P.136).

The mentoring functions should be expressed in long termed relationships in which there is mutual respect and benefit for both mentor and mentee (Chao, Waltz & Gardner, 1992; Kram, 1983, 1985 a, b, 1988 a, b; Kram, K.E., & Cherniss, C., 2001; Kram & Isabella 1985; Noe, 1988; Ostroff & Kozlowski, 1993; Whitely & Coetseir, 1993; Tenenbaum, Crosby & Gliner, 2001).

Mentoring relationships may exist for a variety of reasons. Brinson and Kottler (1993) recommend mentoring, as a means to empower female and ethnic minority faculty to develop their professional careers with the impetus that underrepresented faculty member be initially responsible in such development. Moody (2004a) adds:

As a new faculty member, you should proactively cultivate mentors inside and outside your department. These allies can help you improve your performance by giving you feedback about your teaching or scholarship and helping you establish networks. (p. 145).

This seeking out a mentor/sponsor may assist the protégé during stressful situations, as the mentor/sponsor assumes the role of a model, an advocate and an advisor for research, teaching and service activities.

Mentoring also helps with adapting to the political climate and culture of one's university culture. The mentor can contribute to enriching an individual's institutional experience of "real" and "deep" diversity. Since, there are few senior female and male underrepresented faculties, junior underrepresented faculty may have to solidify mentoring relationships with non-underrepresented senior faculty. The collegial support is crucial for

helping underrepresented junior faculty attain academic success. Additionally, what assists a mentoring relationship to “flourish” is selectivity of mentors. Curry (2002), as cited in Cooper & Stevens (2004) noted:

My advice to underrepresented junior faculty is to be wise and use good sense in determining how you will relate to mentors. I found my strongest support from a few colleagues scattered across my own [e.g. university] and other colleges and university campuses, as well as national women’s groups associated with professional organizations (p. 125).

Relating to one’s mentors involves the sharing of values, ideologies, philosophies and respect for one another’s culture and ethnicity. Again, Curry, (2002) noted:

A single mentor may not be able to meet all the needs of a candidate...as a new member of a faculty, a woman, an African-American, I found the process of promotion and tenure, as well as the years to candidacy extremely stressful.

I also had the added tension of having to sort through the realities of an environment I idealized...I was often lonely, afraid, angry and unsure of myself.

The culture of the academy was very strange to me (as qtd in Cooper & Stevens, 2002, p. 125).

Gonzales (2003) suggests “In the absence of similar identity factors, the presence of sensitivity and openness will help mentor and protégé to learn and respect their differing cultural world-views and experiences...however, this learning process will take developmental time and energy”(p. 166).

Researchers on mentoring suggest that both mentor and protégé should work to overcome misunderstandings, misconceptions, myths and prejudices commonly held and used

against underrepresented faculty (Brinson & Kottler, 1993; Exum et.al., 1984; Green & Scott, 2003; Kram, 1985 a, b, 1988 a, b; Kram & Hall, 1996; Lee, 1999; Watkins, 1998).

Gonzales (2003) posits that mentors are concurrently guides, role models and advocates who create relationships for nurturing potentials; such multiple roles enhance the possibility of positive growth for mentees. Furthermore, this scholar describes the process of mentoring as therapeutic in dimension because of the intimate connection between mentee and mentor, as akin to client and counselor.

She opined:

Minority women need to receive messages of appreciation of their unique characteristics so that a strong self-esteem and self-concept can be formed to sustain a secure minority identity for...junior minority women faculties are at risk who have been oppressed and victimized by historical and political variables affecting the societal and structural barriers they encounter in academia (p. 162).

Beyond this support role is an acceptance dimension, where the individual is received as a valued human being. Researchers believe that acceptance of humanity is crucial in promoting and contributing positively to the mental well-being of underrepresented faculty who may have experienced culture shock in their journey to and through academia (Green & Scott, 2003).

The cost to society, if mentoring of underrepresented faculty does not take place is extensive. Costs range from the continuation of the same Anglo/ dominated system to the destruction of an underrepresented faculty member's dreams and hopes for career advancement, as seen in tenure and promotion. Another cost is the exacerbation of a serious misalignment between educational leaders and their increasingly diverse graduate student and faculty populations and also in losing the richness of diversity we possess as human beings

(Delpit, 1995). If effective mentoring does not take place, stereotypical thinking may continue, as assumptions are not challenged or dissipated through the “lived” experiences and “discourse exchanges” across cultural and gender barriers (Jones, personal correspondence, 2002, as cited in Moody, 2004a), when noted:

I see a critical part of my role as a mentor being to persistently bolster the confidence of my mentees. This is particularly important in mentoring women and minorities, as I have been struck by how often and to what extent they underestimate their intellectual abilities (p. 181).

Underrepresented, faculty as portrayed here, may face deep struggles with self-doubt and professional potency to discharge their academic duties, juggle their academic roles, and interrelate effectively with their colleagues and students in addition to their university environment at large and those they serve.

Cultivating Attitudes for Success

Possessing an “inclusive” attitude toward the tripartite roles of researcher, teacher and service provider, may be necessary for success in the academy. Many under represent faculty, particularly faculty of color possess a both/and attitude, as connoted in the Chinese word transliterated “Doukuhee” which literally means “both/and”. Such a term embraces and expresses well the Asian mindset and world-view of the Yin and Yang of life, the predictable and not predictable, and the feminine and masculine dimensions of life. MacLean, W., (2009) explains this world-view in the following manner:

In the ancient Chinese view of the universe, there are two principles that permeate nature: Yin and Yang. They exist in dynamic equilibrium, in a constant ebb and flow of

continual changes. When a balance is reached, Yin and Yang generates harmony, health, and vitality. When their balance is ruptured, the vital energies are disturbed and disease deterioration and stagnation result. One can see teaching or learning, as composed of two processes: translation and transformation. Like Yin and Yang, they are the forces that animate what we do, as a teacher/student. When in balance and harmony, they yield learning that is scholarly, vibrant, and pulsating with life. If either one is disrupted, our learning is impoverished.

Such a world-view seems to offer a holistic view to academic life. Many underrepresented faculty also seem to demonstrate this view in their keen interests in the affective, moral and civic development implications of their respective roles and duties including their research lines of interest (Cooper & Stevens 2002; Long, 1992; Moody, 2004a, b). Additionally, many underrepresented faculty are much more likely to enter academia because they draw a connection between their profession and the ability to affect social change and justice (Cooper & Stevens, 2002; Dallmayer, 2002; Delpit, 1995; Moody, 2004a, b). However, while possessing such admirable altruistic-holistic attitudes, many find a lack of support for such attitudes and connectivity between the profession, social issues, and service in spite of the preponderance of research supporting moral education, as elucidated in the works of the following researchers:(Berkowitz, 1995; Bok, 1982; Brockett, 1988; Brooks & Kann, 1993; Colson, 1995, 1996).

Underrepresented faculty may also be required to adopt a risk-taking attitude in balancing home, job and community service demands because of their differing views of what success is for them within their respective cultural content. Rendon (1992) noted

There is no doubt in my mind that higher education has inflicted great pain on students of color. To become academic success stories, we must endure humiliation, reject old values and traditions, mistrust our experiences, and disconnect with the past. Ironically, the academy preaches freedom of thought and expression but demands submission and loyalty...It is my belief that institutions must consider past experience, language, and culture, as strengths to be respect and woven into the fabric of knowledge production and dissemination, not as deficits that must be devalued, silenced and overcome (p. 62).

Service for many underrepresented faculty members is not just about going to committee meetings, writing articles to get published, teaching undergraduate and graduate classes, it is also about political activism (Caudraz, 1977, 1993; Menges & Exum, 1983). For example, at times, faculty of color and female faculty are the only voices supporting issues of diversity, social justice and equity in committee meetings, community forums and school board meetings (Baez, 2000; Caudraz, 1977, 1993; Newman, 1999, 2001).

Many faculty of color and female faculty measure academic success based on how their respective communities perceive them, how available they are to their constituencies, and how they communicate their success to children in K-12 schools and the community at large (Louque & Garcia, 2000). For many, success is not measured on how many articles they have published or how many conferences they have attended or how many presentations they have given (Baez, 2000; Caudraz, 1997). Therefore, much time is spent in community outreach (Louque & Garcia, 2000; Baez, 2000). All of this must be done in addition to the regular service assignments in committee meetings and role-laden responsibilities, as tenured tracked faculty member of a post-secondary institution.

Underrepresented faculty may need to know how much social extension may not be understood or valued by the administrative leadership in their department, if the leadership sees such extension, as detrimental or distracting. They may need to also know that the demands and responsibilities for such service are often overwhelming and though warranting support and commitment by others, such service is often under supported (Ladson-Billings, 1997) by the Administration and the Tenure Review committee.

The intersection of home and office often pose significant challenges for female faculty and increasingly, male scholars, surrounding family obligations and work obligations. Stanford University recognizes the “unfriendly” culture of the academy toward family life, when it was stated by one of their associate professors, as Harris (2002) reports that faculty careers are not always family-friendly careers.

What is relevant to our discussion is that the academy has been forced to recognize their faculty, as human beings with family for the most part. One of the greatest challenges women face on the road to tenure is that the culture of the academy and their home-life may not be compatible, but at odds. Grappa & MacDermid (1997) point out:

Beliefs about gender roles also must change. Formal policies and informal practice still reinforce gender-based expectations and make it difficult for women and men to work, as faculty, while managing dependent care responsibilities. Men generally hold the leadership positions—in colleges and universities, as in industry. Most have benefited from a different life history—support in their career endeavors (Wenger, 2007b) by a wife who is primarily responsible for the family. Lacking personal experience in managing work—family conflicts, these leaders

can be insensitive to the stereotypes and inequities currently faced by both genders (p. 28).

Stanford University still struggles to obtain and retain female faculty (DelaPaz, A., 2002). P.Caplan's (1993) research on women in academia analyzed this core tension point, as she observed:

Women who stay in academia are either single or childless for the most part; that married women are even less likely than other women to be hired into tenured track positions; that the average professor works 55 hours a week, but those who have major child care and home responsibilities work 70 + hours per week; and that marriage tends to be a depressant of a faculty woman's academic productivity, but a stimulant for men (p. 185).

While this portrayal may not describe every female faculty member, it evokes awareness that attitudes of courage, perseverance and creativity may be needed to prevail when facing such imposing challenges (Bateson, 1989, Rhode, 2003; Hensel, 1991). Facing tough marital or child bearing decisions, stereotypical thinking in the recruitment process, economic issues, extended work and home hours and declines in professional productivity, due to relational stresses, are indeed human tensions impeding one's experience of academic success (Bradburn & Sikora, 1998; Fairweather, 1993, Fox, 1981). Peterson (1997) noted in her personal narrative:

When I met another graduate student whose name is Patrick Dickson, I began trying to ground the theoretical ideas of merging work and family in some everyday reality...Patrick loved children and wants six. I, on the other hand, did not think that I could have any, if I also wanted to have a career, as a professor of Educational

Psychology. It was a difficult time for me as young woman struggling...and thinking about career and family. Could Patrick and I learn flexibility in the ways that would be required to blend our lives and balance home and career (Pp. 217-218)?

Having a flexible attitude in facing such challenges is needed not only here but also at many other points of cultural tension that underrepresented faculty encounter.

Being Socialized to Academy Standards

As noted by Merton, Reader & Kendall (1957a), socialization generally is the process by which people selectively acquire the values and attitudes, the interests, skills and knowledge—in short, the culture—current in groups to which they are, or seek to become a member. Faculties, and especially underrepresented faculty, have noted the importance of developing networks through socializing (Green & Scott, 2003; Morinski, 2005). This networking comes as the result of “mentors [who] guide and shape [one’s] career by providing access to usually scarce resources” (Green & Scott, 2003, p. 212). New faculties learn their roles through communication with other/mentor figures (Dallimore, 2003). Scholars have advocated examining the socialization process for new faculty for a variety of reasons. First, many new faculty may be unclear about what is to be expected of them (Turner & Boice, 1989). Second, even when new faculty members understand what is expected, they often feel ill prepared to fulfill these responsibilities (Fink, 1990; Finkelstein, 1984). Third, new faculty are increasingly being asked to combine excellent teaching practices with the already high demands for scholarship (Bowen & Schuster, 1986) and may feel anxious about their new roles. This anxiety, suggests (Turner & Boice, 1987) comes from the possibility that one’s graduate school training is inadequately designed in preparing young scholars for the every day realities of

being an assistant professor. If graduate education does not prepare these faculties adequately for their roles and responsibilities, as participating members of both their disciplinary and university communities respectively, then new faculty may face unnecessary struggles in learning what is expected of them.

To succeed, a faculty member has to be adequately socialized and or mentored to learn their occupational and organizational roles and responsibilities (Antony & Taylor, 2001; Austin, 2002; Bell & Price, 1975; Chao, 1988, Chao, Waltz & Gardner, 1992; Chao, et.al., 1994; Tierney, 1993).

Higher education institutions have a major investment in the careers of faculty members. After all, “faculties are an institution's most valuable resource-by far” (Schuster, 1999, p. xiv). For colleges and universities, the quality of a higher education institution, as to its ethos and climate, links directly to the quality of its professorate—the men and women comprising its academic ranks. To their efforts we can attribute the success of development projects, the advancement of knowledge through research, the rendering of service in and out of the institution, and the conduct of effective teaching. Continued excellence in an institution depends on acquiring high quality faculty and sustaining their work, both substantively and in spirit, over a number of years (Mager & Myers, 1982, p. 100). It follows that “careful recruitment and support of new faculty is an essential investment in the future of colleges and universities” (Menges & Associates, 1999, p. xvii). When newly hired faculties become productive members of the professorate, the university has made a wise investment. However, there is considerable evidence that colleges and universities are frequently not “reaping the rewards” of their investments. First, research has documented an extremely high attrition rate among new faculty (Ehrenberg, R., Kasper, H., Rees, D., 1991).

Second, studies have found that many new faculty members have problematic socialization (Fink, 1990; Dallimore, 2003; Morinski, 2005) experiences that impede, rather than foster, a productive career. Third, an elevated level of stress in junior (pre-tenure) faculty has been documented, and has its negative consequences. Finally, the aforementioned problems are particularly of concern because we have entered a period when higher education faces a shortage of highly skilled faculty (Bowen & Sosa, 1989; Bowen & Schuster, 1986; Cohen & Steele, 1999; Hensel, 1991; Finkelstein & LaCelle-Peterson, 1992; Davidson & Ambrose, 1994; Bowen & Schuster, 1986; Moody, 2004a, b).

An assistant professor that ultimately achieves tenure and becomes a member of an institution's permanent faculty will, over a lifetime, cost that institution an average of two million dollars in compensation. If we assume a thirty-five year duration of tenure until a normal retirement age, with annual compensation starting at \$40,000 (sure to increase with time and inflation), "the employing institution incurs a commitment that will doubtless reach two million dollars". Note, in the sciences, this amount can be considerably higher when one considers that start-up costs can easily reach \$500,000 or more. (Brown & Kurland, 1990). Whether such a significant expense proves to be a prudent decision is determined by the faculty member's future productivity and quality in teaching, scholarship, and service. A number of studies have concluded that the foundation of a productive academic career is built upon the early experiences of new faculty and the assessment of his or her mentors and advisors. (Ehrenberg, 2003; Boice, 1991; Fink 1984, 1990; Olsen & Sorcinelli, 1992; Sorcinelli, 1988, 1994 ; Sorcinelli & Austin, 1992; Turner & Boice 1987, 1989).

Traditionally, once faculty members have been hired, they are then evaluated at points along the way to tenure (Parberry, 1995) to assess their successes and failures as their careers

develop. However, the university to help faculty develop in their careers has expended little explicit and formal effort. In essence, in order to achieve success, faculty members have had to, at least in great part, rely on what they had learned as graduate students, in postdoctoral positions, and from observing others. While junior faculty often do well using this random mixture of experiences, the pressures of expectations in a modern university often go beyond what a junior faculty member is likely to know based on experience and observation, and thus chances of success using this approach declines.

Organizational socialization research, specifically, examines organizational entry (Wanous, 1977, 1980, 1992; Wanous & Colella, 1989) and the processes by which a new faculty member comes to appreciate the “values, abilities, expected behaviors and social knowledge essential for assuming an organizational role and for participation as an organizational member” (Louis, 1980, p. 229). Appreciation in this context goes beyond being grateful or thankful but rather extends to being fully aware of the organization, its core values and to highly esteem them in an increasing fashion (Moreland & Levine, 1989, 2001). Such appreciation involves embracing and utilizing these social components of the academic culture in taking on specific roles of researcher, teacher and service provider, as a fully active member (Asch, 1946, 1951, 1956, and 1966; Bland & Berquist, 1997).

This appreciation and utilizing seems somewhat assimilative in manner rather than integrative, as in a holistic fashion. Collay (2002), as cited in Cooper & Stevens (2002) noted “As academic others, women, who disrupt the old norms do so at great risk to their careers, because they believe with good reason that their chances for acceptance corresponds directly to their ability to *imitate* mainstreamed men”(p. 93).

As stated before, faculty is an investment for the future for any post-secondary institution and being such this investment should be guarded and cultivated well. Ironically, however, as Boice (1992) notes, that new faculty and faculty in general are [often] neglected resources whose development proceeds haphazardly. The development of faculty and particularly underrepresented faculty may come through carefully thought out institutional socialization efforts. Berberet (1999, 2002, 2008; Berberet, et. al., 2005; Berberet, 2008) calls for re-visioning a faculty member's relation with their institution.

Over the past several years, the University of Maryland (UMD, 2005) and other institutions around the U.S. have become increasingly aware of the need for, and potential value of, increased mentoring efforts for junior faculty to help ensure their success [see Appendix H & I]. Considering the investment universities make in hiring diverse junior faculty, and the expectations universities have for these people during their careers, an investment in mentoring provides the opportunity not only to help these people achieve success, but also to enhance their capabilities and increase their value to the university far more than, if they had been allowed to develop "on their own" (Miles, 2009).

Women and persons of color frequently face both higher service expectations and numerous requests for assistance from student from the same underrepresented groups.

In addition, the small numbers of faculty from underrepresented groups can produce feelings of isolation. Hence, it is especially important that such faculty feel welcomed on campus and are provided guidance in dealing with the complexities of being called upon to establish their scholarly and teaching career, while dealing with so many demands on their time and energy. The effort made to recruit them should be matched by the effort to retain them and help them to succeed in the promotion process (Wiegman, 2003).

The neglect of faculty development is not the responsibility of the junior faculty member. It is the fault and responsibility or neglect of the institution, college or university, the administration and its senior members (Hipps, 1980; William, 1980/81). Those institutions that neglect the needful development of their junior faculty members seem often immune to the impending consequences of accountability for such neglect (Dallimore, 2003, 2004). The neglected junior faculty member has no promise of academic longevity, as a scholar, teacher or service provider.

Membership Groups in the Academy

Membership groups in the academy are generally formed around cohorts, committees or individuals with similar professional or research interests and activities. Membership groups can be formal or informal and they provide a context for developing an individual's identity (Wade, 1998, 2001; Wade & Brittan-Powell, 2000, 2001; Frable, 1989).

One's identity is influenced and defined by one's former experiences, as well as the norms, values and activities of the groups to which he or she belongs or aspires to belong (Wade & Brittan-Powell, 2001; Dawson & Chatman 2001; Frable, 1989). There appears to be three kinds of reference groups according to reference group theorists: those who aspire to be part of an organization, those that are already members, and those that are in the process of being ignored and shuttled out (Wade & Brittan-Powell, 2001; Dawson & Chatman, 2001).

The groups to which an individual aspires determine the individual's activities before they become members. This is an example of reference power or influence of an aspiration group over a potential member (Dawson & Chatman, 2001). The power to wield such influence is typically unidirectional being able to influence others, while resisting their influence.

Graduate students and new faculty, particularly underrepresented faculty, *look at the more*

senior ranking members of the academy and utilize them, as an aspiration group toward what they aspire as a scholar, teacher and service provider in academia. Those in the aspiration group may or may not socialize these potential members. If potential members are socialized, they are typically screened and evaluated depending upon the perceptions of the aspiration group's values and sense of identity. Wade and Brittan-Powell, (2001) noted in their research findings:

In general, we found that endorsement of traditional attitudes about masculinity and dependence on a reference group for one's gender role-self-concept were related to negative attitudes about racial diversity and women's equality and attitudes conducive to the sexual harassment of women. *These results suggest that masculinity or male identity may partially be constructed around the exclusion of others.* In other words, men may partially define their male identity/masculinity on the basis of what it is not, such as anything associated with the feminine and racial in-group – out-group distinctions with regard to a male reference group (Tajfel et al., 1971, Tajfel 1982; Tajfel & Turner, 1986; Maas & Acuri, 1996).

Therefore, it is possible that men whose reference group is the traditional male group, and who are dependent on this image of masculinity to define themselves will exclude from their identity and group, any characteristics that are contrary to that image (Wade & Gelso, 1998).

This may explain in part some of the resistance of underrepresented groups into the academy, as possessing a contrary image. The rejection of potential members to these aspiration groups may be linked with the male identity theory of (Wade & Gelso 1998). Wade & Brittan-Powell (2000) further noted:

Research demonstrates and provides support for further exploration into how a man's gender role self-concept and feelings of psychological relatedness to other men may have implications for one's attitudes about race and gender issues, equality issues, and potentially for how one view others.

The assumption is that being accepted and tolerant of racial and gender differences, being non-racist and non-sexist and to be able to appreciate and respect differences between men and women is psychologically and socially healthy (p. 48).

Researchers Dawson & Chatman, (2001); Wade & Britton-Powell, (2000); Wade, (1998), Wade & Gelso, (1998); Hyman, (1968); Hyman & Singer, (1968); Merton (1957b); Merton & Kitt (1950) and Stouffer, S. A., et al. (1949) conceptualized three male reference groups and identity statuses that have different implications for the gender role self-concepts. These researchers described the following groups:

The *No Reference Group* status is characterized by a lack of psychological relatedness to other men. There is no particular group or image of men to which the individual feels he is similar, connected, or with whom he identifies, and the gender role self-concept is therefore relatively under-defined or fragment (Merton & Kitt, 1950; Eulau, 1962).

The *Reference Group Dependent* status (Wade & Gelso, 1998) is characterized by psychological relatedness to some men and not others. There is a particular group or image of men to which the individual feels he is similar, connected with, or with whom he identifies, while this is not so with men perceived to be unlike or dissimilar to oneself. Here, the gender role and self-concept is dependent on the reference group and therefore externally defined, as stereotypical, conformist, and rigid (Rosenberg, 1979).

The *Reference Group Nondependent* status is characterized by psychological relatedness to all men. There is a sense of commonality, similarity, connectedness, and identification with various types or images of men. The gender role self-concept is not dependent on a reference group and there, is internally defined: pluralistic, flexible and autonomous (Wade, 1998).

This sense of commonality regarding one's gender self-concept may have implications for mentoring and response to diverse student and faculty populations. The extra burden of cultural understanding may provide points of tension and conflict for the underrepresented protégé in knowing what terms his/her professional career is being crafted by, knowing how to be successful on the terms of the dominant culture regarding tenure, and knowing how to stay true to one's core values. *Those who wish to move from being a potential member to being a member of an aspiration group of tenured professor may go through rites of passage*, as one is examined within the research community for fit, potential and scholastic productivity expressed within the three roles of researcher, teacher and service provider. This movement for the potential member is a prolonged period of probation where the risk of failure to gain approval and acceptance of the aspirant group seems predominantly dependent upon the potential member.

Other scholars would argue that the institution and the senior members of the faculty are also responsible to some degree in their mentoring or socialization or lack thereof. Power to influence and to share appears unevenly distributed between the two groups.

Along this journey over time, are many opportunities to showcase one's potential and one's fit or the lack thereof. During this period of testing of one's conduct, character and professional qualifications, the assessment of one's fit and scholastic productivity seem

paramount. This suggests not only great influence on the part of the aspirant groups [e.g. senior members of the academy] but also great pressure to conform by those potential members who want to belong. The evaluation of potential members by the aspirant group is very important, vital, crucial, often affecting how a new faculty member may feel or perceive him/herself.

Cooley (1902, 1964) posits:

In a large and interesting class of cases the social reference takes the form of somewhat definite imagination of how one's self—that is any idea he or she—appropriates appears in a particular mind, and the kind of self-feeling one has is determined by the attitude towards this attributed to that other mind. A social self of this sort might be called the reflected or looking glass self...as we see our face, figure and dress in the glass, and are interested in them because they are ours, and pleased or otherwise with them according, as they do or do not answer to what we would like them to be; so in imagination we perceive in another's mind some thought of our appearance, manners, aims, deeds, character, friends, and soon, are variously affected by it (pp. 183-184).

The thought addressed here is more than just a reflection of one's image but an expression of evaluation or assessment. This assessment by the aspirant group is part of the culture of the academy and its socialization of potential members.

The assessment is part of the tenure process to prove to the aspirant group that one is fit and capable to work and influence others in a rigorous academic setting. The assessment seems void of any self-assessment or reflective components upon the part of the new faculty or potential member (Jay & Johnson, 2002). It rather is the collective consensus of the aspirant group members that determines the professional fate of the potential faculty member.

Therefore, the acquisition of tenure and promotion [e.g. academic success] is nested in the dynamics of reference group interaction (Dawson & Chatman, 2001).

The process of acquiring tenure is risky, often ambiguous, and can be highly political and radicalized for underrepresented faculty whose distinctive presence in the academy may promote potential tension points, stereotypical thinking and racism in many forms both blatant and aversive (Antonio 1988; Sidanius, et. al., 1991; Turner & Myers, 2000; Park 1996). These tension points appear to be multi-faceted challenges faced by many underrepresented faculty, as they move toward academic success in proving they are fit and productive citizens of the academy (Ferris, et. al., 2003; Phillips, et.al., 1994; Stark, 2004; Stryker, 1968; Tack & Patitu, 1992).

Aspiring for success in the academy is to aspire to be part of the established group of tenured professors, many whom are predominantly Anglo/male. To aspire to such a group provides that aspiration group with extensive power over one's perceptions, values and activities regarding research, teaching—service—scholarship and self- perception/concept (Dawson & Chatman, 2001).

Perceptions of value are key and are often determined by past experiences, present realities and future hopes coalescing together to create meaning about one's identify (Frable, 1989; Wade, 1998). Secondly, individuals use certain groups as a guide or points of reference to help them frame what is important and normal. These groups are called *Normative Reference groups* and are referred by theorists (Dawson & Chatman, 2001; Hyman, 1968; Hyman & Singer, 1968). Thirdly, individuals, as a basis for comparing themselves to other individuals or other groups are referred in the research literature, as *Comparative Reference Groups*. Dawson and Chatman (2001) note:

The term reference group can refer to any and all groups that influence the attitudes and behaviors of individuals. The theory is often used to describe the attitudes and behaviors of individuals. The theory is also used to describe two major types of relationships between individuals and groups. These two dimensions are known as “normative” reference group behavior and “comparative” reference group behavior. Because some reference groups teach individuals how they should behave, “normative” reference group theory is sometimes referred to as a guide for individuals’ behavior. Additionally, some social groups, or “comparative” reference groups, give individuals a basis for comparing themselves or their group to other individuals or groups. Comparative reference groups also influence individuals’ feelings and behavior through normative principles (p. 2).

The comparative dimensional theory may be quickly illustrated in our language in the employment of positive, comparative and superlative adjectives [e.g. good, better, best]. All faculty members must deal with normative and comparative reference groups, as well as handle multiple reference groups [e.g. as to gender, ethnicity, ranking, departmental, office staff, home] as guides for their career path toward tenure (Dawson & Chatman, 2001; Hyman, 1968; Hyman & Singer, 1968).

Such multiple reference groups can create tensions, due to variations of standards, expectations and norms promoted and deemed valued. Not all groups have the same influence and *referent* power among the normative, comparative and multiple groups used as reference groups. In fact, it appears that certain groups that individuals use, as a point of reference, pose degrees of *referent* power [e.g. the ability to influence]. This influence impacts the attitudes and

behaviors as individuals, who may or may not be yet be members of that respective group. Nonetheless, the influence is still there.

The membership group to which a potential faculty member wants to join [e.g. in this case, it is those with tenure] sets the standards, evokes the core values and determines who fits and who is unfit (Dawson & Chatman, 2001; Hyman, 1968; Hyman & Singer, 1968). The membership group also determines who receives support along the way. This support can be a variety of forms but is often in the form of “insider” information that allows the potential member to know what is of true value to those already in the membership group (Hyman, 1968; Hyman & Singer, 1968). This is a substantive ‘mentoring’ strategy, this sharing of ‘insider’ information. Relationships with the dominant membership group may enable the potential member to order his or her behavior in such a way as to be pleasing and attractive to the members of that group (Cooper & Stevens, 2002; Moody, 2004a, b).

This behavior is often demonstrated in informal and formal settings and most often expressed as being a “good citizen” of the department one works in. Therefore, the productivity and the behavior of the potential faculty member in many activities are assessed by the membership group and determined adequate or not adequate. *Those who wish to succeed in academia are often likely to avoid certain groups who are perceived as marginalized and unacceptable to the aspiration/membership group.* These groups are identified as the *Avoidance groups* and are made up of those not accepted into the Membership group [see Appendix A & J]. The flip side to this avoidance activity by potential members is that those who wish to succeed in the academy are likely to gravitate to certain groups that are perceived as valued. Given the predominant Anglo- male/female complexion of academia, it seems that underrepresented faculty, who succeed in the academy, must come to the membership group on

its terms in what many researchers consider an assimilative rather than an inclusive or holistic fashion.

The influence of the membership groups upon potential faculty is strong in provoking or even demanding change in behavior. This influence upon potential members of the academy can be expressed by reference group theory (Hyman, 1968), as anticipated socialization.

Merton and Kitt (1950), as cited by Hyman and Singer (1968) argued from their findings that “Anticipatory socialization occurred when individuals chose, as a reference group, a member group [e.g. aspiration group] and began to socialize themselves to what they perceived to be the group’s norms. This type of mental socialization occurred before individuals are ever exposed to the group’s real influence” (p. 11).

Accordingly, reference group theory (Dawson & Chatman, 2001; Hyman, 1968; Hyman & Singer, 1968) offers a salient explanation for the social dynamics (Eliou, 1988) of what occurs in academia among those who aspire to the professorate, those who are currently members, and those who are part of the avoidance group—the ones who don’t succeed in academia. Finally, the utilization of reference group theory according to Dawson and Chatman’s (2001) research can be viewed as providing further explanations how the growing diverse faculty and student populations can use this theoretical concept in the development of addressing the ways this concept is used. Such research may have theoretical implications for this current study as well.

Summary

This chapter provided a review of the pertinent literature surrounding success in academia as linked with measures and processes for success [see Appendix A & J] and reference groups. The first section provided an overview of the chapter. The second section introduced the conceptual map used to guide the literature review. The theoretical framework was described in terms of organizational and reference group theory. This framework would assist in explaining the concept of “success” in academia. Two dimensions of success were identified briefly as measures of success and processes for success. The next section in two basic parts provided a literature review, which examined conceptually the measures and processes for success as identified in the conceptual model. Finally, a summary was provided capping what was introduced and covered.

CHAPTER THREE: METHODOLOGY

Introduction

This chapter is presented in eight sections. The first section links the methodology to the current literature regarding the impact of a professional association and their respective conferences, as professional development mechanisms and the apparent gaps in the literature. This initial section also outlines the purpose of the study and the research questions. The second section discusses the selection of a research design for the study, its rationale, and how such a design is appropriate and in alignment with the primary research questions. Section three briefly discusses the history and the development of phenomenology (Edie, Parker & Schrag (Eds.), 1970), as a research method. The fourth section addresses the issue of site selection appropriate to the context of the investigation. Section five examines the sampling technique and its limitations. Section six focuses on the types of data used in the study and their collection. Section seven describes the interview protocols. Section eight describes the data analysis procedures and salient ethical issues surrounding such analysis. Finally, the chapter concludes with a summary of what had been discussed.

The purpose of the investigation reported here was to explore the perceptions of success and reference group involvement by underrepresented educational leadership faculty, while they attend a national conference or conferences. Of particular interest were the perceptions of the participants regarding the conference and their professional development, retention (Battle, 1999) and career achievement toward academic success. The primary research questions addressed in this study were the following:

- (1) What are the perceptions of underrepresented educational leadership faculty members regarding their experiences at an annual national conference?

- (2) How do the perceptions of these experiences relate to their professional development as professors of Educational Leadership/Administration?
- (3) What are their differences in perception of experiences among the differing ranks of assistant, associate, and full professors and why?

Research Approach

This study was conducted *from a phenomenological perspective using individual interviews*. Data were analyzed using a process of inductive reasoning, thinking and theorizing (van Manen, 1990, 2000 f-k & m, 2002). A phenomenological approach was chosen for several reasons. First, qualitative research is appropriate for *the study of phenomena in its natural social settings* (Creswell, 2003). Secondly, qualitative research allows for interpretation of social phenomena “*through developing a description of an individual or setting, analyzing data for themes or categories and finally making an interpretation or drawing conclusions about meaning personally, perceptively, and theoretically*” (Wolcott, as cited in Creswell, 2003, p. 182). Thirdly, *a phenomenological research approach allow the researcher to explore in some depth the ‘lived’ experiences of individuals in a particular social setting* (Bogdan & Bikllen, 2003; Brewer & Hunter, 1989; Gay & Airasian, 2000; Giorgi, 1985, 1997; Husserl, 1927; Altheide, 1977; LeCompte & Preissle, 1993; Maxwell, 1992, 1996; Wolcott, 2001), thereby developing an emic perspective (Lett, 1996, 2006) throughout the data. In this particular study, the focus is on the lived experiences and perceptions of underrepresented educational leadership faculty at a national conference.

An “emic” approach is one that uses the method of interviewing subjects for the purpose of understanding ‘how’ the subjects perceive and ascribe meaning to the events in their lives, as opposed to “etic”, which is used to observe subjects in discovering patterns of

behavior (Berry, 1990; Guba, 1990; Harris, 1976; Lett, 1996, 2006).

Connected to the application of phenomenology (Edie, Parker & Schrag, 1970) is an understanding of its history and development. *The discipline of phenomenology may be defined: as the study of structures of experience or consciousness of individuals* (Merleau-Ponty, 1962; Moustakas, 1994; Schutz, 1967). Also, phenomenological studies consider conscious experiences, as perceived from the subjective, participant *or first person point of view*. *Phenomenology studies the structure of various types of experience(s)* ranging from perception, thought, memory, imagination, emotion, desire, and volition to bodily awareness, embodied action, social activity, including linguistic activity. *These types of experiences operate like various lenses in viewing the construed and sculptured meaning(s) arising in one's experience(s)*. The structure of these forms of experience typically involves what Husserl (1927) [see under Edie, Parker & Schrag, 1970] called “intentionality,” that is, the directedness of experience toward things in the world, the property of consciousness that is a consciousness of or about something.

According to classical ‘Husserlian’ phenomenology, our experiences are directed toward—represents or “intends”—things only through particular concepts, thoughts, ideas and images (Edie, Parker & Schrag, 1970). These make up the meaning or content of a given experience and are distinctive from the things they present or mean (Schwandt, 1997; Schutz, 1967; Smith, 2003). Such experiences are intentional in a utilitarian fashion, as related to the construction of the meaning assigned.

The basic intentional structure of consciousness, found in reflection or analysis, involves further forms of experience. Thus, *phenomenology develops a complex account of twelve awarenesses* (1) temporal awareness [within the stream of consciousness], (2) spatial

awareness [notably in perception], (3) attention [distinguishing focal and marginal or “horizontal” awareness], (4) awareness of one’s own experience [self-consciousness, in one sense], (5) self-awareness [awareness-of-oneself], (6) the self in different roles [as in thinking, acting, etc.], (7) embodied action [including kinesthetic awareness of one’s movement], (8) the purpose or intention in action [more or less explicit], (9) the awareness of other persons [in empathy, inter-subjectivity, collectivity], (10) linguistic activity [involving meaning, communication, understanding others], (11) social interaction [including collective action] and (12) everyday activity in our surrounding life-world [in a particular culture] (Ferch, 2000; Giorgi, 1997; Moustakas, 1994; Schutz, 1967; Smith, 2003; Denzin & Lincoln, 2000a; Wolcott, 2001; van Manen 1990, 2000 f-k & m, 2002).

Furthermore, in a different dimension, we find various grounds or enabling conditions, conditions of the possibility of intention, including the embodiment of bodily skills, cultural context, and language and other social practices, social backgrounds, and contextual aspects of intentional activities.

Such contributing conditions enable a phenomenological view to lead from a conscious experience into conditions that help to give the experience intentionality. Traditional phenomenology has focused on subjective, practical and social conditions of experience. *Social conditions like a conference and its iterative social dynamics contextualizes this phenomenological exploration.*

This current phenomenological investigation was based partly on the results of a pilot study conducted in the fall of (2003) at an annual national conference of an Educational Leadership organization. For the pilot study, I observed a fellow graduate student attendee for 72 hours, recorded his experiences and explored his interpretations and perceptions of these

experiences. I conducted six hours of interviews with this graduate student guided by a set of semi-open ended questions, using Washing State University research interview protocol. I wrote field notes on my observations and took photographs of this participant in various setting—with his permission. I then analyzed the data using a constant comparative approach and reported the findings in a published article for UCEA [University Council for Educational Administration] (MacLean, 2004a; Wolcott, 2001).

While the participant in this pilot study was Anglo/male, such an initial investigation into the socialization of a graduate school attendee at an annual conference provided some initial conceptual categories for the present study regarding underrepresented faculty perceptions in this instrumental case study (Tashakkori, A. & Teddlie, C., 1998; Campbell, A., 2005/—personal correspondence; Stake, 1995; Yin, 1984, 1989a, 1993, 1994; 2003).

The Setting and Site Selection

The national annual conference on Educational Leadership, which was the context of this pilot study, was held in (2003) in a medium-sized Pacific Northwest city. Most of the conference participants were Educational Leadership professors throughout the United States and Canada. A few were international attendees from England and Australia. Graduate students, like me, and the subject of my pilot study, also attended the conference in their roles, as invited mentees of attending professors. Conference activities were typical of national academic conferences and included governance meetings—which usually occurred before the conference, general assemblies, scheduled meetings, round-table discussions, paper presentations, symposia and evening informal times (Young, 2003).

Sampling

Convenience and *purposeful* sampling (Bogdan & Biklen, 2003; Denzin & Lincoln, 2000a, b; Denzin & Lincoln (2003); Maxwell, 1996; Merriam, 1992) were used to identify potential participants for this study.

Convenience sampling involves “the process of using, as samples, whoever happens to be available, [e.g., volunteers], (also referred to, as *accidental sampling* and/or *haphazard sampling*)” (Gay & Airasian, 2000, p. 622). Gay and Airasian (2000) further described purposeful sampling as *Judgment Sampling* “the process of selecting a sample which is believed to be representative of a given population” (p. 625). Most qualitative research employs the use of purposeful sampling.

The main weakness associated with this method of sampling “seems to be the potential for *the inaccuracy in the researcher’s criteria for selection and the resulting sampling selection*” (Gay & Airasian, 2000, p. 138; Patton, 2002, 1990). *The strengths of such sampling are in keeping with qualitative research’s emphasis upon in-depth description of participants’ perspectives and contexts.* This links with the nature of the data collection insuring the “best” participants are included (Gay & Airasian, 2000).

Criteria for participant selection included self-identification, as an Educational Leadership member or graduate student in the educational leadership program. Also included was the willingness to participate in a taped-recorded interview, availability and willingness to participate in follow-up interview(s) if necessary and willingness to be interviewed and to give verbal/and or written consent to participate in the study. Participants were all volunteers.

The primary participants were Educational Leadership faculty from underrepresented

populations [e.g. women and minority] and non-underrepresented population participants—Anglo/male—as a comparison set [see Appendix G].

Participants were initially selected with the help of a key cultural spokesperson/my former chair/ who had knowledge of participants, who would fit the selection criteria and had ties with the Educational Leadership association (Furman, 2003). The final sampling for this study emerged with eighteen participants. Nine were underrepresented Educational Leadership faculty members [e.g. female and minority] and nine were non-underrepresented leadership faculty members [e.g. Anglo/male].

The professional rankings of these participants ranged from pre-tenured professors to full professor status [see Appendix G]. Additionally, two graduate students were selected and interviewed in order to provide further information regarding the perceptions of potential entry-level assistant professors regarding their professional development and socialization experiences at the conferences. Participants were selected for fit into the three primary rankings of assistant, associate and full professors, for both underrepresented and non-underrepresented status

Data Collection

There were four primary sources used for this study: (1) interviews with the participants, (2) researcher's process journal, (3) post-interview reviews and (4) extensive theoretical notes. The interview guide and process are described, as the following:

The post-interview reviews consisted of notes made by the interviewer following each interview. Those notes included details about the setting and observations about the interviews such, as *where* the interviews occurred, under *what* conditions, the

participants' reactions, *an assessment of the rapport with the participant*, and *an assessment of the interview's effectiveness*. The researcher's process journal included notes on personal observations, thoughts and insights and how the research process evolved throughout the study. The self-interview consisted of the researcher's response to the interview questions proposed in the interview guide.

Interviews with the 18 participants were guided by a protocol of open-ended questions [See Appendix B parts 1-2]. The central question for each interview was "As an Educational Leadership faculty member, what are your perceptions regarding your professional development, while attending this association's conference?" This central question usually came after opening salutations, an explanation of the study, the assurance of following Washington State University research protocol and in listening to their initial responses and in responding to them in a professional and polite fashion.

Interview Protocol

Interviews were conducted in person at two annual conferences, or via telephone depending on the logistical difficulty of scheduling interviews at busy conferences and with the busy lives of involved Educational Leadership faculty. Typically, interviews took between 35 to 50 minutes in length. *Each interview was audio taped to ensure accuracy and to facilitate interpretive trustworthiness* (Trochim, 2002) in accurately portraying the perceptions of the participant. Permission to tape was sought and granted by each participant.

Interpretive trustworthiness refers to *the degree of accuracy* in presenting the "inner" worlds of perceptions of the study's participants using "low-inference descriptors" (Brewer & Hunter, 1989; Campbell, 1979; Altheide, 1977; Maxwell, 1992, 1996).

The phone interviews were audio taped, using a recorder that connected directly to the telephone line. Following each interview, supplementary notes were made about the comments of the contents of the interviews. I want to thank, in particular, Dr. Reed for the usage of his office in conducting many of these interviews. Each interview included an informal discussion period of salutation, introduction and transition into the more structured and guided protocol of the interview guide. This informal phase allowed the researcher to establish a warm and inclusive relationship with the interviewed participant. Each participant was thanked for his/her willingness to participate, informed again of the purpose of the research interview and his/her role in the interview. *Any questions from the participant were answered, and the participant's written/oral consent was obtained.*

Data Analysis

The first step in phenomenological *reductionism* is to a central or core meaning- the process of data analysis in which the researcher *sets aside*, as far as humanly possible, all preconceived experiences to best understand the participants in the study (Creswell, 1988; Moustakas, 1994). The second step “horizontalization” is the process whereby the researcher lists every significant statement relevant to the topic and gives it equal value (Creswell, 1988, 2003; Moustakas, 1994; Strauss & Corbin 1998; Van Manen, 1990, 2002; Denzin & Lincoln, 2000; Maxwell, 1996).

The third step in phenomenological analysis is where the researcher *clusters the themes* or meaning units, removing overlapping and repetitive statements (Creswell, 1998, 2003). Following the third step, a fourth step was employed where *the researcher writes about what was experienced*, a description of the meaning the study's participants have experienced.

Linked also to this description, the researcher also writes a “structural description of an experience, addressing ‘how’ the phenomenon was experienced. Such processes involved seeking all possible meanings, seeking all divergent perspectives, and varying frames of reference about the phenomenon and using an imaginative variation” (Creswell, 1998; Moustakas, 1994).

All interviews were transcribed verbatim from the tapes. After the completion of the transcriptions, the scripts were read through six times. The first readings was to get the general flow of the overall interview, and the next readings were used to focus on particular statements that seemed to stand out and for preliminary thematic coding and were recorded using tables. These readings went through several more process iterations. The transcripts of the interviews became the major source of the raw data for the research paper (Giorgi, 1985, 1997).

Once transcribed, the data was given a reading for a holistic overview and a description of the data read. Additionally, the data was member-checked in a selective fashion, at the start, to verify the accuracy of the data collected and peer-reviewed to further test preliminary insights, interpretations or conclusions and to provide useful challenges and insights to those interpretations (Johnson, 1977; Richards & Richards (1993).

Both van Manen (1990, 2000f-m, 2002) and Merleau-Ponty (1962) remind us that the purpose of phenomenological reflection is to try and grasp the meaning of something, thereby implying that the ultimate outcome of a phenomenological analysis is to determine the meanings(s) of experience. Toward that end, the researcher looked for statements that described how the participants perceived their experienced professional development and mentoring, socializing, career advancement, and retention impacts within the conference context(s) and its various activities and offerings. The transcripts were then coded, in accordance with the

intuitive and inductive process of qualitative research; the researcher then coded the data. The significant statements were listed, and each statement treated, as having equal value or worth. This listing process was utilized in the initial iteration, then in the other iterations, were hand written on white-boards and then was followed by thematic coding utilizing word processing documents and tables. The other iterations of analysis utilized the *Nudist* software program entitled *N6* for in the thematic coding stage for comparison and further refinement of the data analysis. This also resulted in a type of triangulation that helped strengthen the credibility, and trustworthiness of this inquiry.

Research particularly in the health science field of gerontology, as well as other health related sub-fields; have explored the analysis of interviews and observational data utilizing *Nudist* or *N6* software (Barry, 1995, 1997; Coffey, Holbrook & Atkinson, 1996; Lubrosky et al., 2002; Marshall & Barry, 1997; Tesch, 1990, 1991; Winograd, 1996).

Researchers in the field of education are currently exploring the mediating effects of technology utilization on reflective or best practices employed *Nudist/N6* to code salient themes around this cogent research, as well (Abdal-Haqq, I., 1998; Winograd, 1996; Burroughs-Lange & Lange, 1993; Fielding & Lee, 1991; Lee & Fielding, 1995; Richards & Richards, 1993; Tesch, 1990, 1991; Weitsman & Miles, 1995). Additionally, long-termed or *longitudinal* panel studies by the United States Department regarding the impact of its programs and policies upon welfare recipients employed the use of *N6* to capture the perceptions of governmental assistance upon its recipients (Newman, 1999). Consequently, the value of this study centers upon, among other factors, the utilization of *N6* to analyze and refine thematic categories.

This current research sought to formulate and develop a list of non-repetitive and non-overlapping statements. *Textual descriptors* [e.g. what was experienced] and *structural*

descriptions [e.g. how it was experienced] were developed with the statements, which had been grouped into meaning units [e.g. clusters of statements grouped according to meaning].

Finally, *an overall description* of the meaning and essence of the experience(s) of the participants regarding their professional development, mentoring, networking, socializing, career advancement, scholarship, and retention within a conference context for underrepresented faculty *was constructed*. The assumption(s) at this step was the recognition of the presence of an “essence” of shared experiences, a critical dimension that differentiates a phenomenological approach.

Each step of the analysis was guided by the importance of characterizing the essential meaning of what the participants descriptions revealed about the nature of professional development opportunities for themselves within an Association’s conference and what those descriptions revealed, as to their contributions to their professional development as post-secondary faculty in their tripartite roles of researcher, teacher and service providers. All of this was done while remaining faithful, as possible, to their original descriptions and/or perceptions (Creswell, 1988). Data from the researcher’s process journal, literature reviews, data analysis iterations and reflections on theoretical models employed in the study were also integrated, where appropriate, for developing trustworthiness (Trochim, 2002) of the study. The researcher also employed trustworthiness strategies (Johnson 1977) germane to the analysis of qualitative research. Primarily the researcher positioned himself, as a detective searching for evidence about causes and effects through careful considerations that systematically eliminates rival explanations or hypotheses by employing a host of recognized strategies (Yin, 1984 1989a, 1989b, 1993, 1994 2003; Yin & Moore, 1987).

For this investigation the following seven primary strategies utilized were (a) extended

fieldwork, (b) low inference descriptors that utilize field notes and verbatims [e.g., direct quotations], (c) member checking and cross-checking to obtain collaboration (Saunders, 1998) that the information and conclusions were true and accurate, as well as representative of the participants of the study, (d) data triangulation which employs multiple data sources, as I have already alluded to under data sources, (e) theory triangulation which helped to interpret and explain the data, (f) peer review that solicits feedback and critique of others about the researcher's interpretations and conclusions, (g) negative case sampling that looks for examples and cases which disconfirm the researcher's expectations and tentative explanations of the data and (h) reflexivity or the iterative self-awareness and reflection needed to limit the influence of researcher bias (Jay & Johnson, 2002).

Gaps and Summary based on the Literature Review

Current higher education scholars like Jackson (2004), Twale and Shannon (1996), Ward (2003), and Young (2003), have argued for the importance and effective impact of participation in professional associations for all faculty but especially for underrepresented faculty in the academy. These scholars collectively acknowledge while current evidence supports the salient and positive overall effects of such professional affiliations, there is but scant published evidence about these associations influence upon the various roles and responsibilities such faculties engage in within their institutions and their disciplines. Indeed Ward (2003) argues, "Although there is only limited research about disciplinary norms and how they shape faculty work, and in particular, faculty as institutional and disciplinary citizens, they undoubtedly do."(p. 62). Researchers, Bringle, Games & Maloy (1999) further reiterate this idea in their publication.

Additionally, Twale and Shannon's (1996) University Council of Educational Leadership Administration research study on UCEA further affirmed the importance of this current study by highlighting existing gaps in the research. A further recommendation by these researchers centered upon the (a) rewards for professional service involvement [within a discipline specific association] needed to be more clearly articulated.

Faculty members need to know (a) *more clearly the extent to which such involvement in a professional conference is acknowledged by their respective universities and colleges' tenure and promotion decisions*, (b) *important issues arising from the study needed further research with regard to the values and dangers of professional service within a conference setting*. Twale and Shannon (1996) recognized that the limitations of studying just one specific area of Educational Leadership offered and (c) *a cogent request for further qualitative inquiry*. Their request "may be very valuable in determining what is gained from professional service [within a discipline specific association's conference] from both a male and female perspective" (p. 6) and by extension, to all underrepresented groups as well.

Summary

This chapter presented the research design methodology employed in this study. A rationale and justification were provided for this qualitative phenomenological design as embedded in the limited research on a professional association's conference and its impact upon the career development of faculty and especially underrepresented faculty (e.g. women and minority faculty). The chapter also addressed the connectivity between the application of phenomenology (Edie, Parker & Schrag, 1970) and this study. The setting, the site and the sampling of the participants were then discussed addressing protocol, confidentiality and the limitations of the study. Data collection strategies were next described in relationship to time-

periods, protocols and ethics (Shapiro & Stefkovich, 2005). Data analysis were also discussed in primary steps as well as how the data would be treated after transcription for analysis and coding to discover the essential meanings of the participants regarding their perceptions of their conference experiences. Finally, trustworthiness (Trochim, 2002), strategies germane to phenomenological investigation were discussed and listed in the collaboration of this study's findings. The next chapter presents the analysis of the data collected.

CHAPTER FOUR: RESULTS

Introduction

This chapter has five sections. The first section explains the schema of the chapter and how it was utilized in presenting the conclusions derived from the data. To begin, there are three basic rankings of tenure-track faculty in academia (Parberry, 1995). Composite personal narratives representing a spectrum of perceptions of three participant faculty members across the three representative rankings of assistant, associate and full professor were employed and described. A pseudonym was given to each composite representative faculty member to protect the confidentiality of the participants in the study. This provided them with anonymity though their perceptions; thoughts, ideas and statements were expressed through the voice of the amalgamated portrait that emerged. The analysis showed how these representative members perceived and engaged these experiences and emergent themes in similar and differing fashion. The second section presents the amalgamated story of Dr. Tyrone Johnson, an African-American-male, in his mid to late 30's, who holds a newly earned Ph.D. from a research one institution in Educational Leadership/Administration. He was seeking his *niche* in the academy. The third section introduces the reader to Dr. Linda Holton, a nontraditional 45 year old Anglo female Associate professor, who has successfully negotiated the acquisition of tenure, has been in the academy seven years, and had cultivated her professional *niche* by securing tenure and her national persona, as a professor of Educational Leadership/Administration and one who focuses upon women's issues. The fourth section familiarizes the reader with Dr. Teresa Ortega, a Latina full professor who, while underrepresented, has made the academy a career choice based upon prior and extensive practitioner experience in the K-12 schools and community service in the head offices of those schools, before she matriculated to academia.

Now, at the age of 55+ years, with tenure secured, many students mentored successfully, some to the professorate, she has achieved her particular niche at a national/international level, where she has sculptured a national/international persona, and is known for her rigorous scholarship and publications and involvement in social justice issues (Newman, 1999, 2000). She has gained and earned collegial, regional and national/international respect, while remaining genuinely humble and altruistic. Section five provides a summary of the findings from section two through four, utilizing an axial theme that links the previous emergent major themes from the data of (a) theme #1—Challenges, difficulties and provocations, (b) theme #2—Improvements advocated, (c) theme #3—Personalizing: how the event takes on significance, (d) theme #4—Support Systems and Strategies, (e) theme #5—Provisions sought and found, (f) theme #6—Axial theme—Linking the concepts to the pursuit of tenure by niche finding, niche cultivation, sculpturing one’s personality around that niche and wrestling with the challenges, questions and needs of niche crafting [see Appendix D]. Under representation of women and minorities is a reality among the approximately 590, 937 full and part-time positions in the academy (Census Bureau, 2003) [see Appendix C]. Underrepresentation is also a diversity issue, as we enter and engage the 21st century (Adams, Bell & Griffin, 1997; Brennan, 1996; Brown, 1988; Cox Jr., 1993; Gonzalez, Stoner & Jovel, 2003; Kurtz, 2002; Rendon, 1992; Schultz 2005; Wallace, 2003).

Underrepresentation is at the heart of the issues needed to be revisited with substantive discourse and further consideration around its implications regarding university life (Bowen & Shuster, 1986; Bronstein & Ramaley, 2002; Delpit, 1995; Landsman, 2004; Pascarella, T & Terenzini, 1991; Tam & Rousseau, 2001; Braun, et. al., 2005; Yeotis 2004; Weinburgh, 2005; Koch, 2005; Fraser-Abder, P., 2002). Re-visiting this important and complex issue is necessary

for promoting understanding about promoting understanding about the mission of the university to all its stakeholders and how such institutions will be able to prepare an increasingly diverse student and faculty population for an increasingly diverse work world. Finally, under- representation is a social justice issue, which some scholars in the academy argue is currently producing and promoting not only White privilege (Clark, 2003; Hawkins, 1998; Jensen, R., 1998, 2005; McIntosh, P., 1989, 1990; Newman, 1999, 2000) but also the continuation of a Euro-centric balkanization among our academic institutions and among their underrepresented citizens. One of the promises of higher education is that instruction cultivates critical thinking and insight into social reality, and, ultimately, contributes to a more just society. The disappointment is that coursework does little to help students begin the process of critically examining their own thinking, feelings, and desires. University professors share the responsibility of preparing citizens for participation in a just and diverse society. Given this responsibility, course design must promote critical thinking among students and their teachers/instructors who are regularly confronting diversity and complex social changes in the workplace and in the larger community (Capper, Frattura, & Keyes, 2000; Delpit, 1994; Gross, 2003).

Revisiting the Purpose

The purpose of this study is to explore the perceptions of nine underrepresented Educational Leadership faculty members and nine non-underrepresented faculty members evenly selected across the three primary rankings of a post-secondary institution or degree granting institutions [e.g. assistant, associate, and full] at a national conference to capture their voices regarding how and to what extent such a professional conference impacted their career

advancement/professional development in the various areas of research, teaching effectiveness, service providing, writing for publication, grant writing, cultivating professional attitudes, knowledge acquisition and dissemination, networking, training, socializing, mentoring, cultivating a national/international persona, as university citizens in a challenging environment, their retention (Brinson & Kottler, 1993) within that environment, and ultimately their advancement toward tenure and promotion in academia. The study also seeks to explore how effective a professional conference is as a professional development mechanism, how both the underrepresented faculty and non-underrepresented faculty utilized it, and how such utilization influenced in particular the underrepresented faculty who attended a national conference within their discipline, as institutional and association citizens.

A Framing Metaphor

Juggling is an apt metaphor in describing faculty managing the concurrent and competing demands of the professorate. To keep several objects or projects going simultaneously, to manage these projects, to meet the requirements and demands of these projects, to promote timely discharge of these projects and their eventual outcomes in a coordinated fashion is both a skill and an art (Raider-Roth & Holzer, 2009; Raider-Roth, 2002, 2003).

An associate professor in the academy described the need for this art and skill of juggling and her “real” struggle with juggling the professional demands of her tripartite roles and these demands, as related to her workload and time management. She notes:

That I really need to finish up, but you know, a lot of times even when I’m not finishing one project, I get an idea for another and you know, I get going on that

and uh, I can see that there are some things related, that I need to follow through on, uh, before starting something else and [I think] this can be one of my prominent weaknesses, I guess (Collay, 1999, 2002; Covey, 2004, 2008; Kyriacou, C., 2001; Wergin, 1994).

Additionally, this study recognizes other complexities and contributing factors of professorial life: issues regarding their gendered humanity [e.g. female and male], their multiple identities surrounding race, culture, ethnicity and sexual orientation, their diverse training, their personalized experiences and challenges encountered prior to coming to the academy, as well as inside the ‘grove’ of academia in addition to their respectively diverse scholastic perceptions, abilities and contributions within their lives or “lived” experiences (Aisenberg & Harrington, 1988; Frye, 1992; Hartman, & Messer-Davidow, 1991).

This phenomenological inquiry seeks to investigate the perceptions of nine underrepresented faculty along the three tenured rankings, as they sought to juggle their rank specific and cumulative constellations of (a) socialization for fitness to academic standards, (b) socialization for research scholarship, teaching, grant writing, departmental duties, mentoring of students and (c) socialization for leadership and legacy.

This concept of socialization is unpacked, as we are introduced to three amalgamated/composite narrative-portraits of underrepresented faculty ranging from assistant to full professor, as they face and negotiate the organizational challenges of the academy with its socialization processes, embedded social structures, discipline specific cultures, the challenges of integration by being in the department and finishing its goals and in the process of crafting a sense of identity (Corcoran & Clark, 1984; Morinski, 2005).

Additionally, the inquiry focuses on the dynamic context of an Association’s national

conference, as the arena for exploring these underrepresented faculty perceptions and experiences of professional development, scholarship, publishing, networking, retention and career advancement in the multiple dimensional levels of their rankings, roles, as well as their ethnicity and gender (Gibson et. al., 2004; Gibson & Alagic, 2003; Morley, 2003/2004; Tierney & Rhoads, 1994; Weisman, & Longacre, 2000; Yeotis, C., Gibson, K., & Alagic, M., 2004). It is within this context and among the small section of academia that we are introduced to assistant professor, Dr. Tyrone Johnson.

Tyrone Johnson is an African-American, male, an assistant professor at the University of Y in the Southeastern portion of the United States. While only in his early 30's, he has been married for eight years with one child. Dr. Johnson is one of five children in his family, the first to obtain a Ph.D. in his immediate, extended family, and the object of joy and pride to his mother. He obtained his Bachelor's degree and teaching certificate in five years from a predominantly white institution (PWI) in the Pacific Northwest (Hawkins, 1996) and served briefly [e.g. four years], as a middle-school science teacher and department lead teacher in an adjacent urban area in the state before going back to a different and small land-grant university for his Masters degree, on a part-time basis, seeking his administrative certificate. His school district staff considered him a "rising star", having selected him 'teacher of the year' on two separate occasions. While attending graduate school, he was encouraged by the university staff in the College of Education to consider the acquisition of a doctorate in Educational Leadership. According to Harvey (2001), colleges and universities have experienced steady growth in the racial and ethnic diversity of the student population, but have not seen similar diversification among the faculty. Arguments for a diverse faculty include ensuring better education and exposure to diverse scholarly perspectives and life experiences for all students.

Ethnic minorities represent 13.8% of the total faculty nationwide. Moreover, faculties of color are not evenly distributed across institutional types, disciplines, or academic ranks. Arguments for a diverse faculty are as compelling as student diversity, which extend beyond the obvious reasons of equity. Faculty diversification fosters educational equality. The more diverse the faculty, the greater the diversity of course content and readings, curricular and teaching methods, and scholarly ideas presented to students. Evidence suggests that colleges and universities that have more faculty and students from diverse backgrounds have students that report being more accepting of people of different races/cultures and more culturally aware. Additionally, students from diverse campuses also showed greater growth in the areas of leadership, critical thinking, ability to work cooperatively, interpersonal skills, and problem solving (Hurtado et. al., 1999; Turner, 2002). Tyrone was struggling with his career choice, but decided to pursue this degree. He graduated in 2002 and was offered several faculty positions upon acquisition of this terminal degree in Educational Leadership. He selected his present university based upon issues of “fit” and social justice. This is his story.

Tyrone’s Narrative

“An Endangered Species”

Given the realities of under representation, how did Tyrone make it to the academy, as a professor of Educational Leadership in light of the persistent and current endangered conditions of his race and gender, as described by a 60-year-old African-American female *full* professor of this study? She posited:

Uh, I think there are some things going on now in some places, particularly Black boys, they’re dying species, if we are not careful (Prothrow-Stith, M.D., D., 1991).

This statement raises questions about how conditions are worsening for some members of increasingly diverse student populations (Kozol, 1991). Kozol (1991) has used the term “at risk” to describe students under these conditions in a seminal classic entitled *Savage Inequalities: Children in American schools*. He ended his expose of the public school system’s default leadership abandonment for our nation’s children with an appeal. He states:

Surely, there is enough for everyone within this country. It is a tragedy that these good things are not more widely shared. All our children ought to be allowed a stake in the enormous richness of America. Whether they were born to poor white Appalachians or to the wealthy Texans, to poor Black people in the Bronx or to the rich people in Manhasset or Winnetka, they are quite wonderful and innocent, when they are small. We soil them needlessly (p. 231).

The cumulative impact of this soiling effect on Tyrone’s family, as well as Tyrone himself, was echoed in the description of his upbringing, the educational limitations shared by members of his family, the hope of his grandfather for more for Tyrone and the generational advice given him:

Well, coming up, everyone in my family stressed education because everybody worked hard and none of them actually had the opportunity to get an education and they always told me, if you don’t wanta be out here working hard like this, go to school, uh, my grandfather on my father’s side, uh, was a contractor, self-made man, didn’t have much, I think about a third-grade education himself, but he taught himself a lot of stuff, but uh, when I would work with him in summers and sometimes during the year in the afternoon, he would always tell me to, you know, take care of school and do well in school, so I wouldn’t have to work as

hard as they had. The family's deprivation of opportunity and resources appeared to create a hunger and desire for more for Tyrone—a desire for a better life for himself. This better life would start by taking care of business in school and doing well, thereby positioning himself for advancement within a predominantly white governed educational school system. Did the message stick with Tyrone? He admitted, “Definitely, definitely, I heard the message, got the message constantly uh, like my folks didn't know a lot about education, but they knew that it was the way out.”

However, knowing the way out and utilizing schooling within a predominantly white institution in an effective fashion for a black young man are two different things altogether.

Kessler (2000) advocates that the *soul of education* is (a) helping students find connections between their learning and their worlds and (b) to show compassion for others and character for themselves. In light of that advocacy, Tyrone described his early public school years as conflicting and even silly:

I would characterize myself as an average student; got in trouble quite often now as I reflect on it, you know, I look back on it; I think the trouble partly may have been on me, but part may have been a misinterpretation of my teachers. Uh, so but I take my responsibility in terms of the things I did, I did do some silly things. I got in trouble quite often and um, in my early years.

It appears to this researcher that Tyrone experienced, only in part, what Kessler (2000) advocated for what Public school teachers to do for their students. Tyrone's troubles would be further exacerbated by many other factors, Adjusting to various challenges and changes cased

by the break up of his parents and the frequent moves they made in relocation and the transitions that would be caused by those events would prove to be a long-termed challenge for Tyrone centering upon his personal relationship with his father, because of his parents divorce:

I am the oldest of five and being the oldest of five, um, let us go even further back. My mother and father are from a small town in X state, the western part of X state and so um, my father was in the military and so we moved quite often when I was younger, um, particularly in my elementary years. Right at the end of my elementary education, beginning junior high school, my parents were separated and ultimately divorced.

While his dad stayed in proximity to the family, until Tyrone's 9th grade, such proximity did not promote communication or trust, as reflected in his statements:

So after 9th grade, he, you know, was, and also I have to say at that time was very angry with my father, so we, I had to communicate with him...but yeah, my father—I was very angry with my father and we just didn't, our communication, we didn't communicate for, wow, nearly 20 years; it has been a long time before we actually started.

Tyrone's anger is typical of young African-American boys growing up without a father figure in the home (The Morehouse Conference, 1999). The prevalence of fatherlessness for African American males is astonishing. Fatherlessness still remains an issue. According to (2007) U.S. Census Bureau information, close to a quarter of American children live in a single-mother household. Fifty percent of children identified, as black or multiethnic with black heritage live in single-mother households close to the poverty level. This is a vital concern, because many African American men-especially young men are very bitter, angry, and

desperate because of this (National Center for Fathering, 1999; Kunjufu, J., 2008). Many of them have grown up without involved fathers in a world that continues to hammer on their manhood (Franklin, 2007; Tiger, 1999). Boys who grow up in father-absent homes are more likely than those in father-present homes to have trouble establishing appropriate sex roles and gender identity (Adams, Milner & Schrepf, 1984). Franklin (2007) advocates that the church becomes the catalyst for the African community to help teach and heal the rifts between fathers and sons. In contrast to his home life, Tyrone's school experiences in the K-12 sector of the academic pipeline were considered moderately successful with a mixture of average grades, program tracking, as well as his own personal disengagement due to developmental issues of being a typical adolescent. This disengagement was confronted and countered by a deal made with one of his teachers.

I would say I was average, but um, however, in terms of being tracked, I was always tracked into higher level courses, um, I just didn't, I just did average in those courses, so I was tried, um, even you know, they would take out someone in middle school and was on the track, took calculus in high school and everything, um, and actually, when I was in 10th grade, I was in what is called um, 11th grade, I'm sorry, I was in what had a little geometry and mathematics and I was purposefully failing at times and it just so happened the teacher had the time to make a deal with me; it was interesting because I caused trouble in the class and part of it was, you know, me just not doing my work and trying to be frustrated and part of it was being a teenager and playing sports and things of that nature and giving more attention to my girlfriend than anything else.

The current research on under achievement of minorities, especially black young men

suggest that far too many black children perform poorly in school not because they lack basic intellectual capacities or specific learning skills, but because they have low expectations, are poorly motivated, feel helpless, blame others, or give up in the face of failure—often exacerbated by his female teachers (Kunjufu, 2008) and their classmates in the classroom (Graham & Weiner 1992; Landsman, 2004). These conditions would be pertinent to Tyrone’s experiences. Often minority students have expressed disengagement or ambivalence with school, for they are assumed to be low achievers and therefore are not encouraged or motivated to excel academically (Vroom, 1964). Teachers of students like Tyrone have often encouraged them to find their places in sports or other non-academically challenging activities. The students that are considered “bright” or “hot” are promoted and socialized toward academic success, while those that are not so “hot” or “bright” are seldom called on or engaged significantly with and are quickly written off, as a poor risk, if trouble erupts. No deals are made. Tyrone’s sense of achievement and vision for his academic future beyond high school came in part from his association in upper level classes, his classmates and the influence of his mother’s voice, as he recalls:

For me, I don’t think it was like that myself because the guys in which I hung out with, I always thought of them as being way smarter than I was, um, and I felt like I was just trying to keep up, um, and so I guess because of being tracked and the people I happened to be with, um, I just thought of them as being way, way smarter. I always knew I was going to college. My mother instilled in all of us, you go to college, and we always knew we were going to go to college.

The Challenges of a Predominantly White University (PWI)

The personal and informal support systems that are highlighted in this discourse reiterates the need for support and shows how Tyrone's eventual matriculation to attend university would be influenced by his association with college bound peers who were considered smarter. Then there is the voice of his mother, who infused over time, this dream of degree attainment. Tyrone's degree attainment for his Bachelors degree, at a predominantly White institution in the Pacific Northwest, provided him the opportunity to learn in difficult fashion (a) the processes of applying to a school, its costs and paperwork, (b) the acquisition of and maintenance of scholarships, funding and financial assistance, (c) the cultivation of an identity, as a student who belongs, (d) the cultural mores of a research one institution, as expressed in its curricular offerings, (e) its commitment to diversity though in limited fashion, (f) the chilly climate of the academy towards underrepresented groups due to their differences, (g) the Eurocentric norms of this institution, as to its ways of thinking, doing and being, (h) the challenges of being treated as the representative of his race and (i) the ignorance of [e.g. some] white students regarding the thoughts, feelings and values of other people differing from them, due to lack of exposure prior to matriculation. Tyrone readily admits that this was the harder part of his journey (Heggins & MacLean, 2004a,) to academia for "It was easier for me to earn my Ph.D. then it was to earn my Bachelors." This learning phase was about understanding the academic culture, as he described it "Again, knowing the culture or understanding the culture or trying to understand the culture, why this and why not that."

Negotiating the Job Market

Completion of this first degree and the acquisition of a professional teaching certificate signaled a significant milestone for this African-American male. He was now able to make a

job connection through his church, another important support group or mechanism for many underrepresented faculty of this study (Franklin, 2007). He remembered:

And then, in fact, um, what happened, the church I was attending at X city, it just happened that there was a school board member of X city attending that same church and were just talking one day and I was telling him: I need a job, I need a job! I really need a job!

This church membership and school board contact was able to open a doorway for Tyrone at a crucial point in his career journey. This process of social networking between job seekers and gatekeepers of school districts was experienced at the start of Tyrone's professional career, as a newly minted educator. The motivation for taking the position offered by this friend and school-board member was expressed in personal terms "I taught for a year [there] and I just, even going back, I think why I actually, why I went back to X city was because the school board member was a member of my church in X city. I did it out of respect for him." The rationale shared by Tyrone didn't center upon the job so much as his relationship with this school-board member, as a friend and fellow companion in church and out of the respect he had for this individual on a personal level.

This personal component may be seen, as a relational obligation. It was during this time that Tyrone met his future wife during a personnel change at his school and the second year of his teaching. He remembers fondly:

So I met my wife, um, because it was her first year of teaching, so we met at first year teaching meetings and things of that nature, um at that time, um, let me see, a middle schoolteacher, um. I switched schools a couple of times because when a principal changes, it is almost like a regime change.

Also remembered with equal clarity was his success in reaching the kids in an effective fashion being recognized as an outstanding teacher by being selected twice as “teacher of the year” by his school district. Tyrone reflected:

So I taught in three different schools, um, but the second school I taught at was a phenomenal school, um, and I say it was phenomenal is because I made real connections with my kids. I ended up being the 5th-7th grad teacher. I loved those kids. Nonetheless, I mean I was successful teaching; I was “teacher of the year” in ’96 and 98’, um, middle school teacher of the year...so I became quite confident at what I was doing.

His colleagues further developed Tyrone’s career success in this validation of him, as an effective educational/teacher practitioner. This validation seems to have promoted further hunger in him for going back to college for further training (Goddard, 2003; Goddard, Hoy & Woolfolk, 2000). Coupled with this were the pressures for further economic advantage in acquiring a higher degree. Based on U.S. Census Bureau findings in (2002), *the average annual earnings for high-school graduates were \$30,400. Completing your associate's degree in your professional field would increase annual earnings to \$38,200. Transfer to a four-year school and graduate with a bachelor's degree in the same field and your earning power rises to an average of \$52, 500 (Cheeseman D., J., & Newburger, E.C., 2002). If you move directly from there to completing graduate work or return to school after working a few years and complete a master's degree, your salary in the same profession will increase upwards of \$62,300 per year. Stay on the path and complete a professional degree or Ph.D. in your field, and your annual earning power increases to between \$89,400 and \$109,600 annually. Of course, these figures are for national averages across all career fields. In specialized professions*

you may earn well above these averages (Cheeseman & Newburger, 2002).

Tyrone recalls the next step in his academic journey: “I started working on my master’s part-time at a small university in X city. The news recently reported this university had about, at that time around 2,000 students, now it has 5,000 students.”

Increasing One’s Economic Well Being

Green and Scott (2003) assert in their seminal work on the journeys of African-American graduate students to the Ph.D.: “the once hailed Bachelors degree has lost its door opening capability and now it is replaced by the advanced degree and the marketability that accompanies it” (p. 4). They further posit, “Several [other] research studies have found that on average, a graduate education will be worth 35% to 50% more than having a Bachelors degree (p. 4). Additionally, “According to the United States Census Bureau (1998, 1999, 2000—Current Population Surveys: CPS), a person with a Masters degree earns up to 24% more than those with a Bachelors, whereas those with Ph.D.s earn 35% more than individuals with Masters.”(p. 4).

Tyrone’s own narrative affirms the findings of Green and Scott (2003) and Cheeseman and Newburger (2002), when he candidly affirmed that his current pursuit of a Masters degree was for increased payment from his school district. Tyrone describes a meeting with his Master’s program advisor in which they talked shop about his career and further education, he recalls:

What happened was my advisor for my master’s program um, suggested that I, um, start getting, you should consider doing a Ph.D., I mean; also I was doing professional development in the school districts, um, I was the Mathematics’ lead teacher, leader of

our school and district wide, I was in conferences...things of that nature, and um, my advisor for my thesis, she suggested I should consider, you know, getting a Doctorate, I would be a good teacher educator. I never thought about it at the time, just never; I wanted to get a Masters so I could be paid more, wanted to be an administrator, I just wanted to be paid. Please note that Tyrone has moved from “I want a job” to “I want to be paid [more]” in his thinking about his worth, as an educational practitioner.

A Refined Vision of Professional Advancement

In route to further economic gain, Tyrone was encouraged to seek a Ph.D. degree by his Master’s advisor, envisioning for him his capability in influencing other teachers, not just K-12 students. Typical of many of the minority assistant professors of this study, Tyrone’s initial response to this envisioning, they too had never thought of it before or thought it impossible (Bem, 1972).

This vision construction was a form of professional and timely intervention, as well as an invitation, which seems to be an effective way of opening the doors of graduate schools of education for potential minority faculty members, then in knocking on the door unsolicited or in one’s own strength. A Latino assistant professor of this study describes his experiences in this socializing process of invitation to academia in this manner:

I had applied to the cooperative administrative program at University X back in Y city and I was not accepted. The next time I tried, I did it because I was invited to do it, so one was of my own proactive way and I got rejected and then on the second time, I got invited and so I felt like, um, they wanted me, I didn’t want, just want them, they wanted me. I felt good about it because I was invited into

the application process and then once there, uh, I was fortunate enough to build some relationships (Parker & Parks, 1997) with at least two or three professors that kind of mentored me along the way and by that time, by the time I had worked on my Ph.D., there. I was older, I was more experienced and knew the rules of the game and if I didn't know them; I tried my best to understand them as quickly as possible.

The theme or reciprocity of desire between a non-member candidate and organization emerged from these statements by this underrepresented faculty. Initial acceptance was perceived as an opportunity for not only acceptance into a program but relationship building once the candidate "got in". And once in, to quickly learn the rules of the academic community he became part of. Similarly, such an invitation and acceptance from the Academy would be forthcoming for Tyrone, as he recalls the extent to which his advisor went to position him for acceptance in the Ph.D. program:

But what ended up happening is that she contacted um, two people; she contacted Dr. W. at the University of X and she contacted Dr. B. at the University of B and really just said I have this student, you know, uh, if he calls you, would you guys talk with him and she's like, she told me, I talked to these two people, you should call them. So, I called the guy at U of X and um, we had a conversation but it was bland, nothing earth-shattering but um...

Therefore, while the initial phone conversations were nothing exciting or encouraging to Tyrone, one can see the power of influence of a female advisor [another underrepresented member of the academy] in positioning an African-American male mentee or an underrepresented candidate for an invitation to the academy. Potential underrepresented graduate students need this assistance. One also sees how such networking connects a potential

candidate with a post secondary organization and who are the gatekeepers of the academy—usually Anglo and male academicians. Tyrone recalls his advisors strength in advocacy when he states:

“It was a done deal; she had already decided I was going there. She had plans for me, she had this road map for me, but she had made it seem like it was doable, and at that time I thought the Ph.D. was not attainable.”

Every underrepresented participant of my sample set confessed in some fashion, going through an initial transformation of thinking from undoable to doable. This suggests to this researcher that the current messages given or construed by underrepresented groups outside the academy and not Anglo and male will not be allowed in. The axiom: STRANGERS KEEP OUT/VIOLATORS WILL BE SHOT seemed posted on doors of the academy in general. Another axiom also posted: IF WE ALLOW YOU IN, IT WILL BE ON OUR TERMS—GET IT??? WE DON'T CARE ABOUT YOUR CULTURAL RICHNESS, ETHNICITY, GENDER OR DIVERSITY THAT YOU CAN BRING, WE ONLY WANT CITIZENS THAT ASSIMULATE. Tyrone, fortunately, was neither considered a stranger by his Master's advisor nor had he been shot at this point in the journey. His female advisor, initially, had made the decision for him, to go after his Ph.D. and ultimately devised a plan, crafted it and shared her vision for his success in graduate school and beyond and determined a course of action in the face of his doubts and hesitancy. How detailed was this map? Tyrone remembers with a tinge of astonishment and awe:

She made it look doable; she was like you can do this in about three and half years, if you do this, this, this; she had a road map for me, as if I was going-a vision for my success.

Finding a Cultural Broker and Reliable Map

The map is not a guarantee but a guide, which if certain conditions are met, certain obligations completed, then possibly certain outcomes in all likelihood can transpire. Tyrone recalls the advice he was given in applying:

So that was that, I mean things like; and the way we ended the conversation is Like, she's like well you know, you have to turn in this essay. If you get the essay to me next week, maybe; get the essay to me next week, I'll take a look at it, give you some feedback and tell you what you need to work on.

What is interesting is the locus of control (McClelland, 1994) this advisor had over Tyrone. The choice for Tyrone to go to graduate school to obtain his Ph.D. and the map to do the work for the Ph.D. were her doing. The arranging for phone interviews with prospective universities was her doing. The assigning of an entrance essay was her doing. This locus of control and choice is seen as a mechanism of complicity of the mentee to the mentor. Notice the difference with the Latino candidate and the locus of control and conation he exercised on (p. 104-105b). Tyrone further adds: "I hadn't even planned on applying, and the whole thing and now this lady is making me write a paper, writing this essay and she sends it back and I had to make these changes, then to apply. Ultimately, I ended up at the University of X." Here the "Teacher of the Year" for two non-concurring years is seen responding simply, as a student taking an assignment and turning it in under the tutelage and directions of his Master's advisor.

Adjusting to Graduate School

Now, what of the journey inside the academy, as a graduate student? Tyrone recalled:

It was a bunch of things, um; there were a bunch of things going on at once. Um, I

when I first got there, I was intimidated; we [I am assuming all the new candidates, but he could be referring to the new underrepresented ones only] were highly intimidated but comforted at the same time.

Intimidation speaks of fear induced through an awesome presence or manner of expression. Intimidation also speaks or connotes of deterring one from a course of action. Tyrone's experience is typical of intelligent, gifted, and articulate people going through cultural transitions, coming from what is known to what is unknown and trying to make sense of what they see, feel, perceive and choose to engage in. Having lived with my family overseas twice, once in Zaire Africa for a year and a second time for seven years in Taiwan, I would call this "culture shock". Transitions, like moving and relocating, and giving up successful careers to become a "nobody" all over again, speaks of risk taking and identity crafting in a new and strange environment.

Not all gifted, talented, and invited people make the journey (Heggins & MacLean, 2004) to the academy successfully. Those who do must be good at decoding the environment and making connections with others, unlike themselves to survive. Tyrone recalled the isolation he faced, and yet the comfort he found, in the friendship he had with the only other African-American male member of his doctoral cohort:

He and I were the only brothers, but we did face some, you know, we had some interesting things to deal with because, when we first got there, people could not remember our names. In fact there were times we had to put this one girl in check because she referred to use as "light chocolate" and "dark chocolate" and so it was like does she gets us mixed up, do we look; we don't even look alike, you know, I'm light skinned and way shorter than he is and

so we don't even look anything alike and so we had this situation going on.

Racism, in subtle and blatant expressions were evident in the academy and among those graduate students, when one seeks how a white female student responds to Tyrone and his "brother" based on skin tone/color rather than regarding their distinctive human features, such as weight or height or gender or even their humanity (Kurtz, 2002; Jensen, 2002, 2005). As one distinguished African-American associate professor, a participant of this study asserted:

In our country [there] is a kind of class [racial] consciousness. This pervasive consciousness was keyed upon the presumptions about who fits into these categories and why and how you treat them. Such presumptive processing assumes a rationalized approach to classifying others differing from you, as a basis for your treatment and behavior toward them. Presumptions, while possessing the quality of beliefs based upon reason, may also contain the quality of a belief founded in irrationality. Therefore, anyone that you perceive, as fitting into that category, whether they fit or not, it clouds people's perceptions and reactions until they learn differently or until they proceed differently. However even here, the proceedings themselves become a difficulty for people to have discussion because they have preconceived ideas of who and what you are based upon, what you look like, or what color your skin and that is where the "rip" comes in unless people are free of those kinds of perceptions and see people as individuals.

This African-American assistant professor's comments act as a commentary on the "ripped" experiences of Tyrone and his only "brother" within the graduate cohort. Tyrone and his "brother" found comfort in being accepted into the academy, in their friendship, yet Tyrone speaks of another provision of comfort. This provision of comfort came in having an African-

American female faculty member, as his advisor. He described this comfort of similar interests in the following terms:

But the other thing is that is was comfortable because Dr. V...ended up being my advisor, she's a sister and so, she, uh, in terms of the kind of work I wanted to do, um, looking at issues of socio-culture issues [e.g. social justice etc.] and how it impacted technology and economics of the professorate (Hameresh, 1992). She was doing the same type of research and so ultimately, I ended upon a couple of research projects with her, um, doing some things with her as well as, um some other projects with, um, about social justice (Newman, 1999, 2000), with Dr. Y, who was the chair.

Tyrone had networked and found a couple of scholars, his advisor and the chair who were willing to invest their time and energy in letting him work with them in similar areas of scholastic interest and scholarship. Such experiences are valued experiences and growth opportunities for the fledgling graduate student and in particularly underrepresented graduate students. With these comforts clearly in mind Tyrone was able to face other challenges that came from several sources. A source of challenge was from his own cohort in getting along with the members of that particular cohort though he adamantly asserted that he got along quite well with his advisor in that cohort. Another challenge for Tyrone came from his Anglo professors, as he remembers one female Anglo professor that gave him particular trouble:

I only had, there was one professor I had trouble with and I have to explain what happened was; we had the last class of the semester and we were talking about feminist theory and this professor is a strong feminist, and so students and the whole semester I'd just been frustrated with the whole idea, does this apply to

black women and but there were no sisters in the class, they; I am trying to play this out, you know my mother has four boys and one daughter and if she subscribed to this type of theory, how would that, I mean would we have been different, or could she, could a Black woman subscribe to this type of; I would characterize it as radical feminist theory situation from a white woman's perspective. I mean there was no other; I mean I did not get any thing from the class (bell, Hooks, 1994, 2003).

The trouble appears to be in several arenas of application of feminist theory to his life experiences as well as his family's regarding ethnicity, gender and race. Indeed, what African-American scholars have talked about feminism from a Black perspective and a Black female perspective at that? How do these perspectives differ?

Furthermore, an associate professor participant of this inquiry agreed substantively with Tyrone's reaction, when she asserted: There is a disparity [that] is centered upon (a) what has been written and published and (b) why are they [underrepresented faculty who are in Educational Leadership positions both in the K-12 sector or in the academy] not being recognized, as in African-American and or Latino/Latina community leaders realms (Brooks, 1983)? Addressing such questions often leads to other questions for underrepresented faculty members like Tyrone, as they sought answers (Heggins & MacLean, 2004).

How do underrepresented populations and people in minority positions get a chance to demonstrate what they do know in terms of Educational Leadership—when the answers are not published or widely known (Dudwick et. al., (2006)? Besides a desire for hearing various perspectives, Tyrone also expressed a desire for help in not only the conceptual or theoretical, but also in finding validation for his prior experiences, as well as assistance in writing more

substantively from an academic perspective and especially upon those topics of social justice that were important. He recalled:

Coming to the program with experience, as an administrator and having the respect of your professors because you've been in the battle field, in the battle ground and then validating those experiences and then taking you under their wings, under their wings, to help you publish (Teute, 2001) and to be able to write that in an academic manner, um, and mentoring and on and just looking at your work and first of all, I, uh, think I'm a pretty good writer but they make me a better writer by looking at things a little more critically, not necessarily grammatically, but the sustenance itself.

He seemed to have found a safe *niche* and gained important validation that assisted him in producing scholarship that was accessible within the academy. The primary posture Tyrone, at this point, seems passive and receptive, being helped...not necessary proactive or self-reliant. That would come later in his journey (Heggins & MacLean, 2004).

Morphing to Self-Reliance

As we roll the tape of Tyrone's graduate school career forward, over the next two to three years of time intensive graduate study, we begin to see a change in Tyrone's disposition and understanding, as he successfully learned to manage the academic rigor of graduate school. Tyrone demonstrated this change when he announced:

The other thing is being really proactive about what you believe, being assertive about it and then respecting that when you say stuff, when you make your own interpretation of things, uh, being really sure and competent about what you believe you know, your philosophy and actually being non negotiable to that

kind of way, almost telling the professor.

An effective Educational Leadership program, according to Tyrone, should help guide and develop this self-control/conation (McClelland, 1994) in the thinking and behavior of the graduate student. Tyrone appears to be such a student. After moving through his course work and successfully completing his comprehensives, he proactively took the next step:

Like my chair, when I was working on my doctorate, on my dissertation, um, I basically went and asked my chair, would you like to be my chair, yes I will she said and then I had a really good committee. I was acting like a professor in stating, here is what I want to do, here is when I am going to get it to you and here is the calendar and this is what I want to propose, this is when I want to defend and I was pretty assertive about that.

My chair responded very, very, well. I mean to her it was easy, she really did not have to supervise much and I think that gave me added confidence. Benefits from this proactive posture, of setting up a schedule for his dissertation proposal, communicating his plans ahead of time to his chair and presenting this to her appeared to lessen her work load and communicated simultaneously an aura of professional competency and confidence. Such would convince the members of his committee, that here was a candidate who was prepared as well as self-assured. This professional disposition would mean that this graduate student consistently meets challenges with dignity and poise, making sound decisions with certainty and responding with appropriate courses of action. Other important dispositions looked for by his committee would be altruism, professionalism, timely communication and confidence. (Glanz, 2002; Hughes, 2004). Confidence in the predominantly Anglo/male culture of academia is important and Tyrone demonstrated this in many ways. His planning, work ethic and commitment to take

responsibility is further seen, when he turned in his dissertation before the scheduled time:

Because to tell you the truth, by the time I turned it into her, uh, about three or four weeks before I defended the proposal for my dissertation, it was finished. I said “here it is, I’m going to give it to the rest of the committee and she said “wait a minute”, let me look at it ok, you’ve got until tomorrow to look at it I said. She replied, “no, give me a few days and ok, it’s done and she called me later and said you know what, let’s do it and you know zero read, zero nothing.

I went in there, I defended 30 minutes/ 45 minutes, at the most, and then they asked me out. I was out for three or four minutes. They came back and said “Congratulations you are done”!

This type confidence appears to be based upon quality of scholarship and not bravado, as Tyrone reflects:

Be assertive, but be sure, make sure that your work is quality, you can maintain your assertiveness, as long as your work continues to be of high quality. If that is the case you will be alright, people are going to respect that, pretty soon they won’t even look at your work, they’ll just say ok, I trust you, but take it upon yourself, don’t let anybody tell you how to make it better, you, you produce the work, and you know, in a way that is of high quality all the time and so I tell my graduate students half the time when you ask permission from me, I will tell you “no”, so you shouldn’t really be asking a lot, you should be telling your chairs.

This is what I’m going to do and I’m teaching that to my doctoral students.

Tyrone had discovered a workable pattern for proposals and dissertation defense. He believed that asking too much gave too much power to an advisor or committee and lessened

their confidence in his ability [e.g. by implication your abilities], as a scholar to write in an academic fashion—your scholarship then becomes questioned. This condition would demonstrate to both your chair and committee that you don't belong in academia and that you are not a true member of the club.

Adjustments and Accommodations

The shift from mentee to peer, while formally accomplished one level through the routine process of an approved proposal for research and its subsequent dissertation approval, confessedly took further adjustments, involving one's self perception and one's responses in the ebb and flow of faculty life in the cultivation of one's self identity, as a professor in the academy (Frost & Taylor, 1996; Ross, Lepper & Hubbard, 1975; Stryker & Burke, 2000; Striker & Serpe, 1982,1984). This challenging transition involved as well internal adjustments on the part of Tyrone [e.g. self-perception], as well as external accomplishments, as exemplified by a completed and approved dissertation.

Another transition, briefly identified by many of this study's underrepresented participants focused on the securing of employment and confronting the attitudes and assumptions faculty have about approved doctoral students, as well as new faculty regarding their prior work experiences. Tyrone's narrative illustrates vividly his experiences in his job search affirming this point of tension, which he asserted:

Some senior members of the academy are indeed [intimidated and] that's a threat to them. And I shouldn't generalize, but it came out in several situations, uh, in a couple of, well the two biggest university systems in X state, I experienced that, yah an uh, and I had two offers on the table and one of them

was from University of X and uh, I go, I don't care if you're a Tier 1 or whatever I want to work where my work is respected and where I feel good about it.

Feeling good, as defined by Tyrone, was finding his *niche*, where his prior practitioner experiences were validated, as well as his potential for scholarship interests. He further speculates and posits:

I think the transition into academia uh, is easier than; you can become uh, a um scholar after [being a] practitioner, but after being a practitioner such a transition was easier than being a scholar for 25 years, it's very hard to be a practitioner over again.

A further transition issue mentioned frequently by some of the participants of this study at the assistant level position focused on role adjustment through time management and the discharge of other duties in academe, rather than solely on research writing and publications. One factor of these adjustments involved time management, as related to teaching, research (Braxton & Bayer, 1986) and service. Tyrone recalled his initial frustration in not teaching in his area of expertise or interest [e.g. social justice and its link with technology], and how this affected his enjoyment of scholarly pursuits linked with the tenure requirements of his university:

I mean many times I was, I can't say I was wasting my time, but I was really spending time trying to, you know, trying to teach stuff that was completely off topic for me and the [tenure] clock was ticking. I mean it was really ticking.

An Anglo/male assistant professor of this study also noted the divisive nature of unrealistic and premature expectations upon new staff, when he commented, "The main challenge I face here at F University has to do with the amount of service required for my rank.

I serve on numerous committees, and I even chair committees that I should not be chairing. It is out of balance for my rank, as an assistant, but I feel obligated to serve and pressure from the university, the department and other more senior individual faculty.”

Both underrepresented and non-underrepresented faculty face challenges of unrealistic expectations regarding their ranking and the discharge of their roles of researcher, teacher and service providers. Often this push from the departments saddled the underrepresented faculty member in “being THE minority representative.” Additionally, such role specialization placed unnecessary pressure on the underrepresented faculty member to “be the minority voice and bring the minority perspective.”

Several participants, in this study, at different ranks, confessed, “They [the department or university] wanted me to represent the entire group and I could not!” and “people have wanted me to know things about my own culture and I did not!” Tyrone clearly articulated this pressure through a self-description: “I see myself being pulled in multiple directions being a representative of very few. An Anglo/male associate professor confirmed Tyrone’s perception about this dilemma, when he shared his analysis of this challenge for underrepresented ethnic minority faculty, when he remarked:

One thing I think is tough for minorities is you are the one in charge of certain meetings because you are a minority and are the minority representative and it has to happen or you are silencing voices...But on the other hand it takes up peoples’ time so I think there is a double-edged sword. Additionally, the duality of this dilemma was further highlighted by also realizing that certain individuals at times may have promoted the “opinions of a few minority [e.g., underrepresented] professors [who] have become ironically over represented in the discussions on committees and

panels...as they get tapped over and over again for such leadership roles. So on the one hand you are silencing voices, if you get tapped repeatedly.

Research suggests that the tenure track (Wolverton, 1998) ranking systems, combined with the length of time a faculty member serves within a department, create a norm of *Rank-Based Hierarchy*. Underrepresented faculty describe that to follow this Rank-Based Hierarchy is to defer their own authority to tenured faculty members' opinions, and to consult with tenured faculty before taking unprecedented actions. One underrepresented faculty member of this study reported, "Taking action of some sort is immediately considered too much because I am supposed to respect the existing hierarchy. I am supposed to be quiet and wise and listen and learn."

Untenured faculty report feeling particularly fearful (Parker, 1997b), if they do not defer to their senior colleagues for such will negatively impact their chances for tenure, thus creating a norm of *Silence* for untenured faculty (Noelle-Neumann, 1984). When asked about having voice within the department, this participant responded, "Yeah, as much as an untenured faculty can. As an untenured faculty you have to be careful about how much of a voice you have...not that they say I have to, but the implication is that if I [upset anyone], I won't get tenure." In contrast, underrepresented faculty report feeling that they cannot speak out on issues of support directly relating to them. These types of concerns, which they remain silent about, include unfair salaries, limited space, and unfair merit pay distribution. Underrepresented faculties experience a "Catch 22" situation; if they speak out about the perceived unjust resource distribution, they risk "making waves" and defying the norms of deferring to senior faculty. However, if they do not speak out, they risk an accumulation of injustices that leave them feeling alienated and distrustful of their colleagues (Ginther & Hayes, 1999, 2001, 2003;

Gubitosi-White, 1996; Menges & Exum, 1983; Sutherland, 1990; Tack & Patitu, 1992; Thompson & Dey, 1998; Viernes, 2002; Harvey & Anderson, 2005; Johnsrud & Sadao, 1998; Wiley, 2001, 2004; Branch, 2001).

Another challenge faced by Tyrone regarding his career advancement in academia and the professional expectations of his department centered upon service due to the disinterest of a senior faculty member. Dr. Johnson recalls vividly with annoyance what was asked of him:

I should rephrase that, um, that I think that there was a reputation of having assistant professors serve in positions of such authority because senior faculty didn't really wanta do these things and so, um, so I had to put together our first accreditation packet for ABCD, which was stressful because I had to really, try to get faculty to agree to teach certain courses, um, and it took, it did take some time off of my research agenda(s) and publication schedule. I was really annoyed that I was the only one doing this, when I felt that this was a job for a senior faculty member, so this meant there were problems with respect to this service. I had to; after a while, I had to make it clear that um, my; that I had the same expectations of service as everyone else, that I was gonna to be a good citizen, but um, I had to make it clear that I didn't want to be abused, so I, ok, so I became pretty, I would not say a rabble rouser but I became a great, more effective advocate for myself.

In his mind he was professionally defrauded several times like this, as he further recalled, "I think that [we are] expected to learn on the job, um, and I think, um, and I do think in the beginning, that I had, I was taken advantage of a couple of times, so I made it a point to stop that." How Dr. Johnson brought a halt to this professional mistreatment was noted, as he learned to work through this challenge by becoming more protective of his time

and energy. In closing, he quipped:

To keep this from happening and secondly to insure that it didn't happen to people behind me, who were coming up [e.g. graduate students], so that was the other major, you know major issue, was just time to try and protect my writing time and um, and I think that once I got past those two hurdles, then I was fine.

This speaks of self-absorption, a despised trait, which the Engineering industry sees in Academia. Self-Absorption in academia seems focused on oneself and one's line of research and less on the students or one's colleagues' success. It may be construed as selfishness. I will probably hear from you on this assertion, but I feel morally obligated to describe self-absorption in those terms. Most post-secondary institutions seem wrapped up in their own issues, problems, and politics, not to mention personal pursuits, and critics of the academy point this out to say, "They often forget the students and the surrounding communities they were commissioned to serve in their original or developed mission statement" (Calderwood, 1999; Pounder, Reitzug & Young, 2002) which should have the following substantive elements: An empowering mission statement would:

- Focus on *contribution* and worthwhile *purposes*.
- Be *created by organization members and executive officers*.
- Be *based on timeless principles*. Contains both *vision* and *principle-based values*.
- *Address the needs* of all participants.
- *Include fulfillment* in *physical, social, mental, and spiritual dimensions*.
- Be *written to inspire you* - not to impress anyone else (Mission Statements—(Creighton University © 2009).

This Self-Absorption leads others to accuse the Academy of being an "Ivory Tower",

insulated from the real world of issues, people and their problems. Critics of academia say that academic theory is insulated from the 'real world', and thus does not have to take into account the real effects, results, and risks of actually performing the actions which academics study, theorize or propose. This often leads to a real or perceived tension between academics and practitioners in many fields of knowledge, particularly when an academic is critical of the actions of a practitioner. Depending on the degree of criticism, the practitioner's critique of academia/academician's response could also be seen as anti-intellectualism.

The balance to the academician's view from the practitioner's perspective is that even if academia is insulated from practice in the real world, it does not mean academic study is valueless. In fact it is often seen that many academic developments turn out, only much later, to have great practical results. However, given that among practitioners there is a perception of academic insularity, it may increase the value and impact of the academician's studies and or articulated opinion(s), if they take that insularity into account when discussing or offering criticism of a practitioner or a practice in general. (Wikipedia, The free Encyclopedia, © 2008). In other words, when sharing your knowledge, know your audience and their sensitivities and “build bridges”, leveraging off of one another's expertise (Culbertson, 1995).

In actuality, many senior professors no longer actually teach for they have abdicated that function of their tripartite role to Teaching Assistants—graduate students and/or adjunct professors—so they can concentrate on one thing and that is their crafting of peer-reviewed, peer-edited works of scholarship to be published. They get graduate student assistants to teach many classes or conduct labs. What do these senior professors do then? They write papers to further their own careers and develop and apply for grants—or actually do grant work that brings in the needed supplemental financial allocations for their respective departments and

University.

For some universities, this is a good thing, for other universities, this abdication of duty would be derelict due to the university's mission and post-tenured review standards (Alstete, 2000; Applbaum, 1997; Bennett & Chater, 1984; Johnson, 1993; Manger, 1999). Students suffer a bit for being denied access to the real teaching talent originally hired for the job, if the teaching load is left to just graduate students, adjunct professor (Blanke & Hyle, 2000) and even fledgling assistant professors who are teaching out of their realms of interest. Tyrone seemed to have grown up quickly realizing that being an assistant professor involved negotiating hurdles that are endemic to the academy and some that were connected to one's rank, as a professor, one's race/ethnicity and under-representation and the behaviors of the senior tenured faculty over him in the ranking hierarchy.

Envisioning Oneself as a Scholar

Dr. Johnson spoke of this adjustment when he said, "I think when I was a graduate student, and I used to look at professors, as in an exalted light and so I didn't see myself that way." Seeing professors as almost academic celebrities keeps young graduate students and faculty distant. Such a viewpoint impacted his view of scholarship, as he reflected:

So it was just hard for me to really envision myself writing article and publishing them, realizing that there would be other [graduate] students looking at me that way too. As an initiate to the academy, it took time to adjust, as roles are now reversed.

Dr. Johnson further communicates about his internal struggles involving his perceptions, as he posits:

I had to understand that I had, um, I had, or I had issues or had ideas that were

worth publication and I think that was a major hurdle that I had to overcome.

Whenever, I saw people in print, I just thought that they had wonderful ideas and I couldn't possibly have ideas that would be worth printing...it took me a little time to um, reject that idea, so there were some internal battles...I mean I was publishing all along, but I think it took me a while to really accept the fact that you know, that I had something to add to the literature that is out there—not use to having your voice heard, then you need to get over some internal battles...yeah it's in print, oh wow! I mean that's uh, that happened to me a few times and I just laugh when that does happen, so that was one issue I had overcome.

The publication of one's ideas and the resultant validation, when they are published was initially both hard to imagine and celebrate, even though actualized through his involvement with a professional association's conference. Additionally, Dr. Johnson had questions about scholarship in general, his scholarship in particular, current theory and its application to his research agenda, which focused on social justice (Adair, J., 1988, 2003; Adair, V.C., 2003; Hardiman & Jackson, 1997; Lowen, 1995). Tyrone further confessed:

So the difference is that, I'm reading somebody else's research and I'm the one who applies the knowledge of it, if you will, as a practitioner, and as an academician, uh. It's more of continuing to read research that is, that I have an interest in, but it is also developing a research agenda that meets my passion, which is Educational Leadership but from a social justice perspective.

Tyrone's sense of professional competency was challenged even though he had brought to the academy his school district's and statewide recognition for his competency, as a teacher practitioner. He admits, “ So I mean in terms of my Educational Leadership Association's

conference, I can say that yeah, I was pretty much established [as a practitioner] by the time I started going, as a pre-tenured assistant professor.” Competent and experienced, yet questioning, doubting and pressured by new responsibilities in a work environment that was not as structurally supportive, as it could be, promoting a deep sense of ambivalence, anxiety and even anger.” Dr. Johnson assessed his university’s support in this fashion:

The university sends mixed signals about its expectations of faculty members. On one hand the university says it is committed to expanding graduate education opportunities and to expanding the academic reputation of the university. The President of the university is on record, as saying that one means to those ends is to recruit and retain high quality, scholarly professors. Yet, there are still many structural elements missing at the university level, as a result, we have a hard time hiring top-notch academics. For example, we recently made an offer to a professor to join our department. She is an editor of a respectable journal, which would have been brought with her to the university. However, the university would not grant her release time for editing the journal, so she declined the offer to join our faculty. That small measure, granting release time for editing journals, may not seem like a big deal to the university administration, but it sends a strong signal to the faculty members of that university. The university is very supportive of its faculty with respect to developing our professional careers, but supportive in the “cheerleading” sense—on the sidelines, making noise, voicing approval and encouragement but little in the ways of resources or substance. Tyrone further described this contextualized work environment: “I suppose the fact that I work in a research one university poses some unique challenges. Our department offers one of only three doctoral programs in the whole university. As a

result, many of my colleagues outside my department envision our unit, as one committed mostly to the preparation of pre-service teacher education. Research is not as high a priority for many of my colleagues outside the department.” Underrepresented faculty like Dr. Johnson and the female scholar [editor] that got away, paint a mosaic of post-secondary institutional solicitation and courtship of accomplished scholars, but also the institution’s lack of a substantive support systems for the various needs of its faculty [e.g. release time to edit a journal] due to what appears to be an internal structural weaknesses involving limited mission, vision, budgetary considerations and what is truly valued.

A Professional Conference: Its Relational Impact

In looking outside his research-intensive university, Dr. Johnson found a link for himself, his professional goals and a support system, in spite of the cheerleading stance of his university. Tyrone observed “there is that link, that I mean, that through the conference, they that got to see my work and um, and they gave me advice.” Tyrone assessed other impactions of this professional conference in the following multi-faceted description:

I mean the conferences have been pretty helpful; they were pretty helpful for me Because again part of the time, I mean the conferences really helped to demystify what professors did because um, again I was; when I was going to these? conferences, when I started going to these conferences, as a graduate student and then as, you know, a beginning professor, un, I use to go to all the sessions and listen to what people were saying and you know some of it was, a lot of it was helpful, but a lot of it was ‘crap’.

The important element of *demystification* of a professor's roles spoke of clarifying what was expected and how it was to be done was seemingly appreciated by Dr. Johnson, while being an attendee in some cases was described, as experiencing professional ideological refuse. Other assistant professors of this study agreed with Tyrone's mixed review by pointing to issues of deliverance by speakers or presenters and what appeared to be the lack of "best practice" for adult learning (Brockett & Hiemstra, 1991; Edwards & Usher, 1996; Knowles, 1950, 1962, 1970, 1980; 1989; Sandman, 2004, 2007; Braskamp & Ory, 1994; Brockett, 1988; Edwards & Usher, 1996; Imel, 1998; Kasworm, Sandmann & Sissel, 2000). One Anglo/male assistant professor described each a session as "pretty much a lecture session. There was nonetheless a lot of collaboration amongst the lecturer and the audience [and] not any small group discussion." This same assistant professor further committed:

We struggle as adults and professional scholars to stay alert and attentive during those long drawn-out sessions because we do want to be so involved and we don't [want to be disengaged] and if we don't have that opportunity, it makes it very difficult, as far as working hard to pay attention for long periods of time.

This struggle for social connection, involvement and engagement and attentiveness was further explained by this professor, as the absence of "a lot of dialogue", unless two or three people chose to talk together during the session, while people were presenting...and the dialogue piece did not happen much because I was [just] the recipient of the information, taking it all in, listening and taking notes. Knowles (1950, 1962), as well as Brockett & Hiemstra (1991) would argue against such learning seeing it void of pro-activity and filled with passivity, ineffective for the educational needs of adults (Tice, 1997; Brookfield, 1986, 1992; Merrifield, 1998). It seems to this researcher that Educational Leadership leaders at Educational

Leadership conferences would not necessarily experience “best practice”. An Anglo graduate student/ male participant of this study remembered his first XYX conference experience in the following fashion:

The first main session was a great presentation of differing viewpoints...while the second main session was extremely dry and very hard to make a connection to education...it was the longest 45 minutes I ever sat through in my life (MacLean, 2004a).

Furthermore, this graduate student analysis boiled it down to “it all comes down the presentation of material” (MacLean, 2004a). While this “best practice for adult learning” was an issue for Dr. Johnson and others who attended, a bigger surprise was considered the “scheduling” of the sessions and not just the content or deliverance piece:

Each time block had ten to twelve offerings going on. You had to choose one out of those offerings to participate in, and there was no opportunity to go, those sessions for they do not come up again. Therefore, I think the biggest surprise was the “rigor”, I mean it was constant on the go all the time and it was more and you were taking notes and listening and then it was over.

This surprise became an issue for Tyrone and his colleagues because such intensive scheduling collided with their need to socialize, as Tyrone further explained:

That was an issue because all the sessions were crammed into the day: You could not take a ten-minute lunch break period in between sessions, and you have to make sacrifices and skip out an entire session just to go and have lunch and socialize. If you wanted to socialize maybe there [were] only 10 other people that chose to skip out of that session, and if you didn’t know them [e.g. out of 600+] then

that's making socialization a little bit more difficult.

His opinion adequately captures the desire for adult learners, leaders and professional to actively engage beyond just the role of an attendee. An Anglo/male faculty member further opines:

Oh yes, yes, I um, think the value of the conferences is first of all, um, and that's why I'm saying that it's important to be a "presenter" rather than just a participant. Because when you do XYZ or UVW, in order to be a presenter, you have to write up a study that you've done or something you're working on, so it's almost like a, uh, a uh, not a commitment, but it forces you to continue to put manuscripts together and so that takes, that gets you going on the publishing component for tenure, of course you have service and to conferences, as a presenter, serves as that part of the tenure process.

Dr. Johnson had been involved in utilizing technology, as a tool to promote social justice, as part of his research agenda. He remembers the benefit of a recent presentation at a recent XYZ conference:

Well, then we used our high tech studio, here at the university, and we were fortunate to have one of the university producers get very involved with us, so he helped up with all that and the students went out and interviewed people and themselves and it was powerful, but the other thing they did was...they wrote four papers to present also and that; if you don't, the conference sessions alone, you wouldn't know how many people have invited me to work with them on writing an article here, an article there, it's just that's how, you, if you depend on only yourself to publish, it is very, very hard, because its about having the network of people who already know the rules of the game and all, which journals are looking for particular subject areas and type of research. You simply

don't know that stuff, as a new professor.

Networking with people who understand how to present and publish is critical for a new professor. This appeared to be a vital provision of a professional conference. An unexpected element provided by the conference was the realization of not just networking but also a salient reminder that Dr. Johnson and his colleagues were but a small cadre of the underrepresented faculty population at the conference whose 600+ attendees were primarily White. Tyrone's serendipitous lesson in under representation was bemusedly recalled:

I should tell you that this; I chuckle at this, but we [brothers] were, sitting around with one another at the XYZ conference, I guess I could give names and you can change these names. I was sitting around with FB and JH, FB was University of X and JH was at um, in Y State and we were chatting and you know we realized that at that moment, in terms of tenured faculty, that we might have been like one-half of all Black males who were tenured in post-secondary institutions. I mean we were looking around and say you know, I think we, like half of us are here eating breakfast and I had never thought about that, just so busy trying to get tenure, your know, I was so busy just writing that I didn't think about that underrepresentation, so there we were really a small diverse subgroup of academia, I mean some people out there, who I, you know, whom I talked with every now and then but I cannot help say that at the time they were mentors, like one half of all Black males, who were tenured.

Dr. Johnson may think this, but according to the Census Bureau (2003) there are 10,561 Black male faculty members. Given the fact that not all of them are in Educational Leadership or all of them tenured, his statement may be true, but even his over all number is small in comparison to all Black male faculty and their Anglo/male counterparts numbering 239,904

across all three rankings. Again, not all of these Anglo/male faculties are in Educational Leadership or tenured but certainly their influence is felt in academia [see APPENDIX C] in disproportion, as to advantage, influence and number.

Utilizing Other Support Systems

Similarly, Dr. Johnson also utilized departmental support at his university, though such help was tempered by the mixed message of the university. He asserts:

My department is reasonably small for a department of Educational Leadership that offers a doctoral program [e.g. compared to other XYZ association member universities and colleges], but they are tremendously supportive. My department, for the most part, is very collegial and we always look out for each other.

Dr. Johnson sensed his department's support even his department was small, affirming its collegial climate and humane treatment. He further posits:

My office is across the hall from one of my colleagues, and he and I talk regularly. We discuss daily operational issues, but he regularly checks in on me with respect to my publishing agenda. He has become a mentor for me in that sense. He has offered to read and/edit my writings, and regularly looks for ways to ease my administrative load to free me up for writing time.

Tyrone's office space seems ideally situated and proximal to his colleagues, who rather than ignore him, communicated daily with him, checked in on him, evidenced concern and interest in his research agenda, promoted a mentorship, which involves peer reading and editing, as well as running a type of interference from his many duties, enabling him to think as a scholar, write as a scholar and thereby sculpture his research *niche*.

Such experienced mentoring involves components of commitment, interest, critique and daily communication, as well as a provided collegial support that is needed along the way and which respects the individuality of another, who is in the process of becoming a recognized scholar and obtaining tenure. Mentoring for Dr. Johnson, also involved a type of friendship. Tyrone describes this friendship dimension or type of mentoring as he recalls:

Similarly, I have another colleague in my department, who I knew well before I joined the faculty. She is a dear friend and a wonderful colleague/mentor. She pesters me [in a good way] about my writing and my scholarly agenda. She regularly points out opportunities to write, as they arise.

One departmental colleague communicates, checks in, and checks up, while another “chides” and checks out possible opportunities for writing outlets for scholarly publication and the cultivation of his research agenda. Tyrone also mentioned a third type of mentoring that differed from his department and this type was discovered via an Association’s professional conference—more of distance learning mentoring with a collaborative twist. He describes it in the following fashion:

Finally, I have developed relationships (Parker & Parks, 1997) with a few other colleagues from other universities [through the XYZ conferences, as well as others] who are doing similar work as me. We communicate via email and phone on a regular basis and discuss opportunities to collaborate in a scholarly fashion.

Collaboration, the networking of two or more like-minded individuals, is critical for pursuing a research agenda, providing not only a mutual interest and passion but the ability by all involved to synthesize their knowledge, findings, thinking, insights and learning on a given topic or issue (Bennis & Biederman, 1997). Dr. Johnson’s university evoked less pressure

outside the department of Education regarding research demands and contributions. This, however, is not the case in research one universities where scholarship is often more stringently defined, as the publication of independent manuscripts, which are peer, edited and reviewed manuscripts, books, journals and case studies.

Conference Formed Alliances

Dr. Johnson's perceptions of his colleagues within the XYZ association can be described as "allies". He advised the development of these close relationship for any faculty member, especially underrepresented graduate students and faculty:

I mean,um, just making them go to the conference, really kind of emphasizing the need you know, how to write and to make, um, you know, and to make the connections professionally, you know, that they should be out there, um, either like you know, they should identify their professional organization(s) and very early on try to become involved in these organizations, because that is the way they can get other faculty to know who they are, and to have their work recognized. I mean just like getting out there, so that, I mean, it is not too hard do service and on a conference committee, I mean.

This suggested connecting with an Association's conference organization is more than being an attendee, as to role, but evokes service and leadership capacity where one is involved with the governance structures of those respective organizations. This type of connecting seems to have helped Tyrone (Kouzes & Pousnev, 1987). Dr. Johnson also advises that such a process would position a pre-tenured faculty (Newman, 2009) member to answer questions and connect oneself to senior scholars who understand the tenure process:

I actually sought them out and asked them about what I needed to do, um,

talked to them about like topics, possible topics for publication and um, actually had a few of them proof-read some of my articles, so there were, I mean and so I did, um have a pretty good network of people, um of the senior faculty that had acquired tenure.

Networking, as described here, is a highly proactive process initiated by the assistant professor through the relational agency of personal/professional engagement, conversations, receptivity and communication with tenured faculty. Personal skills nested and formerly developed by Tyrone in graduate school were employed. The networking component provided by a conference is visibly linked to the six and seven-year probationary process/cycle of tenure acquisition by tapping into the experiences, insights, critiques, exchanges, reviews of those associate or full professors, who have successfully acquired tenure, as posited by the data in this study.

The Link of Tenure with the Association's Conference

One of the central questions guiding this study revolved around the notion of how a professional association's conference promoted the professional development, retention and career advancement of an underrepresented Educational Leadership faculty member [e.g. women, Black, Asian, Latino, Latina, Native-American Indian, Pacific Islander, etc] (Morley, 2003/2004). As we have engaged Dr. Johnson's experiences to this point, we have seen the link between his current position, its demands, and his university's expectations and how they coalesced through his admitted experiences of mentoring and networking with other professional allies or colleagues regarding his written scholarship. Dr. Johnson freely admits:

Publishing is the most important component of [obtaining] tenure, ok, that; nobody can disagree with that I think.

One could counter by asking what about teaching effectiveness, being a good departmental citizen, grant writing, service providing, knowledge crafting, obtaining adequate training in those areas, creating a national persona, being adequately socialized toward the academy, ongoing engagement in professional development, being mentored and mentoring others [e.g. graduate students and other pre-tenured faculty], cultivating a professional attitude towards one's work, colleagues and university, and research funding? Are they not equally measures and processes of 'successes in academe to obtain tenure and promotion, as well as just publishing? [see Appendix A & J]. For Tyrone, networking became the preferred relational process for publishing. He adds:

Well, first of all, I think, uh, um, the um, careful selection of um, selection of the workshops that I attend, uh when I'm at the conference but more importantly and basically, I learn more from presenting myself then attending, and ok, it's because it forces me to organize and to write a paper that is pretty much academic now. It is not a practical presentation anyway, it is not a presentation for practitioners. Actually, it is for practitioners but my approach is more from a researched based that is academic...and the other way it helps me professionally is the networking, yeah.

A Platform for Professional Development

His strategies involved understanding various roles and how his presentations promoted a more productive outcome. What has surfaced, in this study, is that networking validated his scholarship at many points. Not only did networking stimulate such a professional product for Dr. Johnson, it also provided outsider confirmation to his university regarding Tyrone's scholarship. Dr. Johnson reminds us about several "key" components of professional

development in conference participation, when he stated:

Professional development toward tenure...in particular, I find the conferences a great opportunity to network with colleagues and scholars doing similar work. This helps toward my pursuit of tenure in a couple of ways. First, opportunities for collaboration often arise; Second, I am able to cultivate relationships with other faculty/folks outside my university setting who can serve as external reviewers of my tenure portfolio (Parker & Parks, 1997; Saunders, 1998).

What such networking provided for Dr. Johnson was a handpicked-support system, much like a dissertation committee, that would operate, as independent peer reviewers/critique body providing confirmation or a critique for improvement of his professional work, attesting again “whether he is one of the club.” Networking for Tyrone also involved becoming aware of other “opportunities” for publishing by himself or with others through a structural or more formal menu. Tyrone has not taken advantage of this opportunity yet, but has dreamed of this for the near future as he states:

The presence of the academic publishers in the exhibit hall is a great opportunity for those of us looking to secure a book contract. I have not taken advantage of this opportunity yet, but it is in my plans. Obtaining a book would be a big step for me towards tenure given my department’s tenure criteria.

An Educational Leadership association’s conference provides academic publishers to not only promote the sale of discipline specific literature, which is researched based, for informing one’s teaching, research, knowledge crafting and service at a post-secondary level but also provides future professional and university based contacts for budding scholars like Dr. Johnson.

A Stimulus for Retention

Retention for Dr. Johnson is a result of several dynamics within his interaction with a professional conference, his department and university: He affirmed:

One of the things that I think has helped me is that I keep getting, um, invitations invitations; people are interested in my work and so I keep getting invitations to publish with others; to do a chapter here or to respond to it, so that to me is like a pull to stay, you know, they're pulling me to stay here at the university, they appreciate my work as a scholar/practitioner and yet I am getting opportunities to write.

The invitations became, as he termed it “a pull to stay” at his university, as his university recognized his increasing scholastic worth, which secured his stay. A female faculty member of this study alluded to this “pull to stay”, as a significant difference between the altruistic efforts of female scholars in general to the more intentional focus of universities and Anglo/males in general for national recognition, as “being at cross purposes [with many female scholars] and a tension point.” (Aguirre, 2000b; Clark & Corcoran, 1986; Curry, 2002; Foster-Fishman & Stevens, 2002; Harris, 2002; McIntosh, 1990).

In a more positive fashion one of Dr. Johnson's colleagues affirmed the positive impact of a conference upon his retention, as a junior faculty member, when he expressed:

I often return from these conferences feeling invigorated and full of ideas sometimes overwhelmed. However, for the most part, conferences provide me opportunities to engage in intellectual conversations of the sort that I covet. Thus, the conferences are a reminder of why I pursued a career in academia, they [these conferences] keep me committed to being a scholar.

Dr. Johnson seemed quite engaged through his professional association and its conference. Such engagement seems in harmony with the limited findings of what an association provides for its members, presenters, staff, governance council, and attendees, as it affects them as institutional and associational citizens (Ward, 2003). An Anglo/ male participant of this study further posited a counterpoint of impact, regarding a hidden cost rather than a benefit regarding involvement at such an Association's conference, when he stated:

The other challenge I face is the under-funding for travel, for the amount of conference attendance that is required to create a national reputation/persona in the field. We receive \$1,000 annually for travel, but to really be a national figure you must be willing to attend 3-4 conferences each year. I end up spending \$1600-\$2,000 of my own money for travel each year.

This challenge speaks of the fiscal "hidden costs" that faculty face and need to overcome in one's acquisition of tenure and future promotion and the cultivation of one's personality around ones research *niche*.

Another hidden cost is also revealed by this same Anglo/ male participant of this study regarding time as "these specialized sessions for pre-tenured faculty are often held before or after the main conference, but I cannot attend them because I cannot be out of town that long due to family obligations." Faculty should not squander money and time for they are important resources. The under-funding and the having to "pay out of one's own pocket" to cultivate a national/international persona or in mentoring junior faculty by attending 3-4 conferences is something that needs to be addressed by each university on an ethical standpoint of whether such is right and prudent in light of budgetary constraints, but also in being sensitive to the work and family obligations of your faculty. The demands universities place on their faculties

to cultivate those measures of success can, at times, be overwhelming [see Appendix A]. The tension point of time spent away from family and family obligations also needs to be addressed by each university in an ethical framework as well (McKenzie & Lightner, 2008b). Conversations around these tension points need to be held in departments, by the administration, by the deans of the colleges and those responsible for drafting and passing budgets and fiscal allotments for faculty professional development.

A Dream of Career Advancement

Additionally, Dr. Johnson wistfully opined:

I think I'm beyond the days of attending conference and being star-struck by listening to and even meeting world-class and top-notch scholars whose materials I'd been reading for years. But, certain leading scholars, thinkers and intellectuals still inspire me—that I hear and meet at conferences. I often joke with myself that I want to someday be invited to offer a lecture that is named for an influential figure or to deliver a keynote address in front of hundreds of academics. These sorts of small achievements keep me headed in the right direction.

His dreams seem grounded in a tempered yet ambitious aspiration for scholastic recognition on stage and for advancement through various stages into a national figure of prominence through a professional-public event——like a Professional Association's Conference——based upon an official invitation from the Association itself.

Coping with Distractions

Dreams, goals, and the pursuit of tenure have preoccupied Tyrone's mind. This mental state seems one of self-absorption and preoccupation with one's professional status. It is typical of high achieving educational leaders to be so (McKenzie & Hoyle, 2008a).

This state of self-absorption by Dr. Johnson was somewhat mirrored by an Anglo/ male faculty counterpart who confessed "I am self seeking" (Roesch & Amirkham, 1997). As a researcher one can argue that self-seeking is simply selfishness and one could ask, "What part has that to do with faculty life"? But maybe protecting oneself in being taken advantage of is conceptualizing self-seeking. Dr. Ortega, would counter this perspective by stating, "The best advice I ever got was "let your work speak for you...Be courteous, dependable, and collegial at all times, firm when necessary, silly when appropriate. Be careful not to trust too much, but be trustworthy and critique, only softly in the office." Besides these, highly directive pursuits of professional achievement, Dr. Johnson mentioned the possibility of subtle distractive choices, as he confesses:

For the most part, the professional association of which I am a part, and whose conferences I attend are helpful toward my pursuit of tenure and higher academic Ranking. Occasionally, my intellectual curiosity gets the best of me and I attend a session at a conference that seems "interesting" to me, but that is not directly related to the line of scholarly research I am pursuing at the time. The ideas presented at those sessions make me reflect (Jay & Johnson, 2002) on my own work and cause me to wonder about other possibilities of inquiry. So, in that way, conferences can be a bit distracting. I am learning, however, to stay focused and to put "blinders" on in pursuit of tenure.

The tyranny of academic tenure, in my personal academic career, as graduate student and now as an assistant professor, I have yet to meet a professorial colleague/faculty member who would describe academe's sacred initiation rite -- academic tenure--as a treasured professional growth experience.

Academic tenure is the bedrock of academic careerism that, according to Richard Chait (1997 a, b), requires thoughtful reconsideration free from the ideological blinders of its most rabid advocates and opponents. Some of the more formal associations of professorship, however, defend the traditional structure of academic tenure with a passion that occasionally crosses the boundary separating scholarly discourse from passionate antagonism (Perley, 1997). According to its apologists, tenure assures the academic autonomy that promotes independent thinking and free expression. In reality it often does precisely the opposite (Smith, 1990; Sykes, 1988). Untenured faculty members toil under prevailing attitudes imposed by the cultural values of their tenured colleagues, who typically reflect departmental orthodoxies. They spend the first six years of their careers trying to please their senior departmental colleagues, often at great emotional and cognitive cost.

Many become so totally constrained from free and independent expression that by the time they achieve tenure they are well socialized into the value structure, which inhibited their intellectual dependence in the first place, adopting its norms and behaving accordingly [e.g. typically, Eurocentric, Anglo/male].

Because the lifetime job security conferred by academic tenure diminishes the pressure of professional accountability, it also reduces the prospect of serious self-assessment on the part of individual professors, in turn removing a major pillar of professional growth. The "academic autonomy" so prized by the defenders of tenure promotes academic isolation, tending to

separate professors not only from administrators but also from one another across departments in meaningful dialogue about scholarship, especially teaching. Higher education is alone among the professions to sequester the substance of its primary function—scholarship—from administrative participation. In almost any other type of enterprise, this would be considered nothing short of madness (Anderson, 1997; Chait, 1997 a., b; Perley, 1997; Smith, 1990; Sykes, 1988). Another distraction for Tyrone is that of being over-extended. He explains:

I don't think there is anything wrong with; like presenting a paper you are working on for a conference and then present it at another conference and then send it out for publication, um, like, I mean, where you are known. When you are developing your own line in inquiry, you can make it different enough so that it is not exactly the same so that there are no ethical issues involved. This keeps you from spreading yourself so thin.

Using your publications for several conferences and for publications was an expedient way to shop one's ideas around to discover what other's think and to get oneself noticed as a scholar. This method appears to be sound in protocol, when one is developing his/her research line and sharing it in differing formats. Doing so counters the risk of over-extension, which Tyrone seemed somewhat concerned about.

A Key Finding: Social Capital

A key finding of this particular interview about professional conferences centered upon the discovery of “social capital”(Bankston & Zhao, 2002; Cohen & Prusak, 2001; Coleman, 1988; Dudwick, et. al., 2006; Falk & Harrison, 1998; Gonzales, Stoner & Jovel, 2003; Putnam, 2001a; Nora, et. al., 1996; Nora, 2004; Pruijt, 2002; Rendon, 1992, 2009). James Coleman

(1988) defined social capital functionally as: “a variety of entities with two elements in common: they all consist of some aspect of social structure, and they facilitate certain actions of actors...within the structure”—that is, social capital is anything that facilitates individual or collective action, generated by networks of relationships, reciprocity, trust, and social norms (p.95). In Coleman’s conception, social capital is a neutral resource that facilitates any manner of action, but whether society is better off as a result depends entirely on the individual uses to which it is put. Coleman (1988) also posited, “Social capital adheres in the set of relationships among people—and those relationships are productive to the extent that they are based on a common set of expectations, a set of shared values, and a sense of trust among people” (pp. 19-20). Tyrone described such social capital in the following manner:

By experiencing people in these conferences and getting to create networks among us, I have developed a networking [system] that I guess is social capital. That is what the conference provides and what professional associations can do, provide this neutral resource that facilitates certain activity (Cohen, D. & Prusak, 2001; Dudwick, N., Jones, N.V. & Woolcock, M., 2006; The World Bank, 1999; Zhao, 2002).

Dr. Johnson further added:

You have a group of people that are coming into, almost a foreign culture for them in a lot of ways, right, and they have to understand that culture and need cultural brokers for them that will go ahead and explain how things work, how the resources of the culture can be taken advantage of, and then be able to operate and not just survive, as they learn the language and lingo of the Academy.

Dr. Johnson sees “social capital” involving a group migrating into a foreign culture, needing cultural brokers [those who understand the culture and can explain it to that group].

Once understood, this group can survive and thrive, as they make sense of the language and symbols of that culture/organization (Cheng, V.K-W, 2001; Chang, H.N-L., 1997; Lappe, F.M., Du Bois, P.M., 1997; Lesser, E., 2000; Moreland & Levine, 1989, 2001; Newton, K., 1997).

Within the networking component, one can go from what Tyrone called “ground zero”, as he describes further:

Ground zero, you know, so again that goes back to the mentoring and that, but that’s what those conferences did was that they helped me learn what faculty did and those conferences also helped me make contacts with other faculty members and then as time went on, it is now just a way to meet friends, whom I generally don’t see except at those conferences and then we do a lot of talking and other relational interaction. It is not so much now the sessions, as it is catching up with old friends and just trying to figure out the next research project.

Such social capital as developed here appears focused on the personal and informal dynamics of networking at the conference but always with “research” agenda, as the end in mind (Putman, 2001).

A Secret to Obtaining Tenure

Finally, Dr. Johnson shared the secret to obtaining tenure, a secret he learned directly from an Anglo/male counterpart, while attending a session at a national conference. He disclosed this secret:

It was funny because this guy was well a bit of a good ole boy, you know, but we always got along. I’m from the south as well, so I mean I guess we got along as southerners, but he and I were chatting after a session and then some Black faculty,

young Black faculty, there, might have been a graduate student who came up to me and said, “ hey you need to go to this session, um, this session will talk to you about getting tenure and the tenure process and all the things you need to do to get tenure and so I took the pamphlet and put it in my pocket and [my southern friend] was listening to this exchange/conversation and he said—let me tell you something, there is no secret as to what you have to do, you have to publish period.

The publishing requirement was no trade secret in academia or at least to this southern faculty member. That was seemingly expected of any professor from research one extensive and intensive universities as well as other colleges. However, this pithy maxim came with some qualifiers:

- If you publish, and you publish, you’re going to get journals; um you will get tenure somewhere, which is guarantee of the permanence of a college or university teacher's position, awarded upon successful completion of a probationary period, usually seven years. Tenure is designed to make a teaching career more attractive by providing job security; by protecting the teacher's position, tenure also tends to enforce academic freedom and the right of scholars to pursue research, to teach, and to publish without control or restraint from the institutions that employs them. It is a civil right that is enjoyed, at least in statute, by all citizens of democratic countries.
- You may not get tenure at the place you started but someone will find value in your work, so there, as he said it is no secret.
- Its publications and um, and so I, you know, we always joke about that now 4-5 years later.

Dr. Johnson had learned to negotiate the terrain of the academy, since we first met him and

now his 10 year journey (Heggins & MacLean, 2004) has brought him to this point: not quite obtaining tenure but very poised to acquire it. Finding and utilizing coping strategies and professional validation from other colleagues and senior members of the academy may be the real secrets of becoming successful in securing tenure and promotion.

A Prelude

According to the Census Bureau data for (2001-2002) academic year, the nation's post-secondary institutions recorded 424, 926 full time ranked positions as well as 80,089 instructor positions for approximately 505,015 positions. At the Assistant professors level there were total of 134,791 full time ranked positions with men having 74,127 of those positions and women having 60,664. Of the men 56,463, were Anglo and of the women, 48,211 were Anglo. Anglo men made up 76.1% of the number of men in this ranking, while the Anglo women made up 79.4% of all the women in this ranking. The rest of the Assistant professor ranking were unevenly divided among, Native American, Hispanic, Black, Asian, Non-Resident alien and Race unknown.

At the Associate level ranking for faculty there were a total of 128,826 full-time positions with men having 83,359 positions and women having 45,467 of those positions. Anglo/male faculty members, in the academy, number 70,137 or 84.1% for all men faculty, at this ranking and Anglo/ women faculty members numbered 38,900 faculty or 85.5% for all women faculty at this ranking. Among this Associate level ranking the rest were unevenly divided among Native American, Asian, Hispanic, Black, Non-resident alien and Race unknown. At the Full professor ranking there were a total of 161,309 total positions with men having 127,684 of those positions and women having 33,625 of those positions. Anglo/ male faculty in this position numbered 113,304 or 88.7% of all men and Anglo/women faculty

numbered at 29,548 or 87.8% of all women. Among the full professor ranking the rest were unevenly distributed among Native American, Asian, Hispanic, Black, Non-alien resident and Race unknown. According to [Appendix C] the following faculty percentages per ranking of underrepresented groups in academia are as follows:

Assistant:

- Native American-.4%[male]—.5%[female]
- Asian-8.3%[male]—5.8%[female]
- Black-5.2%[male]—6.2%[female]
- Hispanic-3.0%[male]—3.2%[female]
- Non-Resident alien-2.5%[male]—2.2%[female]
- Race Unknown-4.1%[male]—1.2%[female]

Associate:

- Native American-.2%[male]—.2%[female]
- Asian-7.0%[male]—4.1%[female]
- Black-4.3%[male]—6.2%[female]
- Hispanic-2.4%[male]—2.6%[female]
- Non-Resident alien-1.0%[male]—.6%[female]
- Race Unknown-.8%[male]—.4%[female]

Full:

- Native American-.3%[male]—.3%[female]
- Asian-5.8%[male]—3.7%[female]
- Black-2.4%[male]—5.0%[female]

- Hispanic-1.6%[male]—2.2%[female]
- Non-Resident alien-.5%[male]—.4%[female]
- Race Unknown-.5%[male]—.3%[female]

The 38,900 Anglo/female associate professors comprised only 30% of all associate professors in academia, while the Anglo/males made up 54.4% of all associate full time positions. The 33,625 women full professors made up only 21% of this rank, while the 127,684 men made up 79.1% of this rank of the professorate. Anglo/males made up 70.1% of all the men within the full professor's rank. Anglo/ women made up only 18.3% of all full professors. It is only at the assistant ranking that a seeming partial parity is seen with Anglo/ men at 41% and Anglo/ women at 36% of all assistant faculties. Anglo/ women assistant faculty made up 79.4% of all women assistant faculty, while Anglo men make up only 76.1% of all male assistant faculty. This reveals the only feminine gender disparity among the three ranks of the academy.

Academia is primarily Anglo and male-female and underrepresented groups are really in a minority. Being female and being Anglo is still being part of an under-represented group in at least in two of the three ranks and according to one's gender and makeup. This is where we meet Dr. Linda Holton—an associate faculty member, Anglo, female and yet underrepresented, as to her gender and research line of scholarship. Researchers Quezada & Louque (2004), who affirm the above conditions, demonstrate quite clearly an absence of 'diversity' in academe.

Dr. Linda Holton [e.g. pseudonym for an amalgamated composite of an underrepresented female faculty at the associate level in this study] is an Anglo/ female non-traditional and was a professionally and experienced administrator within the K-12 public school system before coming to academe. She is 45 years old, an associate professor from a

midwestern research one institution who has successfully secured tenure, as a single woman. Having just been recently married, she is considering pursuing the course to ‘full’ professor status, if the career pursuit does not force her to compromise her core values, personhood and her passion for community service. This is part of her story.

Linda’s Story: A Member of the Club

Prior to finding and cultivating her *niche* in the academy, Dr. Holton had been a professional K-12 administrative practitioner involved in tight schedules and in crisis modes of professional existence, in dealing with angry parents and frustrated students and staff before her career move to the academy. Coming to academia, she confessed that the two cultures of professional work were different and that she found herself initially “wondering down the acculturated halls.”

Retrospectively, another white female associate provided salient confirmation to Linda’s experience, by stating, “when you take on a position like this, it’s a very isolating situation.”

Dr. Holton also admitted, reflecting, that this aimlessness is a “phenomenon that all beginning professors feel at first, as they are not quite sure what they are supposed to be doing, and if especially, they have come out of leadership positions in public school.” The underrepresented cohort of this study, more frequently mentioned this ignorance of mission, purpose and productivity. A few of the non-underrepresented white males also supported her perception by adding, “I wandered around not knowing what to do [for a little while].”

While wandering is an apt description of Dr. Holton’s disorientation, she was quick to add that this ambiguity of performance was part of an embedded benefit package where one

“enjoys the flexibility in schedules, the non-crisis mode of living, in other words, I don’t have any angry parents at my office door any more and, as I enjoy wrestling with complex ideas and working with graduate students, *I now have time to think.*” She further admits, “I just think it’s very exciting to help walk them through those stages and then see them exit and be successful...as my contribution to them is a contribution that will open doors for them.” *This spirit of Altruism is a professional disposition that Dr. Ortega will later express*, when we get to her narrative. It is a disposition that is not to be treated lightly, for such counterbalances what is often perceived as self-absorption and self-aggrandizement in the academe (Curwin, 1993; Neusner, 2005). Parenthetically, Pacific University in Forest Grove, Oregon has a faculty and candidate dispositional guideline format that lists ‘*Altruism*’, as one of its main professional dispositions, alongside *Commitment* to the profession, *Caring* for the success of all their students and *Collaboration* with families and the surrounding communities of the university. These dispositional traits should be vital to every college and university.

Such dispositions involve a high degree of civility: being polite, courteous, gallant, chivalrous, and observant of the forms of good breeding and decorum. Teachers and administrators are expected to convey these traits to individuals in their schools and are to be courteous to one another in their interpersonal transactions. In classrooms around the country, we find teachers and administrators are instructing students in the skills of polite behavior. One would anticipate respect from those we lead, and reciprocate respect to those we serve and who serve us. In all our personal and public dealings, one needs to promote and demonstrate a sense that civility is the mark of our civilized society. This is good not only for our schools, but also for our community and the good of humanity.

Dr. Holton expressed a high degree of altruism, care, compassion, civility, commitment

and connectedness with those whom she taught, as well as mentored. Being Anglo and being a woman is still challenging in a predominantly Anglo/male culture.

Dr. Holton also felt that racial identity crafting, was a professional issue for herself, as well as her African-American colleagues, for “they have added challenges of racial under representation” thereby confirming, for this researcher of this study, the differences of perceptions and experiences of the underrepresented Educational Leadership faculty, as truly operationally defined, as pertaining to both women [e.g. Anglo and other] and minorities.

What are the challenges women like Dr. Holton face? What are the differences in perceptions and experiences? The data identified nine challenges ranging from a shallow view of diversity to questions and controversies over the issue of White privilege, the good old boys network and the good old girls network—a gendered spin off. All of the challenges are not enumerated here, but will be discussed in this dissertation section.

As we explore these specific challenges, we begin to see the links between Dr. Holton, as an established professional, her institutional citizenship and its demands, her connections with a professional discipline specific association to meet some of those professional demands and what support systems, strategies and provisions were actually secured to help continue to meet those demands and thereby cultivate her *niche* in academia.

Diversity

Many female associate professors like Dr. Holton asserted that their institutions promoted a shallow view of diversity and a limited paradigm of looking at humanity, as persons (Cooper & Stevens, 2002). Linda had been actively involved on her university’s committee by being the chair and by attending her university’s summit meeting this spring

(05). While so engaged, she described her mood and disposition, as “I was so discouraged!”

Her discouragement was based upon several articulated factors, as she admits:

The numbers are not changing, in the six years she has been in academia and in serving in leadership capacities, Linda and her faculty colleagues have not seen an increase in female [e.g. Anglo or other] and minority percentages in either student or faculty population representation across all colleges within her university.

Secondly, Dr. Holton confided the sameness of discourse when she asserted, “We are having the same conversations year after year...as we stamp our awareness levels but we never seem to make huge progress.” *Conversation and substantive discourse without corresponding action seems futile.* Does Dr. Holton have any opinions about the directions that the discourse should take? She readily asserted her own desire to see such discourse at her university and among her colleagues to be an impetus for two important areas in academia. Linda succinctly articulated, “I’d like to see it [diversity] impact our curriculum and I’d like to see it [diversity] impact how we approach scholarship.” I think Dr. Holton would agree with this following rubric of questions, as a place to start for a substantive discourse by the faculty in her department in cultivating diversity in their course offerings.

- Course description and objectives that reflect diversity—How does my discipline help prepare students to live and work in today’s multicultural democracy and interdependent world?
- Content integration that includes multiculturalism—What issues of diversity, social justice, and civic engagement are infused in my course curriculum and how?
- Instructional strategies—How diversified are my strategies for facilitating instruction and classroom dynamics?

- Faculty and student worldviews and learning styles—How do student and faculty worldviews, learning styles, and teaching strategies match, and how are my students' learning styles accommodated?
- Instructional strategies—How diversified are my strategies for facilitating instruction and classroom dynamics?
- Assessment diversification—How do assessment activities accommodate my students' learning styles? —This rubric came from: *A Sustainable Campus-wide Program for Diversity Curriculum Infusion* by Omiunota Nelly Ukpokodu—in *Diversity Digest*, Volume 10, Number 2 (2007).

Dr. Holton's other concern surround diversity regarding scholarship and is addressed and unpacked by Boyer's (1990) seminal work on scholarship in reconsidering the various types of scholarship. *Scholarship Reconsidered: Priorities of the Professorate* challenged the past and prevalent or current views of faculty priorities and the true meaning of scholarship. Boyer classified four kinds of scholarship beyond just *research* that is written, crafted, and published. Boyer (1990) posits there are four others: *discovery*, *integration*, *application*, and *teaching*. His research theory has created debates around the country and has influenced many colleges and universities to evaluate their faculty differently even giving the Carnegie Foundation (2005) impetus of their normative classification of Universities and Colleges in Higher education to reclassify some institutes regarding their engaged and collaborative teaching and connections with community (Inside Higher Education, 2009). Linda's desires and hopes resonated with the wishes of other ranked underrepresented faculty of this study regarding this emphasis. Collectively, the voice of these faculty broadcast a critical link between "diversity", as a concept and how it could influence the crafting of curricular

offerings, course descriptions, content integration, instructional strategies employed, the matching of students' and faculties' world-views and learning styles, the accommodation to students' learning style, diversification of instructional strategies for maximum impact upon all learners, assessment diversification in critiquing and accommodating students' learning styles, and the rethinking and implementation of scholarship in multifaceted formats of discovery, application, integration and teaching to real world issues, and to her community (Carnegie Selects Colleges and Universities for 2008 Community Engagement Classification (Sandmann, 2009; Retrieved from: <http://www.carnegiefoundation.org/news/sub.asp?key=51&subkey=2821>, The Carnegie Foundation, © 2009).

Dr. Holton expressed hope for diversity to affect the academy's approach to scholarship and also spoke of her university's current struggle in assessing scholarship products needed for tenure acquisition from more than one domain. She explains:

But then when we go up to the Dean's committee that looks at all of our paper-work for tenure and such, these documents are compared to the [scholarship] of the hard sciences and we simply don't compare in the same ways and they don't understand the difference [the committee?] and therefore think of us as less than others, so it's a hard fight

Beside Boyer (1990) other scholars have advocated for other types of scholarship to be recognized as "equally" valued (Austin, 2002, 2003; Austin & Baldwin, 1991). These scholars have sought to bring this particular ideological discourse to the national and international level of awareness of all faculties within the academy. Similarly, other underrepresented associates voiced the need for further discourse by stating, "At some point

we also need to talk again about what constitutes research and scholarship.”

Diversity in research would seem to imply the following: First, I mean this, as in diversity in the approach to research technology—this refers to the utilization of software to help collect the data in research, as in *Nudist* or *N6* in quantitative research. Second, I am referring to the diversity of coding the data and thirdly, how the findings of the data regarding our issue of diversity is brought into the classroom, as you instruct your students through readings, guest speakers, class discussion, substantive discourse on emergent themes and a pedagogical style that is sensitive to the needs of the adult learner. Finally, I am referring to the diversity within a research group paradigm, as opposed to a solo researcher, as in a more collaborative approach. Other associate professors of this study pointedly argued, “There is the issue of scholarship which lays beyond the initial point of controversy over the merits [or lack therein] of the quantitative and qualitative debate” (Wolcott, 2001). The issues of scholarship and research seem to be sticky points at Linda’s university and in particular the merits of scholarship for the “hard” and “soft” sciences. I think the “soft” sciences should stop imitating the “hard” sciences in their approach, hoping for acceptance. To do research takes a lot of thinking, reflectivity, writing and re-writing, as well as collaboration with others who share similar interests. Finally, other female associates of this study suggested that such a controversy may be indicative of willful professional preference of those on similar tenure granting committees, as people “that would rather stick to the formula of [peer reviewed] and refereed or nothing.”

The Demands of the Scholarly Life

Tenure

Linda candidly admitted, “Had I not been single for many years, I probably wouldn’t have been able to secure tenure.” She goes on to state, “It took my weekends, it took my nights, and it took everything to get tenure.” Such a pursuit apparently takes inordinate amounts of time, energy and crowds into one’s personal life. Once she obtained tenure, Linda shared:

I [then] got married and so I was able to at least relax and search my day in a different way...I also got better at what I did. I think now that I am much more efficient, I can get things accomplished much more quickly...now that I have been in the business long enough, as I think, you learn a great deal from your first few years at a professorate position.

Her choices in juggling a career path and a personal life seemed typical of the *juggling* necessary and which takes place in the lives of other faculty women across the ranks (Waters, 2001) “because most women do tend to carry a heavy load of child rearing and home duties, as it is for me as well.” The data also asserted, “The young men are starting to say the quality of my family life is being hurt by this and I’ve got to find a way to get out if it’s to require that 24 hour commitment all the time.” This resonated with many of the younger Anglo male associates of this study as well.

"How attractive to others is this job anyway?"

However, what about those graduate students or potential future academicians or academic/practitioners outside the academy looking through the “glasses” of their professional experiences, prior schooling, classes or former interactions with professors? What are they

seeing? What are they thinking? Linda posited the following, “I am getting real cynical, I guess, the next generation of professors, I don’t see it [as] most of our students aren’t the least bit interested in the professorate.” That leaves the academic/practitioner, as a singular pool for cultivating the next generation of professors. This assertion by Linda resonates with the current findings in the literature on the changing workforce demographics in academia due primarily to economic considerations, like budget constraints, limited fiscal resources, an increasing diverse work force and academia’s response to spiraling health-care cost benefits (Cox, Jr. 1993; Connerly W, 2007; Austin 2003; Thomas, 1990). Such financial constraints and external factors would promote more part-time and temporary hires than are current today. For example, this prediction has become a current condition at most universities (MacLean, D., 2005). MacLean (2005) further described the conditions of these workers as “nearly a third of SU’s faculty members have been working without recognition, representation or job security” (p.1). She further reports that this figure has risen at SU since 1980 from a handful to its present percentage thereby “matching the national trend over the past 20 years toward fewer tenured positions and increasing non-tenured faculty. SU’s 428 faculty members on temporary assignment [e.g., the equivalent of 321 full-time faculty members] often teach in key positions with significant impact and influence on the quality of education at SU.

They make up the large part of the first two years of education students receive at SU and they teach all beginning composition classes” (p. 1). MacLean (2005) further asserts, “Earning half of what their tenured colleagues earn is one of the problems...” (p. 8). Such exploitation of human resources, MacLean (2005) laments, has been called a “human tragedy that is repeated in universities across the country and has been aptly labeled academia’s dirty little secret” (p.8).

Budget constraints often force universities to cut budgetary corners in their unethical treatment of people out of expediency to meet facilities costs, and to continue to provide services at increasing costs—the costs of which are born by the students and the parents of those students attending. I wonder if these part-time staff have any voice in exposing this human resource exploitation or are such staff so afraid and desperate for any kind of work, they will become indentured to the university in such a capacity by taking on burgeoning undergraduate classes at less than adequate remuneration. Where are the voices of the administrators, the Deans, the senior faculty, even the President of SU in denouncing such a travesty? Where are the voices of other university decision makers who are allowing this travesty to go on and in covering up this ‘dirty little secret’? Linda faced some issues surrounding (a) financial remuneration and (b) professional recognition herself, as an Anglo/female tenured professor on the fiscal and faculty food chain.

Linda explains, “But number one, when you look at me, you don’t make enough money...your potential for earnings is way, way less [than my male counterparts]” and this reality seems to resonate in the current literature about inequity of earnings for women in the academy, showcasing the current earning distinctions between men and women faculty (Austin 2003; Ginther & Hayes, 2001). Gender segregation is a cause of the gap in wages, benefits, and retirement impact (Perman & Stevens, 1989; Pfeffer & Konrad, 1991; Reskin, & Phipps, 1988; Stuart R., 1999; Holves-Rovner, M., et al., 1994; Ness, R.B., et al., 2000).

Beside fiscal issues, demands for publications looms large in the lives of faculty at both the assistant, associate and full professor levels. Linda observes “...the demand for publish or perish (Teute, 2001) has gotten so far out of control in some ways because a lot of people don’t see that [activity], as a worthy endeavor and so why should I spend all of my time, my energy,

my money conducting research and publishing it, when no one reads it.” (Association of Research Libraries, et al., 1998).

"I Get No Respect!"

Besides the issue of audience, which is critical in the writing process, the issues of time management, utilization of personal energy and the monies or resources to contact respected journals and publishing venues, are hidden costs and taxes that are borne by the academician in pursuit of the acquisition of tenure, as well as by those who have acquired tenure. More critical than these issues of cost surrounding publication is the selection and cultivation of a research agenda that will find collegial, departmental, university and a national support and recognition.

This recognition is not always easy to find, in fact departmental colleagues often discourage associates professors like Linda, as she reports:

One of the senior people tried to discourage me from studying gender issues. He said, “Oh that’s been done to death and so in so in the college has already done a lot of that and you really ought to go a different direction. I was kind of discouraged by that bit of advice because that was a line of research that I wanted to look at. I have always been interested in diversity issues.”

Professional dampening of one’s passion of a particular line of research is also seen in another disclosure of another associate faculty member of this study, who like Dr. Holton found an absence of understanding, tacit mockery of her professional interest of inquiry, as well as outright discouragement. This faculty member recalls:

I at one point got very interested in “school lunch”. I can only speak from an example here. I very interested in “school lunch” and I had sort of the sense [informed, intuitive, resultant from prior exposure to the issues of K-12 setting] that everyone was laughing

at me, you know, but it'll never get you tenure, your know, that sort of um, you need to be theory building and all that kind of stuff and yet I saw "school lunch" as a metaphorical representation of all the problems that are in K-12 schools and I worked for four or five years and what was interesting to me was when uh, weight [e.g. obesity among children] became a problem, suddenly, I had a million inquiries regarding my scholarship, my phone was actually ringing off the hook, you know.

Unlike Dr. Holton this professor had a lot of validation, which came later because she was willing to take a risk, work hard for a long time on a line of inquiry, which initially appeared irrelevant to educational practice but later proved quite relevant.

The discouragement evidenced here by these two female associate faculty implies how mainstreamed scholarship's focus on "theory crafting", as the norm, is being upheld by a senior faculty member and departmental colleagues and how such a focus is often counter intuitive and leads to underrepresented faculty members in the assistant and associate rankings to be viewed, as "less than normal or first class scholars." Dr. Holton further describes this organizational attribution, stating frankly: "You get viewed as a second class citizen in an environment where ranking [with its privileges] is important." While ranking is considered important in the Academy, sometimes your ranking becomes some unofficial badge to discredit your interests and passion for diversity issues and practitioner issues [e.g. school lunch] that lay outside the mainstream scholarship publication route and which are peer reviewed and referenced manuscripts. Such discrediting attacks the value of gender studies and practitioner studies for these types of studies appear to be primarily anchored in idiosyncratic interests, passions and experience and not theory. Linda's associate colleague reflected on her research line of "school lunch":

Yeah, no and there are a lot of people, you know, who are saying that we've got to change, um, you know, what; but you know they're more concerned about diet and I'm more concerned about school climate, but, um but still it was sort, It was a great validation, um, but there is a sense that I think sometimes topics that females are concerned about, especially someone like me, who came out of teaching, um, are not topics that drive, um, this sort of belief that you're got to do, you know, research that builds theory—a voice of an educational practitioner /scholar.

A Boilerplate for Scholarship

Similarly, positioned underrepresented associate faculty also added to the current view that becoming a member of the academic club involved interacting with “senior people, who are now retiring and who have come through a very different system.” This system provided a “boilerplate” process for research where one “must select a topic from a researchable science of inquiry [e.g. soft or hard] and craft your area of expertise around that topic, enabling you, as a scholar to build on other researchers on that topic within that science.

This standard operating method of creating a research agenda may not always effectively resonate with underrepresented faculty members. Besides the fostering of a “boilerplate” focus and definition of scholarship, the outcomes of such scholarship often promoted different goals, as posited by Dr. Holton:

I find it challenging, if they stick to that definition [of scholarship] so strictly, it will become extremely difficult, if you view your profession and especially education, if you view it as being extremely receptive to the field and very practitioner orientated and very grounded and more holistic, I think that they

are at odds, in my mind they are at odds.

Linda also believed such a narrow view of scholarship missed the dynamic picture or schema of “authentic” scholarship, as articulated by Braxton, Luckey & Helland (2002) in their research and discourse on Boyer’s (1990) seminal work on scholarship which embraced four kinds of scholarship: discovery, integration, application and teaching. The view of scholarship, as crafted by Boyer (1990) and re-visited within the national collaborative discourse over the last 15 years, envisioned the broadening of scholarship’s meaning to four differing manifestation, as stated above thereby responding to the external and internal demands and pressures of faculty life apart for career goals (Braxton et.al, 2002). Besides the rationale that colleges and universities need to serve a more diverse society (Boyer, 1990) also asserted that society envisioned that the most important work for university and college faculty members is undergraduate instruction (Ewell, 1994, 1997), and that the special commitment of colleges and universities is to prepare an informed and education citizenry (Rice, 1998, 2001, 2005; Rice, Sorcinelli & Austin, 2000). I don’t think Boyer (1990) envisioned that this most important work being left up to part-time staff, who are underpaid, overworked and are given the responsibility due to a university’s desire to save a ‘nickel’ (MacLean D., 2005)—academia’s “dirty” little secret. The primary internal pressures appear to be academic work and the prevailing faculty reward system [e.g. tenure and promotion] (Braxton et. al, 2002).

"What are we aiming at?"

Along with the debate over the nature and purpose of scholarship, Dr. Holton confided, “The rules have changed, the target has changed with uh it seems like to me it’s become even stiffer in regards to expectations [surrounding publications and the acquisition of tenure].” She

further expressed, “You know they’re not clearer, it’s just that they’re a different set and so from my perspective, I think that they’ve ratcheted up the bar of performance.” “Ironically, they have changed so drastically that the current old timers in academia would have trouble meeting the changing demands, as posted on one’s vita”. She further described this somewhat sardonically, “Their vita would not represent what some of them are now currently saying should be in a vita of a full professor.” If such is a true description, then this speaks of academic dishonesty or at the very least a professional hypocrisy.

Move Forward at Your Own Risk

Most associate faculty, like Dr. Holton, has further aspirations for career advancement, but those aspirations are embedded with barriers and risks to take. As Linda articulates:

The next four years, I hope to reach full professor ranking. I am shooting for that very soon, uh, and that is a goal. Should I not reach it though, if I see that there’s gonna be barriers that I’m not willing to overcome, you know, like if I have to recreate my persona, then I’m going after providing service and making a difference in more, even more driven to helping students and helping schools. I worked a lot with South Central and with school improvement and I chaired a lot of school changes and I’m really interested in school accreditation, school reform and so I may just, um go that way and not worry about the paradigms of the university so much.

As Dr. Holton anticipated, if she became an elder in the academic club, her rise in status is not guaranteed. Her strategies may be risky, and she may not have the resources to circumvent or negotiate the barriers that would prevent her from obtaining national recognition

with the culture and bring notoriety to her research institution. She has thought through her core values as a professional. This introspection or reflection (Jay & Johnson, 2002; Weinburgh, Smith & Clark, 2008) implies the issue of compromise along the journey, a noted challenge faced by all who struggle with the issues of self-efficacy and professional competency. Issues of efficacy and competency are often militated against by the academic system as Linda further lamented:

I just, I feel like, you know, in all the times that I have been here in it, uh, it; the way the system is set up, it, you're never good enough and I think that's really that is hard on people to work in a system where they never feel good enough...

I was rated down on teaching even though my chair said to me that I had some of the highest teaching evaluations. I said, well "why am I, like last in teaching" and it was because I had not um, done any; I had not finished mentoring any dissertation students. Well ok, I've been there a year, um, so the next year I started to get some dissertation students and um, I, you know, I got kudos for that but I was still way down and I said, "Why am I still way down?" and my Chair said, "Because you have not published with your dissertation students."

The cultivation of academic success seems quite illusive for Dr. Holton and by implication in the experiences of other under-represented groups. It appears not to be former experience or talent or former roles that make a difference, but rather how one can survive critical evaluations from her students and her chair along various academic fronts. Dr. Holton alluded to this challenge:

So you know, you just start to feel like no matter how hard you try to measure up, you never will, and even this year, I got my review and it said you have

some of the highest ratings in the college and you have not real good reviews in this one course and I know the reason why, which is because I gave quizzes and the students didn't like the quizzes and I did it because they had to take a qualifier... and I wanted them to be ready for the qualifier, but the students rank you lower, when they feel a lot of pressure and stress in a course, but nobody, but the way student evaluations work, nobody asks you that, you know, so it's just, so just constant, um and I think it's how we're trained, we're trained to nit-pick and find something wrong and we do it to each other.

The pathos in Linda's lament of not being appreciated for her effort to facilitate student achievement, as well as her response to her review critique, which was to promote in her further awareness of the institutions expectations and professional changes in her within the context of an annual review impacting one's promotion or lack thereof is echoed by others in this study.

A State of Constant Flux

The complex nature of university life also poses another challenge for Dr. Holton of decoding university core values, protocols, and processes in surviving within a different culture, as inherent. She described this particular challenge intuitively and instructively, as coping with weird transitions and increasing job or committee work, as she recalls:

You know, the transitions are really, weird, however, it takes a little-while to acclimate, find out how to go after things and that takes a while to; all of a sudden you are assigned to this committee and when and then you are on three more committee and it just grows exponentially. We always tell new people

um, go ahead and explore awhile in your first year. It will change and you will find your *niche* and keep asking questions and such, Um.

Therefore, transitions seem to be very much a part of the stress filled academy experience and along the career path for underrepresented faculty, like Dr. Holton, who are hopeful through minimal orientation socialization, provide them enough support to negotiate those transitions. Yet the current research suggests otherwise, that new faculty, especially underrepresented faculties need extensive and ongoing socialization to traverse their respective academic paths and overcome the challenges embedded on that path (Stark, 2004; Higginbotham, E., 2001).

Coping with Culture Shock

Dr. Holton, like other Anglo-American citizens of this nation [e.g. Caucasian] had grown up crafting her sense of identity within a predominately white/Anglo culture that communicated the message that “Anglo/male” is normative and others who differ from that norm are therefore suspect, as to their presence and competency within the confines of the academy. Associate level underrepresented faculty echoed this pressure of having to prove their fit and right when they articulated, “Every semester I feel like I have to prove myself [all over again].” Dr. Johnson echoed this sentiment in his narrative.

Additionally, what also has to be proved is the singular assumption that “faculties are not just the white guys, but people of color as well.”(Aguirre, 2000b). For the underrepresented faculty member, like Dr. Holton, who struggles against stereotypical thinking, she reveals her desires for professional acceptance, as she posits:

I must show them I’m competent and sometimes you know how I feel like

even maybe even going too far in trying to prove my competence at the beginning of semester, just so the students will, you know, sit back, relax and accept what I'm trying to teach them rather than questioning whether, you know whether this person knows what she is talking about.

Linda admits pursuing pursuing a professional career in a culture that mirrors her but is unlike her at the same time. Dr. Holton, like other female associate professors knows the reality that there "is a good old boys network, alive and well [in the academy]", as well as other American institutions like the military and State departments, where underrepresented female staff and minorities are "still very much dependent upon the patronage of power" held and wielded by powerful Euro/Anglo male counterparts. She like others of her ilk, have expressed, "I am treated politely...but I don't know that my opinions have always been truly valued as my Anglo/ male counterparts."

When one combines gender with race, Linda asserts, "I do feel [quite] strongly that in particular our African-American, um, faculty, m, have that added challenge because of "race/ethnic" under representation." This challenge further illustrated in a story Dr. Holton tells about an African-American colleague's sharing about an incident surrounding assumptions and acceptance with a student in her class:

One under represent faculty member the other day assured me, as were visiting and she is African-American and she says, " You would not believe how people just make assumptions about your ability levels and she further stated, she had a student come up to her and says, "You're the first Black teacher I've had and I said, "yeah", and they said it rather naively, "I think it's awesome" and I said, "Well that is great and that is great you can talk about it, but I suspect you're feeling major

pressure, then, knowing, I'm the first one and you wanta make a good impression."

This underrepresented scholar also noted several other issues/dynamics, "you don't get automatic acceptance, and you are always slightly questioned in that feeling and then who do you socialize with. You are single, you are African-American, you'd like to meet and talk with other African-Americans but there aren't any around, so you know, I mean, it doesn't have to be that exclusive but um, it does have these kinds of dynamics. Dr. Holton went on to reveal her strategy to cope and survive by becoming bi-cultural-a strategy that is often employed at great expense to one's personal sense of value, belief systems or behaviors. She explains this expense in this fashion:

See, so you do have to learn the language, the form, and sometimes it is totally alien to whom you are and you grit your teeth to have to do it because it doesn't fit with how you want to behave and yet you know that it will get you places, so you learn, you become bi-cultural, uh, in academia to do better in many positions within academia...yes and I have heard many, many representatives from minority groups say "uh, that has been a particular challenge and that they had to do that and that the Anglo males never have to do that."

In revealing this strategy of coping and surviving, Linda displayed her displeasure at having to cope within a culture that appeared abrasive, and painful, ill fitted or suited to her as a woman. Other underrepresented faculty of this study expressed the same displeasure.

Privilege and Power

Faculty members like Dr. Holton, as well as minority faculty of underrepresented status, must confront the issue of Anglo/white privilege (Clark, 2003; Jensen, 1998, 2005; Martin, et.

al., 1999; McIntosh, 1989, 1990; Nettles, 1990; Rundio, 2009; Sutherland, 1990; Vargas, 2002; Weems, 2003; Wiegman, 2003; Delpit, 1994; Hardiman, 1982, 1994). Paradoxically, while the “good old boys network is visible and noted, Anglo/white privilege seems invisible, relatively unknown nor substantively discussed among Linda’s colleagues and herself, as she can recall. Linda affirms its invisibility when she states, “I don’t think a lot of people even know what White privilege is.” White privilege, at least the version that’s taught in public schools and universities, is actually the privilege exercised by groups with political and economic power. It dates back, as long as recorded history, and Americans exercise that privilege with restraint compared to the rest of the world. White Privilege is obviously part of American history; buying, selling and owning other human beings represented white privilege in its most absolute form. But there’s another story of White Privilege in America: the majority’s willingness to relinquish it. White Privilege may exist, but it’s nothing like it was in 1960, 1920, 1880 or 1840.

And that brings us to the most problematic feature of White Privilege doctrine: Barack Hussein Obama. He got elected president last fall. Not only did a white-majority nation elect a man with a foreign-born black father, who later abandoned him, like Dr. Johnson’s father, and white mother, it embraced his leadership during an economic tsunami. Had Obama, or an Obama-like figure, been elected in 2000, it could have been interpreted as a guilt-ridden nation letting a Black man run things during a safe period in American history (Raspberry, 2008).

Instead, a worried electorate with its eyes wide open chose Obama to lead us through our most difficult crisis since World War II. One seriously doubts that the 43 percent of whites who voted for Obama believed they were relinquishing any form of privilege; they simply thought he would be a better president than John McCain. When it comes to the exercise of

privilege, America's evolution toward an egalitarian state is an admirable one though not post-racial (Raspberry, 2008).

The evolution seems only in the field of politics and since his inauguration, our current President has taken a lot of heat and criticism from the "right" and "left" regarding his decision making policies, his style of leadership, even whether he is legitimate to be President of the United States. White privilege is still alive and well in business, the halls of congress, academia and in the rest of the world. (Rundio, 2009).

Dr. Holton applauded her university's effort to engage in a much needed and substantive discourse about this overlooked and neglected issue when she stated:

Not a lot of people have done that with respect to race, um, at this Diversity Summit, we did have a speaker, who did at least, um, try to draw out; he was Anglo/white, and he said, " I am speaking to you as an Anglo/ man and dah, dah, dah; and that whole notion of white privilege and what that can be and then tried to challenge the audience, uh, to give them scenarios or flip their mindsets, so they would begin to see that a lot of people never thought of, uh, their thoughts of white, as the normative and everybody else as was different, see, so this whole concept for some people is totally alien, I mean it's just off the radar screen and out of sight.

The effort of the speaker was to make understandable to his predominantly white and male audience this "alien" issue that appears not only difficult for them to understand collectively but also exacerbates the tensions and conflicts of underrepresented minority faculty with the academy, even white female faculty. It appears that White privilege is an issue that is more readily known by scholars of color and underrepresented female faculty, like Dr. Holton,

who asserted, “Recent research [is available] in terms of White privilege should be indeed of concern and needs to be discussed and constructed.” Such scholarship suggests, “The Anglo/white male who says that he recognizes his privilege...the struggle for equity [e.g. a social justice issue] for bringing about change...needs to communicate that this burden has to be shouldered by more than those related to the margins [e.g. minorities and white females] (Aisenberg & Harrington, 1988; Chamberlain, 1988; Clark, 2003; Clark & Corcoran, 1986; MacLean, 2004b; McIntosh, 1989).

What does this imbalance of understand around this topic of White power and privilege illustrate? As a former K-12 administrator and educational practitioner in the field, Linda’s feminist perspective concerning the lack of diversity in gender and minority makeup among Educational Leadership faculties across the nation appears to be aversive, if not sexist (Lewis, 2004). As we engage the 21st century, this condition is a reality not the fictional product of super sensitive underrepresentative faculty members. Such pernicious conditions exist, having been noted, studied, reported and statistically appraised by one of the female scholars in this study:

The good old boys network in K-12-its condition in (2005) is alive and well in the superintendency in public school in X state, it’s still only what 10-11%.

I would not say that things, uh, have not improved for women. I have a lot of female doctoral student who are going after licensure and some have come to me and point blankly said, “I was told not to apply for the superintendency because the school board would not hire a woman.” I mean its blatant and it still exists and I just, I am just bowled over by that blatant gender discrimination every time I hear it, I mean, I really thought at least they’ be more subtle, you know.

Such pernicious conditions are not new to the academy or the K-12 sector but are nevertheless surprisingly persistence over the last 23 years, as revealed in the social justice/diversity scholarship of such researchers, as (Ortiz, 2000; Grogan, 1996). Women continue to be vastly underrepresented in the public school superintendency and in relation to their numbers in the teaching force though recent statistics show that Anglo/women make up 60% of the K-12 teaching force in urban and suburban schools (Kunjufu, 2008). Is this diversity, as to race and gender? And how does this Anglo influx affect multi-ethnic students?

Research findings show these highly credentialed women's aspirations are often stymied by lack of career planning, little encouragement by mentors and/or networks, and issues of preference [rejection by hiring authorities and anti-feminism]; prejudice [discrimination and stereotyping]; and perception and social norms of being the 'other' (Sanders, 2007). Linda's observations coupled with the research of Grogan (1996), Ortiz (2000, 2001) and Sanders (2007) confirm the realities and the literature of Anglo and male hegemony, as it appears to be practiced in K-12 public schools' central offices, unless there are contextualized exceptions, as in an underachieving schools or a school with a large minority base. But on a national scale, it's the Anglo/male that usually sequesters the best positions of superintendency leadership in the K-12 pipeline.

While improvements are noted, female and minority superintendents are treated, neither as specialists, neither first-rate educational practitioners nor as first-choice candidates for such positions of influence and power, unless school boards become desperate in the hiring process for someone to handle a highly volatile and risky situation (Grogan, 1996; Ortiz, 2000, 2001; Sanders, 2007).

A Gendered Spin Off

While the good ole boys network is alive, sexism (Brittan & Maynard, 1984) is also alive, as well in the “good ole girls’ network”, as discovered in the data of this study. This recently observed phenomenon in the halls of academy speaks of role and group reversals, where an African-American associate faculty member shared, “I am the only man in my concentration, the only male in my concentration, and you know, most of the other folks, I cannot say this politically correct, um many of the other departments are, well they are female.” This associate professor spoke of the gendered influenced cultural clash around speaking styles when he stated, “I am a quiet kind of guy, but when I do talk, I’m rather direct and that bothers them [women of my department], again the style of directness is not something they can deal with, they tend to “talk around issues rather than deal directly with things”. He further confessed, “The issues we deal with ... again most of the time, I don’t say very much at all and I think that bothers them because they don’t know what I am thinking”. However, you flip the phenomenon on its head, gender issues still exist with academia, often providing barriers and producing bruises, and bumps, as noted in the current literature on diversity and faculty life (Cooper & Stevens, 2002; Villalpando & Delgado, 2002).

Dr. Holton agreed with her colleague’s assessment, as she added, “Oh the good ole boys network, is changing but in danger of just changing to be, um gendered differently, but not necessarily substantively different, um that is.” How this non-substantive changing takes place is explained and further elucidated by Dr. Holton:

Female professors, who manage to hang on, um, who are now full professors [see Appendix C]--36, 625 women, as full professors with 29,548 being Anglo/white at 80.6% of all female full professors] learn to play the game according to the current

rules, but who probably came out of privileged backgrounds themselves and who are now in charge, but do they have a sense, a deep sense of different voices in the academy? I'm not sure, um, and so they are different, as to gender, but not different as to professional practice, scholarship, philosophy, decision making, or listening habits.

One receives the impression from Dr. Holton that these women have assimilated the Anglo/male norms of the academy and that they are perpetuating these very norms of elitism, privilege, indifference, boilerplate scholarship, deafness to the voices of those marginalized or underrepresented, and have assimilative decision making and listening habits toward their colleagues in the associative and assistant ranks and their graduate students. Those underrepresented faculty who acquire tenure now face the dangers of collecting the accoutrements of power and comfort of the very network that initially resented them. This network can often transform underrepresented faculty into the very perpetrators of the Anglo/male system because they have learned to play the game so well they are used to the position and power that comes with that position and they like how they look to themselves within that context (Cooley, 1902; 1964 Gass & Seiter, 1999; Jablin, 1982, 1994, 2001; Oreenwald, & Pratkanis, 1984; Rogers, 1961; Rosenberg, M., 1979; Swarm, 1983). It is the opinion of this researcher that many Anglo male full professors and Anglo female full professor are victims of "group think" (Janis I, 1972; 1982, 1989).

Groupthink, a term coined by social psychologist Irving Janis (1972), occurs when a group makes faulty decisions because group pressures lead to a deterioration of "mental efficiency, reality testing, and moral judgment" (p. 9). Groups affected by 'groupthink' ignore alternatives and tend to take irrational actions that dehumanize other groups dissimilar from themselves. A group is especially vulnerable to 'groupthink' when its members are similar in

background, when the group is insulated from outside opinions, and when there are no clear rules for decision-making. Such a working definition coalesces with Dr. Holton's assessment about a gendered and an underrepresented faculty's spin off. What seems to be in danger here is maintaining one's professional and personal integrity (Cox, D., La Caze, M., & Levine, M., 2005; Levine & La Caze, 1999, 2005; Swarm, 1983) during the promotion process to tenure and beyond by continuing to listening to not only your own voice not the voices of others still marginalized and needing advocacy. What factors promote these conditions in the academy? Some say such a climate is promoted by insecurities and assumptions senior faculties make about others, whom they consider weaker and less effective in scholastic pursuits and scholarship. By these assumptions such faculties view others as inferior. Dr. Holton adds her assessment of these conditions stating that such "exist based upon insecurity and resentment rather than on positions of power and care or discernment." She describes these interpersonal deficiencies in the following fashion:

It's a good old boys network; I think there are men who absolutely resent women who are successful, uh? Not only overtly but covertly and would do anything at university levels and that is true of my colleagues here.

Further manifestations of male resentment toward successful women in academia were enumerated, as being ill mannered, ill tempered, impolite and patronizing. Dr. Holton recalls a horrific encounter:

There are three men that I think are absolutely sexist in their behavior. They do not let up; and there are three new female faculty members in my department and we are beaten down, beaten down by these men verbally; One of them yells at two of us, yells, now he yelled at us in [e.g. department] meetings but yelled at all of us

in an entire faculty meeting last month and a senior professor leaned across the table to him and said, “That was an incredible display for a faculty member”, um, and this guy is a clinical faculty member, but he is also the best friend of the Dean.

Not only does this scenario present a picture of a misuse of one’s position and power and influence on a committee within a department but it also reveal egregious utilization of alliances within the political structure of Linda’s university and possibly the academy as a whole [note the abrasive committee member was the best friends of the Dean, a relationship that seems exploitive]. Dr. Holton’s resentment was next directed at the lack of professional courtesy and integrity (Levine & La Caze, 1999, 2005), as she angrily, but assertively rejoins:

In addition, I ‘m not going to tolerate it and I’m not going to tolerate the bullshit; they made promises to me, they courted me to get me here and they have not, they have not lived up to one of their promises.

The department’s Dean seems partly responsible for allowing the destructive behavior of those men to continue, the university Linda is a faculty member of is in partly responsible for “breaking their promises” thereby evoking a high degree of mistrust and resentment on Dr. Holton’s part. Who can really blame her frustration given the conditions she has to put up with?

How does she de-stress, when living in such an emotive and conflict-driven power-seeking arena, as the academy? Dr. Holton shared some of her coping mechanisms, which involved a relational connection, talking and a long drive.

She describes it in this manner:

I have a colleague, who also came here with me from Y State and she and her husband moved here, um, and we deconstruct almost every time something like this happens and my husband still lives in X city and I drive back and forth and I have 4 and

a half-hours to get to X city, and I, uh try to cool off there.

Finding and cultivating one's *niche* in the academy is challenging from both a personal and professional perspective. Challenges, as reported and contextualized above, provide incentives for Dr. Holton to look to her department, institution, family, colleagues and professional association for help, support, resources, provisions and people to assist here in her journey in crafting and cultivating her persona and her particular research agenda or *niche*.

As we segue in part with Dr. Holton's story, we will discover what strategies, sources and struggles surround a discipline specific professional association's conference, as a professional development mechanism. We will learn how she made connections with this association, what activities she engaged in, what support systems she choose from the association's "buffet" of ideas, persons and opportunities, what surprises and limits she found within her association, and how this multi-faceted and iterative professional engagement affected her professional career, professional development as a scholar, teacher and service provider, as well as her retention and career advancement indicative for academic success in the academy (Morley, 2003/2004).

Departmental Support

Most associates in this study spoke of department support manifested in the framework of assigned or chosen mentors.

Dr. Holton's perception of her department seemed more positive than other associate faculty from this study [with the exception of those rude and arrogant Anglo/male faculty on a departmental committee], as she describes, "We have a strong mentoring program." Strength seemed qualified, as she further explained:

Every new professor is assigned someone from within the department and some

one from outside the department, so they ask those political kinds of questions that might be sensitive and that helps tremendously.

Mentoring is obviously a human activity of importance for orientation and socialization to the norms and expectations of any group (Green & Scott, 2003; Kram, 1985 a, b; Kram & Isabella, 1985; Watkins, 1998). Asking those politically sensitive questions to understand and decode the predominant departmental and university culture is critical for surviving the academy. Dr. Holton's experiences involved not only her professional priorities, but also guideline processes pertinent and needed provisions (Park, 1996).

She confides:

Well I knew I had to write, I knew; and they allowed me to set up a schedule that I wanted, um, I only had to be on campus for meetings, um, and they gave me tremendous financial support, um, I just, I did what I needed, I knew what I needed to do (Glasser, 1984; Longworth & Davies, 1996; Myers, 2003; Snyder, 1974), I taught, I got grants; I think I wrote three or four grants that year, um I worked on my manuscript for the book that ultimately became, you know my dissertation, um, and I created or you know, gathered a set of friends around me, professional colleagues that had similar, um, similar, I guess philosophies about teaching and about learning in the role of public education and just went forward—departmental support in terms of scheduling, friends, and colleagues with similar interests and financial support—supplies—personal and fiscal.

Scheduling one's time seems critical to any associate professor and Dr. Holton saw this process as her responsibility, not her department. Dr. Holton conveyed her professional agenda and set of priorities ranging from writing for publication and teaching. Her department

provided her support in terms of allowances and adjustments to the demands on her time.

Friends and colleagues encouraged her research agenda and financial support such as funding for traveling to conferences and other necessary duties related to her scholastic work. Not all departments are like this and sometimes associate professors find their professional lives unsupported at the department level. Dr. Holton and others like her confided:

The biggest challenge for most underrepresented faculty (whether conscious or unconscious) is the reality of working in an environment in which basic, clear and easy to understand principles of justice, democracy, meritocracy and fair-play are not thoroughly understood or consistently applied. If these dimensions were thoroughly understood or consistently applied, then organization would go from just being just marginally effective to being great (Covey, 2004).

The Offerings of a Professional Conference

Often associate professors, by the time they secure tenure, have already been alerted to other resources for their professional lives through prior professional educational experiences outside of academia, as in the K-12 sector, their prior undergraduate experiences, their master's program training, post-secondary school graduate school experiences, prior mentors and current departmental colleagues.

Dr. Holton's understanding of these sources seemed long-termed, as from her graduate school days, approximately seven years ago, she recalls:

Because I had always known of the XYZ association in Educational Leadership, had been held in high regard; because I had heard of it when I was in graduate school, obviously, uh, and knew of the kinds of activities its participants engaged in.

Her knowledge of the capacities of a professional Educational Leadership association, while long-termed was tempered by the perception by several mitigating factors:

I think, yeah, I think the association could assist in some way. I think the daily life won't be impacted by that. Just because the reality is you're here, they're there, they're too far away to go see a movie together or just sit down and have a cup of coffee together, um, those kinds of needs [e.g. personal and social needs], I think a lot of faculty have that really; they don't get addressed as much—personal needs for social interaction, fun and personal validation.

Sizing up the Provisions on the Buffet Table

Professional Associations cannot address all the social and personal needs of an associate faculty member or any member primarily due to distance of the association from one's university, or its proximity, as well as access issues. These needs for intimacy and friendship are not the direct focus of the professional association but are rather secondarily embedded within its context.

While acknowledging an association's conference limitations to meet personal needs, Dr. Holton quickly shared that an association's conference “was a good opportunity for me to know the organization, to establish networking, uh, to hear the conversations about what is important in our field”.

So what would Dr. Holton learn about the XYZ association? The XYZ association is an international consortium of prestigious research universities committed to advancing the preparation and practice of educational leaders for the benefit of children, schools and society. XYZ, as a consortium, symbolizes an important aspiration, advancing significantly the field of educational leadership through inter-institutional cooperation, communication, and

contribution. XYZ works with its institutional members and other educational partners to improve the preparation of educational leaders and promotes the development of professional knowledge on educational leadership and school improvement (Ortiz, 2002). Over the past few years the XYZ association and its member faculty have focused keenly on increasing the quality and amount of research focused on leadership preparation (Young, <http://www.ucea.org/> 2009).

As a result of these efforts, XYZ has supported research initiatives, developed the *Journal of Research on Leadership Education*, published the *International Handbook on the Preparation and Development of School Leaders* and the *Handbook of Research on the Development of School Leaders* in the United States, and has created a program evaluation and technical assistance service to support preparation program improvement and further knowledge development in the field (Young, <http://www.ucea.org/> 2009).

Conference attendance is seen an opportunity to be introduced to the organization hosting the conference and to discover its core values, the recipients of that association's efforts, its aims for improvement in Educational Leadership, its emphasis upon the promotion of substantive knowledge for educational leadership and school improvement [K--post secondary], its aim at increasing research focus on educational leadership preparation, the manifestation of initiatives that promote these efforts of improvement, the publications of journals, handbooks for leadership education on a national and international level and programmatic offerings and services aimed at such improvement of current leadership programs coupled with technical assistance service (Young, <http://www.ucea.org/> 2009).

In addition to understanding this association's core values, as expressed above, is the further development of one's understanding, as a faculty member, the important conceptual and

ideological issues facing this particular associations situation contextualized within the field of Educational Leadership, leadership preparation and school improvement (Ortiz, 2002; Grogan, 1996; Pounder, Reitzug & Young, 2002).

Dr. Holton admitted that she returns to such a conference to seek a safe arena for private and politically sensitive conversations with someone else, a colleague from another member university, who understands her background, to de-stress a toxic department and work environment.

I do think it can help tremendously at times, uh, to be able to say, well, what it is like? Do you perceive bias (Dovidio, Gaertner & Bachmann, 2000) in your university and in what ways? How did you handle it? And those kinds of conversations, but it's always helpful to bounce ideas off of someone who knows your background.

It is interesting to note that while Dr. Holton had certain departmental support surrounding her attendance at conferences and in the writing of her book, limited departmental engagement, so she could write and a mentoring provision, her department's climate is still described, as toxic due to the sexism of Anglo/ male colleagues and their harmful comments. Note also that the conversations sought out are not about Educational Leadership improvement or even school improvement but the perceived experiences of "injustices" of herself and another colleague at her respective member university in an effort to de-stress.

The scenario, as painted by Dr. Holton, seems to portray an opportunity that deals with more personal than professional issues. Linda seems to perceive the XYZ association, as a more defined group than other major Educational Leadership Associations in our nation. She describes her understanding by asserting "XYZ's parameters are smaller, therefore you see the same individuals from year to year, more likely too, and it's very focused intently on areas that

you are probably more likely to be studying or investigating.”

How does Dr. Holton’s description of XYZ association match up with the association’s own description found at website (Young, <http://www.ucea.org/>, 2009) and that organization’s own self-description, as framed in the following fashion:

XYZ Association—Who We Are

The XYZ Association [e.g. pseudonym] for the University Council for Educational Administration is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. We fulfill this purpose by:

- Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice
- Improving the preparation and professional development of educational leaders and professors
- Positively influencing local, state, and national educational policy

Although our member faculty and deans come from different states and regions, we all share the same goals of building knowledge for the field and providing quality preparation and lifelong learning experiences for school and school system leaders. Our collective wisdom, expertise and research create the body of knowledge for our profession. In XYZ you will always find resources and colleagues who are committed to providing the learning experiences, professional knowledge and research that leaders need. Together, XYZ members shape the future of our profession (Young, 2009).

More than 50 years ago, the University Council for Educational Administration

(UCEA) was founded by 15 universities, the Kellogg Foundation, and the regional Centers for Educational Administration, all of whom recognized the need for inter-university collaboration to build a knowledge base of research and effective practice for the field of educational administration. The organization has a rich history. As the years passed, the organization grew (Culbertson, 1995; Young, 2009).

Today, XYX has become *a collective* of top research institutions with programs in educational leadership and policy and one of the leading professional organization for professors of educational leadership and policy (Culbertson, 1995; Young, 2009).

Importantly, the XYZ *community* and its influence expand far beyond our member universities. Because our members prepare future leaders for schools and school systems, our community extends into districts, schools, and classrooms—the very spaces where children learn and grow. XYZ is also a part of several national networks of educational administration organizations focused on improving the field, including the National Policy Board for Educational Administration (Scott, 1999, 2001; Young, 2009).

So what are the values, vision and goals of the XYZ association? They are unpacked, if one visits their website (Young, <http://www.ucea.org/values-vision-goals/>, 2009). Their specifically focused activities are also enumerated on their website (Young, <http://www.ucea.org/ucea-activities/>, 2009). The section begins with a reiteration of some of their more important goals.

Then the section proceeds to inform the interested individual of a representation of its many activities followed by listing of its sponsored publications and instructional materials ending with a list of Educational Leadership awards given annually. These awards are listed below. XYZ sponsors several recognitions each year, which include the following (Young,

<http://www.ucea.org/ucea-activities/>, 2009):

- The William Davis Award, given annually to the author(s) of the most outstanding article to appear in *Educational Administration Quarterly*.
- The Roald Campbell Award, given to senior colleague recognizing a lifetime of excellent achievement.
- The Jack A. Culbertson Award, given to a professor in the first six years of his or her career for some outstanding accomplishment.
- The Excellence in Educational Leadership Award, given to practicing school administrators who have made significant contributions to the improvement of administrator preparation.
- The Paula Silver Case Award, given to an author of the most outstanding case published in the last volume of the *UCEA Journal of Cases in Educational Leadership*.
- The Master Professor Award, given to an individual faculty member whose record is so distinguished that UCEA must recognize this individual in a significant and timely manner.
- The Jay D. Scribner Mentoring Award, given to an educational leadership faculty who has made substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty.

Please note the special emphases upon writing, lifetime achievement, initial outstanding performance of a “distinguished” faculty member, excellence in administrative practitioner practice, writing and publishing of a ‘case study concerning educational leadership’, an outstanding record of an assumed tenured master faculty member, and the substantive

contribution of mentoring the next generation of faculty members. The XYZ organization seeks to validate its participating members and their respective universities around its core values, vision and goals. Now, if one were to answer the question about Dr. Holton's perceptions concerning the XYZ association, as posited before us, her understanding seems limited in light of what is being broadcasted by this Educational Leadership association. Dr. Holton admits her support of the association's current emphasis upon social justice at this time of her professional career, when she shares:

I have been kind of pleased with the conversations the few times I've had time to go to sessions at the XYZ association conference, uh, with conversations; um they have taken me to a different level on the whole notion of social justice.

Uh, the notion, you know, some of the key terms that are being used now in the Approaches and diversity broadly defined and it is, um, I attended a couple of Great sessions on that and it reaffirms that I'm on the right track and it helps Me to think about ways that I may teach my classroom perhaps in a different Manner or how I conduct these classes. I think XYZ actually has made that a Focus the last few years and seems certainly on the right track. I don't want to Have social justice as the main theme however. I see it as a way of living and it Should be, you know, um.

Such, for Dr. Holton lends itself to validation of her research agenda, her thinking about social justice issues (Delia & Crockett, 1973; Delia, J. G., Clark, R. A., & Switzer, D. E., 1974; Delpit, 1995; Delia, J. G., O'Keefe, B. J., & O'Keefe, D. J., 1982; Sharobeam & Howard, 2002; Kozol, 1991; Linville, Fischer, Salovey, 1989; McIntosh, 1989,1990; Tanford & Penrod, 1984; Versilind, 1999; Wallace, 2003; Weatherly, 1961), informing her teaching pedagogy

(Park, 1996; Senge, 2000; Uhlenbeck, Verloop & Beijaard, 2002), her impact with the classroom setting among increasingly diverse student populations (Harris, 2002; Heider, 1958).

This professional association's current theme did not have to be its center plank of emphasis for Dr. Holton, for she envisioned "social justice", as a way of living, not just a topic of discussion (Delpit, 1995).

Additionally, Linda's attendance provided her opportunity to hear other stories and know that, um, how these kinds of things [social justice issues] play out in other universities and other similar situations, where some of the conversations in the sessions you attend address the social justice issue and other sessions don't and in those sessions you learn about other areas of educational importance. Conversations on social justice appeared to unfold informally during the process of session attendance, where discourse around a belief in an equitable, compassionate setting happens, where difference are understood and valued and where human dignity, the Earth, our ancestors and future generations are respected. While not guaranteed, Dr. Holton appears to expect such conversations to happen and she positioned herself to attend sessions where such topics were willingly discussed. Dr. Holton was also willing and able to attend and explore the provisions of other professional associations besides XYZ, as she states:

UVW [an educational collective association similar to XYZ], for me is a chance to branch out and explore uh conceptual kinds of issues that may or may not surface at XYZ...so I see XYZ, as focused in particular on issues and especially training, but I see UVW as more of an umbrella group, where you can than branch out.

If a professional association's *buffet* of ideas, individuals and opportunities seem lacking, then as a professional consumer, Dr. Holton has identified another outlet for her professional and career development. As a professor of Educational Leadership Administration,

she would simply attend a conference of another association. This option of UVW was described as a collective [not a consortium], was larger in attendance and seemed more involved in conceptual kinds of issues around the field of education rather than particularized leadership issues and training. Yet if one reads XYZ's statement of purpose, as well, as to its goals and mission you get the feeling XYZ offers much more. However, Dr. Holton's utilization of the UVW conference seemed focused on branching out and not focused on improvement in scholarship, educational leadership or school improvement within an Educational Leadership ideology or protocol.

Finding Bread and Butter at the Buffet table

Professional writing assistance loomed large on Linda's radar screen, as an ongoing professional development need. She describes her need, as following:

I also found that it was very helpful to get feedback from some of my colleagues

That, in these various organizations in terms of my writing, um, that's where I learned perhaps when and where I might submit a particular manuscript,

Um, that was helpful to me, tremendously, um, sometimes jus, um, yeah, just that support, that feedback, that uh, and that, there was the social piece of learning to enjoy your work.

Central to the work of scholarship, as currently emphasized in research one institutions is the writing of articles, chapters, books, and manuscripts for publication to eventually obtain tenure and cultivate a national/international persona.

Dr. Holton saw this type of scholar enterprise and its embedded critique, as professional necessary feedback and support. Dr. Holton's focus appeared more on the process of

publication and less on the technical know-how of writing. In fact, she further alludes to a more relational component of the writing process, when she refers to it as the social piece, where one enjoys “crafted thought, as a skilled cabinet maker would admire the finished produce of his/her hands, after the last coat of stain has dried.” It is this social piece of sharing scholastic success via the written product that Dr. Holton expressed her personal and professional delight in as to her crafted work. This seems to be the “heart and soul” of a scholars work. Other associate professors of this study summarily shared “...doing the work I love to do.”

At the Core of a Professional Association

The structure of the XYZ association, as already described, is interestingly involved in institutional membership from research one institutions across the nation and now overseas in Europe on an international level. Currently, XYZ has 70 or so member institutions, a small executive committee and institutional member representatives called ‘*Governance Session Representatives*’ (GSR) who makes up the governance structure of this association. As we unpack the governance structure of XYZ, we learn the following about it:

A representative body from member institutions governs the University Council for Educational Administration (UCEA). A nine-member executive committee formulates XYZ policies. XYZ plenary session representatives elect Executive Committee members.

The XYZ Plenum, which is composed of one representative from each of the member institutions, also establishes goals and priorities, reviews and approves organizational policies, and examines and approves the budget. Representatives to the plenary session serve, as the official liaison among the universities, the board, and the XYZ Executive Director. The Executive Director provides leadership and management for the organization. Under the leadership of the Executive Director, the XYZ central office implements the policies of the

executive committee, develops initiatives and programs to achieve organizational goals, coordinates activities, and disseminates information resulting from research and developmental projects. Financial support for the XYZ association comes from the annual fees paid by member universities, publications, and contributions made by its host institution, individual universities, foundations, and governmental agencies for specific programs and projects (Young, <http://www.ucea.org/ucea-governance/>, 2009).

Since its inception XYX Association has focused on developing institutional connections among Educational Leadership faculty. It has in the distant past hosted a governance session, which Dr. Holton attended, as the governance representative from a southeastern university. Typical of the stories of many associate faculty of this study, Dr. Holton's involvement with XYZ, as part of this governance sector came as default. She recalls:

My university was a member institution; we obviously had reps, which had been going for years and one governing representative wanted to get out of that duty. so like... it always happens...I said I'll do it...So I felt ...like that was a good opportunity for me to get to know the organization, to establish some networking and to hear the conversations about what was important in our field.

Other associate faculty members, like Dr. Holton, echoed her assessment of the networking benefit, as they stated:

The governance...that is a strong socializing factor...because, as ineffective, as I think it is in some ways...it is a place where you know you probably have more connected experience at XYZ within that, then if you were not in the governance sector and just an attendee. It is the opportunity for connected experience by knowing from the inside; being connected through a vital networking process and

being connected to hearing the “insider” conversation(s) about what is really important to the field of Educational Leadership.

This realization of connected experience to the XYZ Association was expressed far less by the underrepresented sector of the participants of this study. Dr. Holton, however, managed to make the connection [e.g. by default], though she was a female associate faculty member. She asserts:

I think my opportunity to be a *governance session representative* [GSR] allowed me to connect in a much, uh, better way, it wasn't so superficial because I began to see the same people every year and you could begin to build on those histories and now when I do go, it's almost like when I walk into a room, you know, it's like “oh-long lost friends”, you know, and it's really nice, you know, you kind of feel like you belong and you feel like part of a unit, uh, you are given credence and respect, um that's really important I think. It seems to be a point of validation.

Dr. Holton also admitted a deeper connectivity to her professional association understanding that her role had change (Moreland & Levine, 1989, 2001) going from outsider to insider toward the core of the Association [see Appendix E], as she appeared to be a “full member” in standing. Such status would involve the elements of maintenance, role and negotiation, at the level of a governance session representative [GSR]. Over time Dr. Holton had recognized and experienced not only socialization to her profession at her university but also to a professional association. She has developed professional-collegial friendships making her feel like an “insider” rather than an “outsider” looking in, a condition too often experienced by underrepresented groups within academia (Green & Scott, 2003; Festinger, Pepitone & Newcomb, 1952; Ferdman, 1992,1995, 1997, 1999. 2003a, 2003b; Ferdman, & Brody, 1996).

Dr. Holton saw herself as an integral part of a team and received corresponding credence and respect—expressions of esteem, admiration, acceptance and professional honor. Linda has received validation from her colleagues and senior peers thereby affirming her, as a scholar.

This validation is critical in promoting a national/international persona, as an associate level faculty member with your research institution for it is a benchmark of academic success [see Appendix A & J]. Dr. Holton's connectedness through her professional association via the governance structure, while not giving her tenure, provided her validation for her research agenda, scholarship and service. The connectedness of which she spoke had various dimensions or stages ranging from being lonely to being intensely engaged. Dr. Holton recalled initially, "I didn't have any female colleagues, uh, to socialize with, as my colleagues don't typically socialize with each other outside, you know, so I found that a lonely experience". The XYZ association mitigated that condition in reaching out by providing an organization/orientation mentor, when Dr. Holton became initially involved in the governance process. She remembers:

I do recall that they always tried to pair you up with another governance session representative [GSR], see when I first started going, I was a plenary representative, and so they coupled me with another plenary representative, uh, that sort of knew the ropes and you sat near someone who was more seasoned. They would explain the business protocols in terms of attending sessions and things like that. I already knew many of the individuals on the committee due to other professional connections.

As she became more socialized to the norms of conference business and aware of its provisions, she also recalled how critical these connections were to her performance, as a citizen of her university (Ward, 2003) in Engaged scholarship, as she recalled:

Connections with my former university, where I was prepared and then more regionally with women in the area, who, um, were also very interested in some of the same topics and just in general, being supportive of other women in Educational Administration, uh, they have been critical to my performance here at my university.

As a direct result, Dr. Holton became very engaged at the association's conference, its schedule and its provisions of sessions, only to discover a supplementary need beyond her formal performance, for informal socialization outside the parameters of the conference and university.

She reveals:

I used to be very intense about when I'd go to these conferences, you know, I had this schedule made out and I wouldn't deviate from it and I was gonna do this, this; I learned that it was equally important to take off with a group of friends and you know go out and have dinner and/or go see some landmark because it was during those moments, much like the good old boys network, it was during those moments, that I could let my hair down, that I could be just a person, as well as a professor, that one could do both—recapturing balance in one's often-frenetic life.

What a balancing act between the personal and professional dimensions of faculty lives! Dr. Holton, during those escapist episodes reveals the need to back off from the incessant demands of a high profiled national/international persona, which is cultivated often at the expense of ones on personhood or humanity. In recapturing her personhood, Linda, ironically liken that process to the type of socialization that occurs in the gendered specific good ole boys network—just being one of the girls.

Dr. Holton's journey, as reflective of many other female associate professors in their

pursuit of tenure and promotion, is complicated by the imposed influences of past paradigms of scholarship, current university expectations for the kinds of scholarship expected to be produced, the future hopes for resultant publications to satisfy that demand and an expectant resultant national recognition that would follow.

Dr. Holton's journey is dynamic and convoluted. She has had to "juggle" demands of her department, university and her professional association within her tripartite role of researcher, teacher, and service provider, while mentoring graduate students and helping them publish or publishing with them. Her *niche* building is a complex network involving herself in her various professional roles, her family [at a distance], her colleagues, her friends, her university, her students and her professional association. Such *niche* building is hard work. It also seems to be reflective of a driven lifestyle filled with many complexities, layers of challenges, due to the nature of the jobs she must fulfill, ambiguity, adversity and stress. This lifestyle faces the change-tasking taking place in academia with its increasing and incessant demands and pressures for more publications and the pervasive sense or need for future connections. No wonder many associate female faculties admit, "We know our lives our out of balance, but we still want to make a difference." What an Association's conference seems to provide for Dr. Holton and others like her is not only a break from the routine but also a place to regain one's balance in response to the pressures they face on a professional and personal level. In other words, to "catch one's breath."

Limits to an Association's Efficacy

Imbalance living and coping with limited resources are realities, which appear typical in the frenetic life of Dr. Holton. Another reality observed is in what her Association's

professional conference can and cannot do on many fronts. Dr. Holton's involvement over these last years has given her 'insiders' access to the conversations and practices of her professional career and Associations. What she has seen has not been encouraging. Linda appreciates the smallness and intimacy of XYZ, as a professional Association but "wishes [for] a larger organization in order to gain more lobbying efforts at the state level—being more politically powerful." Dr. Holton and other associate faculty members suspect "there is a disconnect between the university Educational Leadership program and the state department due to this lack of size."

XYZ's cadre of research one institutions, while providing some focused discourse on important Educational Leadership topics, appears hopelessly outnumbered and invisible to other post-secondary, non-research one institutions in preparing Educational Leadership practitioners. Dr. Holton described this state asserting, "We are not the only ones [research one institutions] preparing folks and that is what scares me. There is only x number of us vs. 500 that are out there." Furthermore, Dr. Holton laments, "500 really, and many of them don't know that XYZ exists." Furthermore, Linda questioned the outcomes of her current Educational Leadership program, when she stated, "As we prepare individuals for the professorate, most of the students don't end up in a research one institutions." Moreover, Dr. Holton enjoined, "Only 10-15% of all trained school leaders are prepared by research one institutions and that is a stunning reality." This raises a key diversity issue and question in Linda's mind, as she asks, "Do we [really] accept others?" This question targets what Dr. Holton believed to be another diversity issue of disconnectedness with the practitioners in the K-12 sector, ironically, the very sector she stepped out from to help by becoming a faculty member in partnership with local school districts surrounding her university. Dr. Holton further

explains her response:

On the issue of reaching out to practitioners...it's a little more difficult to do... [this current unattainable] goal also impacts and links in with issues of diversity, recruitment, recruitment and retention of faculty of color within our preparation programs with even recent indicators showing a current statewide reduction of the University of X from 11% to 6% of such faculty. What a travesty!

Practitioners are not only disconnected from such partnerships with professors like Dr. Holton, but she has come to realize, "there is a disconnect between the Educational Leadership practitioner in the field and even the XYZ Association's publications" for many administrators and superintendents don't see the value of linking research with problems of practice nor linking arms with such a small organization that appears 'invisible' to other providers of Educational Leadership programs and which appears ineffectual to the State boards of Education due to its smallness of size and lack of political clout.

"So who is on the Association's Team?"

As Dr. Holton has come to realize, the issues of size and visibility of the XYZ association on the national level, stemmed in part from a long termed controversy within the association itself over institutional membership. While, serving on the governance committee, Dr. Holton and other representatives like her engaged in what they called, "...a very healthy debate over who is in and who is out" based upon certain post-secondary criteria germane to research one institutions.

Additionally, female faculty governance session representatives, while recently increased among XYZ's institutional members, have not always had a majority presence or "voice" on the governance system's executive committee, since its inception, when it began

with 15 universities (Culbertson, 1995).

Dr. Holton revealed, “During my time of serving and as a Governance Session Representative (GSR) for my institution, I knew of one Latina and one African-American female faculty member on the board.” Such underrepresentation in a professional Association that is seemingly quite vocal on diversity and social justice issues seems ironic and does not help, engender, nor promote differing voices within the scope of educational leadership decisions of the XYZ association itself nor does it provide a needed example of inclusion of underrepresented faculty like Dr. Holton, who has coped with the impacts of underrepresentation on a daily basis for years within her university setting. Additionally, even if adequate gender representation is on the board, many governance representatives like Dr. Holton confessed, “It’s difficult to feel your opinion is valued, when it is viewed, as different because of your gender.” There are difficulties and disappointments for female associate professors that become involved with the governance structure of a professional association and a professional association in general, as to their sense of satisfaction (Twale & Shannon, 1996).

The health of this association, in spite of such controversies, is seen in its recent growth and its continued dedication to tackle the hard issues of diversity and social justice through the mechanism of its annual conference, which serves as a unique mechanism described by Dr. Holton, “as a lightening rod for voices.” However, such numerical growth is not always indicative of the impact an association can truly have upon its underrepresented members at the assistant, associate and even full professor ranks.

The professional help an association and its conferences can give underrepresented faculty at the associate’s level, while powerfully influential at a professional level, seems often diffused by the association’s own ideological and identity ambiguity issues. The residual

effects of “who is in and who is out” [e.g. long termed controversy of membership], may have more impact upon a faculty member’s sense of professional efficacy than the impacts found in that association’s multiple provisions of professional recognition, validation, appreciation, commitment, shared vision, renewal and acceptance though its networking structures and within the confines of its sessions presentations, symposia and general sessions. Choosing from the *buffet table* of provisions, opportunities and individuals often promoted a development of a research agenda through collaboration (Saunders, 1998) with other like-minded scholars. Yet, translating that to tenure has proven difficult. Dr. Holton explained, “The difficulty of that of course is when you go up for tenure...people want to see your independent work.” Dr. Holton and other underrepresented female faculty have often been tapped to collaborate on their production of scholarship pieces [e.g. writing a chapter in a book] or [co-authoring a journal article] “...because people sense that they have something new or different or thoughtful and they are good and useful for publication.” However recognition of those kinds of publications becomes a challenge at a department or university level. A female faculty colleague of Dr. Holton offered her explanation:

[However], when it comes time to go up for tenure, to put together that dossier...people are looking for what you have done individually and that is a significant challenge for the person who has been asked over and over again to be a collaborator...to be partner...to be supporter at certain stages of another colleagues professional development (Ory, 1991, 1993). Ory argues for a review of a ‘teaching’ dossier alongside a ‘research’ dossier thereby placing both on somewhat equal footing.

The duality [e.g. Yin/Yang] of collaboration becomes apparent as Dr. Holton’s female colleague further deconstructs the dilemma of collaboration, as it translates itself out to the

acquisition of tenure at her university, when she comments:

But then the picture turns, when its time for you to put together something what says you have added to the knowledge base of the field...collaboration is a good thing and yet it's been problematic at the same time.

While not having experienced it herself, Dr. Holton exposes the tensions of who is recognized, as first author of a collaborative piece. She posits, "I have seen where authors had to make a case to being first author opposing one who has a national reputation and you, as an unknown."

The cultivation of one's personality around a research niche is visible and embedded within Dr. Holton's journey and professional example. How this plays out among the various departments within our 4,415 or so institutions of higher education along a spectrum of classifications, according to Carnegie's recent classification system (Wikipedia Articles ©

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http://www.bing.com/reference/semhtml/Carnegie_Classification_of_Institutions_of_Higher_Education) appears somewhat fragmentary according to each university or college.

Dr. Holton further explains:

Some institutions are supportive of collaboration. It doesn't matter, just as long as long as you have shown some place...some percentage of your own individual leadership and contribution that is substantive...other places require significant amount of documentation, that you have showed where you played a key role in conceptualizing and understanding the particular research.

Knowing what your university requires, expects and even demands is strategic for any full-time tenured track faculty member to know in obtaining tenure and promotion. Dr.

Holton's message needs to be shared with, as many as possible, who are still in the process of cultivating that part of success in their academic careers. Dr. Holton, like other underrepresented faculty within this study voiced a desire for the necessity of revisiting not only the definition of scholarship but also its purpose. She asserted:

We need to revisit the purpose of scholarship and redefine it, as Engaged scholarship, where we work with people in the field, create ways to include them in the discussion and the creation of scholarship itself. Yet will our colleagues honor this? For we still have people that would rather stick to the formula of referred or nothing.

A significant observation was seen between professional development, retention and career development issues of an associate female professor, as compared to an assistant professor. The issues for the underrepresented assistant [Dr. Johnson], as already portrayed, revolved around survival and negotiating the transitions into the new culture of the academy, learning its mores and values, experiencing racism both blatant and cover, settling on one's agenda, struggling with loneliness, finding and implementing the initial strokes needed for crafting a career, while juggling the competing demands of a complex job that is contextualized within the academy and its incessant demands for effective and productive research, grant writing, effective teaching and professional service, as a "good" citizen of one's department, community and professional association. The involvement, as a "good" citizen, usually meant a myriad of committee work. This constellation of roles and activities and demands is now being juggled by a female underrepresented faculty member, who though she has acquired tenure, is dealing with other significant issues that surround the validation of her scholarship and its marketing. Dr. Holton, like others before her and hopefully other underrepresented faculty after

her, will find the needed support and professional under-girding within their university's department, faculty relationships (Parker & Parks, 1997), her professional networking with other faculty outside her university, her professional associations and their respective conferences and her family. An African-American female associate faculty member of this study gratefully expressed her appreciation in metaphorical terms for an under-girding provision of the XYZ association and its conferences. She stated, "XYZ association has provided me wind beneath my wings in terms of scholarship." It is this "wind" of support and validation that each underrepresented faculty member needs, as they learn to find their *niche* and cultivate that *niche* and sculpture their professional identity around that *niche*. As we move from Dr. Holton's journey to Dr. Teresa Ortega's, we will begin to explore the issues of significance, efficacy, and legacy among other issues, which is another constellation of items needing to be simultaneously juggled in keeping up with the increased pressures of further expectations, obligations and demands upon a full professor with tenure that is nationally recognized though underrepresented in academia.

Teresa's Explanation—an Elder in the "Club"

Dr. Holton's analysis of career achievement for female underrepresented associate professors in the "sacred grove" provides a segue to Dr. Ortega's account. She offers this observation of female "full" professors.

Female professors who manage to hang on, um, who are now full professors but who have learn to play the game, according to the current rules, but who probably came out of privileged backgrounds themselves, are now more in charge, but do they really have a sense, a deep sense of different voices, as an the academy needs to have? I am not

sure, um, and so differently gendered but not necessarily philosophically distinct in [their] decision-making processes or in [their] listening habits, particularly different.

As we unpack this perspective, we are struck with several issues facing underrepresented female faculty looking at their female counterparts at the “full” rank. Issues of perseverance, cultural assimilation to university norms and mores, as opposed to accommodation, issues of privilege and power, issues of compromise, issues of gendered differences and issues of philosophical homogeneity seemed particularly onerous.

Furthermore, Dr. Holton, who one wouldn’t be surprised if female “full” professors didn’t come out of a privileged status and looks upon that matter of privilege and right with concern. Dr. Holton also speaks about the issue of competitiveness surrounding the leadership style of such faculty who have assimilated Anglo/male norms, as a standard operating procedures for leadership, scholarship, teaching and service all within a highly politicized and male dominated arena [see appendix C], where we see that Anglo/males make up 70.2% of all full professors at 88.7% of all male full professors and Anglo/ female full professors make up only 18.3% of all full professors at 87.8% of all female full professors (Census Bureau, 2003). Other concerns for Dr. Holton seemed to be voiced over whether these full-time female full professors would “listen” to other voices and issue of diversity that seemingly are ignored.

As we deconstruct Dr. Holton’s initial response, we sense fear and anxiety from her, that by becoming “an elder in the club”, she would assume the dominant group’s perspective. This seems illustrative of the epistemological weighting hypothesis of Gass and Seiter (1999) who advocated that “ones acquisition of knowledge comes through two ways, ourselves through active trial and error and passive observation and through others who influence us by communication.”

When our views differ from the group's view, these views will often conflict with one another. The degree to which we will conform to the group norms depends on the weighting we place between personal and social knowledge. Through assimilation, one in academia could become guilty of perpetuating the same Anglo/male system that has dominated it for so long. Additionally, such assimilation arguably reduces any chance of transformation in the academy due to such complicity and adherence.

Another issue regarding professional career advancement into this "full" rank and one's personal integrity (Levine & La Caze, 1999, 2005) was further remarked upon by Dr. Holton, as she opined:

The next four years, I hope to reach full professor; I am shooting for that very, very, soon, uh, that is a goal. Should I not reach it though, if I see that there is gonna be barriers that I'm not willing to overcome, you know, like if I have to recreate my persona—become someone other than who I am—then I'm gonna go and do something else

This decision appears focused upon what one is willing to fight for, concerning one's core values. But when it comes to one's core values, they should not be compromised in any career.

Dr. Teresa Ortega a Latina full professor, like Dr. Linda Holton faced similar challenges realizing issues about organization life in academia, issues about her personal life, as they intersected with the dominate Anglo/male culture of the academy, as well as her professional significance, as a scholar in such a culture. Dr. Ortega was one of only 756 Female Full professors in the academy out of the 161,309 full-time "full" tenured positions [see Appendix C]. her race/ethnicity makes up only .46% of all full professor and 2.2% of all female full

professors in the academy. All female full professors make up only 20.8% of all full professors. It is within this small subset of professionally trained underrepresented male and female faculty, we are introduced to Dr. Teresa Ortega.

Teresa's Account

Dr. Ortega was born and raised in Lima, Peru. At the age of seven, her parents immigrated to the United States, settling in the Southwest in X state, where her dad and mother obtained employment at a local university in the maintenance and food service departments respectively. Her parents became naturalized citizens, as did Teresa and her two younger siblings. Her parents loved her, provided her with direction, and instilled *ganas*—the desire to strive for excellence in all one does. Here parents sent her to *private schools* at great financial sacrifice, driven by their ambitions for a better life for themselves and their children in their adopted country. Being sent to *private schools* is something not everyone can afford, it's a privileged experience, one that Dr. Holton stated about female full professors "...who probably came out of privileged backgrounds."

Dr. Ortega herself described her childhood as "privileged" recalling:

I think I received a good education; I went to *private schools* so my parents were very, uh, very interested, they were very ambitious for their children and so I received a good education and uh, I don't think I ever thought of anything. I mean I just thought about practicing the musical instruments and going to school, I didn't yeah, I think, uh, I think everything was quite encouraging, I don't remember ever being discouraged or bored.

Compare this to Dr. Johnson's experiences of family life and schooling.

She reflected upon her educational privileges and achievements, as they linked with her

checkered career path littered with some unregretful, but nonetheless revisited choices and moments:

I always did well as a student in school when I was young, uh, but then I had a kind of what I call a *checkered* career, you know, educationally, as well as professionally, uh, which looking back, you know, I think it's very interesting. You know; I'm not sorry at all, um there's some choices I made and maybe if I had it to redo all over again. I'd make different choices.

Retrospectively, Dr. Ortega also recalled:

I was raised in northern part of X state where, uh, the village there are primarily, uh, populated by, what in that time when I was growing up, were called Spanish-Americans and I thought life was pretty simple and good and X state is a very beautiful area and uh, there's a lot of art and music and things like that area, so I thought it was quite enriching type of life, but when I obtained my Master's degree in music, uh, and I came to the public schools to teach instrumental much, uh, that's the first time I encountered difficulties.

Dr. Ortega, upon graduating from an educational program (Andrew & Schwab, 1995) in the Southwest part of the United States, embarked on a teaching career in music within the public schools for seven years. This was just the start of her admittedly checkered career path, as she admitted:

I've been a teacher in the public schools for seven years, I moved out to work at the central office and from there I was hired as a State consultant and then from there, I, um, I worked on a grant, a federal grant and then I was offered a scholarship, a fellowship. Then I went to a doctoral program, through this fellowship and then after

the fellowship, I was hired by, un, the X independent school district, so I worked in research and evaluation for the X independent school district, as a researcher and evaluator and um, was at the beginning of the “school improvement planning process”, and was one of the leaders in the nation in applying into practice such initiatives, so I did that for six years and the I spent three years, as an inner-city school principal. I worked with homeless children and then after that I was offered a job at the same institution where received my degree [e.g. presumably Doctorate], where was here at Y state and at that point I decided to move back to be closer to my family.

Not only her fellow peers noticed Dr. Ortega’s expertise in the classroom but also the central office in which oversaw the running of the school district in which she served. She was then promoted to the central office for two years. Her narrative doesn’t disclose in what capacity but one could guess, as a superintendent or in some superintendent capacity. Her career path then took her out of the school district, when she was hired as a State consultant, working on a federal grant. While actively involved as consultant, she acquired a fellowship at a nearby research extensive university in the Southwest, where she attained her Ph.D. in Educational Leadership. Upon graduation, she was hired by a school district in the Southwest to be a researcher and evaluator on the cusp of a district-wide school improvement planning process that had national notoriety.

Six years later, for a short term [e.g. 3 years] she became an inner school principal and obtained her administrative certificate to add to her superintendent’s certificate, as she worked with homeless children. It was at this point that she met her husband, was married, and accepted an invitation to come on staff at her former Ph.D. granting university to be a professor of Educational Leadership and to be closer to her family.

Informed by Her Prior Professional Experiences

Dr. Ortega's professional experiences prior to graduate school had informed her professional practice, intellectual prowess and in doing so armed her for the challenges of graduate school, as she recalled:

The public nature of music itself [for example] provided some insight; not knowing any better, I just taught and did what seemed to be necessary in teaching much and that is what provided evidence to me that was later useful in other settings.

Her self-perceptions, as a graduate student, spoke of her belief and determination to succeed, as she admitted, "I was very, you know, was very serious and in comparison to other students, I read more and all and that so it, was just, it just seemed natural to me that I should try harder at it." Other perceptions complimented this insight regarding her work ethic and her survival and ultimate graduation, as an underrepresented Latina female graduate student, she opines:

When I realized that I was the only underrepresented Latina woman in Educational Administration and all the fellows told me right away that the woman who had tried it the year before had just flunked out, so uh, that, uh, I think [that] provided an incentive, a means, for me to be sure that I would not flunk out, that nobody could ever say that about me, so uh, I that that was one defining moment.

In unpacking this lack of fellow graduate student support, one is surprised at the audacity of her male colleagues to discourage one of their own, though she is different, as to ethnicity and gender. Does this speak of racism and bias (Dovidio, Gaertner & Bachmann, 2000) on her male counterparts? Or does it speak about "low expectations" men in general have

about women in the academy? I would bet none of them knew of her prior excellence, as a teacher, central office staff person [e.g. superintendent], scholar, researcher, and participant in school improvement initiatives within the public schools, let alone her work with the homeless and her professional certificates and prior degrees.

Teresa, as a graduate student understood something of the trends and patterns within academia, those she encountered, “And uh, women come in but they couldn’t get a degree and ultimately tenure or they wouldn’t stay and so, uh, so we would have, they would come in more or less and uh, their careers were more like visitors.” As the only Latina female underrepresented graduate student she also found herself quite alone, as she recalled, “I found myself alone all the time.” What a precarious condition to be in!

Though alone, Teresa received some needful recognition by her university’s invitation to be a part of a graduate cohort. She recalls the impact of this recognition in this manner:

Then I started my doctorate here at X university, I got recruited to do my doctorate and started out in Teaching and Learning, because I was interested in reading, but I also wanted to get a superintendent’s credential and soon started studying in the area of Educational Administration. This area was so interesting in terms of theory, organizational theory, leadership and uh, framework, so looking at things, so I went in that direction, ended up in Educational Leadership and then when I graduated...I worked as a consultant and principal...uh, a job finally came open at the J campus of X university, my Ala Mata and uh, I got recruited, really, to go there and really started the Education program, which I did in Teaching and Learning and Educational Leadership.

Dr. Ortega’s motivation for eventually selecting her current position on a branch campus of a major research one university [e.g., her former Ala Mata] seems seeded in her

prior thinking and understandings and grounded in her prior experiences. She explains:

So by the time I started to write my dissertation, I already had some idea about the various positions, by the time I came here to the university, I, uh, I was older so, this means that I had my experience and things like that.

Dr. Ortega's graduate school experiences were not easy ones, and she recalls the harshness of some of her Anglo/male professors, as another defining moment in her professional journey:

The other was when I realized in one of the classes that was noted for being very difficult, the professor was also very harsh and critical, uh, and he marked all of our papers with lots of "red" markings and everything and I saw $\frac{3}{4}$ of the class drop out and I thought to myself that cannot happen to me, this is just one hard class.

With such a high student attrition rates (Tinto, 1987, 1993), shouldn't a red flag go up to the administration and the college or Graduate school about the teaching manner and pedagogical style of this professor and his disconnectedness with his students? It is one thing to have high standards, it is another to be so harsh and abrasive that so many students are discouraged, disheartened and quit due to such treatment of their attempts at scholarship or learning. Harshness doesn't necessarily mean excellence or is that a core value of Anglo/male professors who are seeking to establish themselves, as experts in their discipline's field? Is this a disposition that should be valued in academe?

Teresa recalls how she overcame this "barrier", as he revealed several factors that helped her retention in graduate school, on of which was her own self-dedication and devotion:

I had less "red" markings than most of the other students, but uh, and then I guess in my examinations, I took them in stride. I just studied and that is all I did. I can tell you that I was a 100% doctoral student. I was single [then] and everything so, I didn't

do anything else and that was very different from the rest of the other students. Noted are her conation, determination and singleness of purpose.

Teresa's singleness gave her a seeming advantage over her other graduate school colleagues and her steadfastness were echoed in her brief description of her frenetic activity, "for two years I did nothing else but that." Teresa's ability to focus and her ability to limit that focus to the primary task(s) of completing graduate school was an advantage she utilized and exploited fully.

Not all professors were like the one mentioned above for Teresa recalled that there were some that really helped and encouraged here:

Well I had a few excellent professors, I did very well, and so I was invited into the doctorate. A couple of the professors [even] asked me, "Have you ever considered getting doctorate?" and so that was another defining movement.

This "defining" moment was to be seen by Teresa, as an opportunity when she reflected. "It was just an opportunity that I felt, that I would never receive again and that I might as well try it and see what would happen." Teresa was determined to accept her professors' invitation and seize the opportunity for as academic enrichment, career development that can only be experienced at a graduate level. Here focus and opportunistic attitude would coalesce to produce a determined creativity in adjustment to her future identity, as a newly minted assistant professor.

Dr. Ortega recalled:

Well, I guess, the one experience, which sticks out in my mind, is an experience in an elevator that one of the professors of the same university I was employed at asked me coming up in the elevator one day, "And so who are you?" He really said

that. So then and there I knew I needed to do something about my identity in the Academy, as an underrepresented female faculty member. I had to do something to be sure that other people [professors in particular and others in general] would realize that I was indeed a professor and so I began to carry a briefcase for many years, uh, everywhere with me, so um, so that everyone would know [e.g. so I was a professor]...so that was one coping strategy [e.g. seemingly among others].

Looking Like One of the Boys

Dr Ortega's professional identity crisis, as a Latina, a woman, an assumed assistant professor of an underrepresented subset of academia, took thought and creativity. Carrying a briefcase seemed to be her "symbol" of sorts thereby identifying, as one of the "chosen" in the academic club which seem to perceive her as being out of place or not belonging. Questions, like "Who are you?" and "Why are you here?" seem to assault Dr. Ortega, as she began her career in academia. Teresa philosophized:

If you can find one of those men, uh, that's really sort of in your corner that will be supportive and all and I think when I came here, the Chair at that time, was kind of like that, he us, was very supportive in these conversations, so uh, I think; of course I was more mature by the time I came here, which I think helped me, made it easier, I'll put it that way.

Dr. Ortega's support basically came from Anglo/male colleagues and was expressed in different ways:

I got appointed to Mexican studies, what they call Mexican-American studies and in Education, so I had two Deans and two associate Deans that were responsible for seeing

whether I would succeed or not and then the faculties in each of those colleges and uh, and the Deans were very helpful to me, all four of them.

Dr. Ortega's support system seemed extensive, ranging from a Chair to Deans of colleges and their respective faculties, who held substantive conversations with her and supported her. Dr. Ortega further explained how this support manifested itself in a variety of ways ranging from arranging the location and proximity of her office in the Graduate school of Education to protection from overextension and to too much service to the community. She opines:

I got a centralized office in the Graduate school of Education and it's still there and everybody can see I'm here and from downstairs and everywhere, and uh, and I was encouraged and I was protected from a lot of community work, especially from the Dean of the Humanities and Science department, um, when I came in the 19xx's. We [Latina's and other underrepresented female assistant faculty] were expected to do a lot of community work and being the only Latina, I was the only Latina, there were Latino/males, but I was expected to do a lot and that Dean protected me from that, uh, so that was and those were very important measures/efforts from these men for me, as a Latina assistant professor to protect me from that. And all of these men were Anglo/male, with the exception of one, one Dean, one Chair, of mixed studies, he's Latino, they were all Anglo/males, so they were very protective.

Twenty-five years later has not changed the pressure for underrepresented faculty to be involved in an ethnic/racial crisis over whether they belong in the academy—Who are you? What are you doing here?—Are the questions most often asked of them.

Dr. Ortega, while very grateful for the afforded protection stated, "I immediately

became comfortable with realizing and what they [e.g. senior ranking associate, full, Deans, Chairs] did expect from me [and] that they were ignorant also, uh, ok—in the terms of making sense of who I was as a Latina, a female underrepresented assistant faculty member relating to those expectations.”

The “good-old-boys” network impact was diminished for Dr. Ortega for several reasons. She surmises:

It was not that big of an issue for me or that extreme or either my eyes were closed or I was blinded and didn’t notice, uh, can’t really not notice, I suppose, I guess my experiences with the “good-ole-boys-network were not that extreme. I’ll put it that way, um but I know it still exists obviously in lots of places and all.

The issue of White/Anglo privilege, embedded within the “good-ole-boys” network, became again a controversial issue, however, raising a concern of equity of load sharing for Dr. Ortega and her Anglo/male counterparts, as she quickly responded, when interviewed:

Did you ask some Anglo/white males that same question? You should ask them all, as well, for it is uh, the burden sometimes that is too much on us, uh, and I think a lot of it, um, has be their awareness and the role they play in the cultivation and perpetuating of White privilege. Now, how they get insight into that, uh, I don’t know, sometimes it may have to be a kind of confrontation, uh, I’m not one that promotes that because I am uncomfortable in doing such, so I think on our side, we [underrepresented faculty members] may have to be persistent, uh, and uh, contribute in a way they [Anglo/male faculty] begin to recognize that there’s somebody here with a “differing opinion” or “voice” or “thought” that can add something to the substantive discourse around scholarship, teaching and service in the academy. It’s kind of particular, a dilemma,

because very often we [underrepresented faculty] are hired in those all Anglo/white institutions of post-secondary learning because supposedly we're different and are going to bring something different to the table and as soon as we get to that table, we want to be just like them—to fit in.

Dr. Ortega further admitted that such a controversy had made it difficult for a quick or easy solution given the dynamics of Anglo/White privilege and power.

She further asserted:

I don't know how we're going to solve it, I think some of us [underrepresented faculty members/ or graduate students for that matter], don't even recognize what has happened since Anglo/white people dominate everything. We [underrepresented graduate students/faculty] figure, when we finally make it because the door to the academy opens we'd better act like they [Anglo/male-female] do or otherwise we won't keep going up the ladder toward academic success and achievement, which is just counter to why we want a diverse kind of staff or faculty population in the first place.

Dr. Ortega's analysis evidences what seems to be a continued state of realism, coupled with perplexity at her recognition that others [like her, as to being underrepresented and differing in ethnicity] may not perceive White/Anglo/privilege, as a normative condition that confronts underrepresented members, not only in the academy, the K-12 school system, the superintendency, but the public at large (Aquirre, 2000b; Antonio, 1988; Antony & Taylor, 2001; Astin, 1997; Banks, 1984; Breslauer, 2003). Her admission also reveals the opportunistic issues and conflicts raised by the assimilation of underrepresented people in finding access and advancement within this essential Anglo/white world of the academy—to be incorporated into the primary culture.

Finding one's professional *niche* with the academy seems to involve for Dr. Ortega the abilities to keep a low "verbal" profile, in stopping the organization from marshalling evidence to be used against her. She asserts, "Yes, yes, and not say too much, and I think another thing is to remain 'silent' through most, if not many things, so that you are never attacked for something you say...especially at the university level." A World War II mantra of "Loose Lips, sink Ships" aptly describes Dr. Ortega's strategy in confronting the isolation, loneliness and political maze she has had to traverse, while being an assistant female underrepresented professor, within an Anglo/male dominated academy.

She further shared:

Well, I've already seen some of these things happen and I didn't get discouraged, I already knew some of the, I could tell ahead of time that some difficulties were going to arise and so I would be prepared for them and then I think I was more stable because of that, I uh, I know that, uh, I couldn't lose my temper, for example, and get angry and quite, I had to remain calm and uh, and I discovered that remaining calm gave me control of most of the situations so uh.

While Dr. Ortega could not control what would happen to her, she could control her responses to those events (Stryker & Serpe, 1982; Brehm, 1966; Snyder, 1974).

Dr. Ortega's responses or lack of within the scope of the experiences she faced brought her face to face with issues of collegiality, even among Latinos (O'Brien & Zudak, 1998). She shares, "But I have found that it's hard to collaborate with Latino/males, it's hard to work with them, but no, I think I still have been accepted by them?"

She further posits, "Well I think it's hard for the male Latino to be in charge and somehow, uh, they suspect that maybe I would [take] charge, if they don't watch out and so I

always try to work especially hard to allay those suspicions and fears.” How Dr. Ortega accomplished that was by letting these male Latinos “...do most of the talking and uh, suggestions and things like that and I sort of, uh, entered in later and worked with them.” She also revealed that it was easier to respond to and work with the personalities of her Anglo/white male counterparts:

Indeed, Anglo/males are more predictable [and] more rational and I think that [they] know that, well my experience in general informs me that [they] are not likely to come out of left field in most instances, as compared with Hispanic/Latino males, and so I think that I’m usually ready for what is anticipated from them and so then I don’t have to worry.

Diverse and somewhat predictable Anglo/male egos, differing according to ethnicity and race, differing perspectives and strategic responses to both were part of Dr. Ortega’s “game plan”, as she faced the dynamics and challenges of working within a department, as an underrepresented female Latina professor with her differing ethnic male colleagues.

Because Dr. Ortega was Latina, she also had to cope with the issue of being slated for representing “her” people/community. She described it as an expectation, “So I sense then and I guess this is the kind of thing, when you are underrepresented, particularly on the race/ethnicity issue, but more so as a woman. They, [the university or department], really expect you to be a spokesman for the race. Her understandings about this professional expectation based upon her race/ethnicity and gender become more apparent, as she shares:

Ok, and that for some who have also articulated that same sort of burden, as they would call that a professional obligation. I call it a privilege...sometimes they felt they couldn’t represent everyone but themselves. Yet others have felt it was their opportunity

to clearly voice and articulate a diverse opinion or differing perspective from a differing racial subset... Because I've been at this sort of this as the only Latina for such a long time I've gotten very used to those kinds of opportunities and the subsequent questions that surround those opportunities and expectations and I too feel it's a privileged obligation.

Developing One's Agenda

Dr. Ortega's journey, which started in 19xx's mirrors the repeated journeys of many Latina full professors, though few in number, who overcame loneliness, questions about their abilities, place, roles, scholarship and who had to deal with expectations of their departments, their universities, their students, their colleagues, their communities and the challenges embedded in the responsibilities they discharged within their respective roles of researcher, teacher and service provider. As a faculty member is socialized to "fit" into the academy, one's values and processes for scholarship are brought into alignment with primary white and male norms (Cooper & Stevens, 2002) that are usually peer reviewed or refereed. This begs the question of whether the university system should give merit to other forms of scholarship, as seminally advocated by Boyer (1990, 1995) and further discussed by researchers (Brewer & Hunter, 1989; Cook & Campbell, 1979; Feldman, 2003; Foster-Fishman & Stevens, 2002; Lincoln & Guba, 1985; Markus, Howard & King, 1993; Merriam, 1992; Park, 1996; Sharobeam & Howard, 2002; Bennis & Biederman, 1997; Hartman & Messer-Davidow, 1991; Smith, 1990). Dr. Ortega talked about this socialization through the process of developing a specific line of research [e.g. a research agenda], as a needful obligation, if one is to cultivate his/her *niche* in academia. She mused:

Some people, when they come out of their doctoral program, have their research agenda together; it depends upon many factors. They may have studied with a certain person who had funding, who brought them into their research agenda and so they [together] became experts in that as well and they [those particular graduate students] come out of their doctorate program with their focus and their direction quite well established, as a scholar, due to that initial collaboration and mentoring. Uh, others do not, uh for various reasons and it is quite, and it is not unusual that you come out of your graduate program not sure what your primary research focus is going to be, so in my case, that was the case.

As a graduate student, Teresa was unsure of herself regarding the alignment of her scholarly interests and her prior experiences in Education. This point of tension raised further questions, as Teresa recalled:

I had had this background in music and music Education. My dissertation was on music and its role in Education, as a means of fostering increased cognitive retention etc...um, but I was really in Educational Leadership and organization theory, so where was I gonna go with all of that—I wasn't sure when I came out of my doctoral program.

Her dissertation topic has substantive research supporting its impact on education and learning, as described in the following excerpt:

"A study that has also received much support is the Mozart Effect. Researchers showed that university students who listened to the Mozart's Sonata for Two Pianos in D Major before taking a spatial-temporal reasoning test performed significantly better than the control subjects. However, the effect, tended to last only about fifteen minutes, and only with this specific piece of music, which is known for its complexity"(Campbell, 1997;

Rauscher & Shaw, 1993; Thompson, Husain & Schellenberg, 2001).

In spite of such limitations: “Music educators have always believed that a child’s cognitive, motivational, and communication skills are more highly developed when exposed to music training. Now, study after study proves that music instruction is essential to children’s overall education, because it improves their academic performance. Therefore, the positive effects of Music Education are finally being recognized by science, verifying what music teachers have always suspected... At every age, exposure to music training affects academic performance. Music Education can be a positive force on all aspects of a child's life, particularly on their academic success. The study of music by children has been linked to higher scores on the SAT and other learning aptitude tests, and has proven to be an invaluable tool in classrooms across the country. Given the impact music can have on our children's Education, we should support every effort to bring music into their classrooms.”(Chabris, C. F., 1999; Hughes, J. R., 2001; Thompson, Husain, Schellenberg, 2001; Rauscher & Shaw, 1993; Rideout, & Taylor, 1997; Rideout, Dougherty & Wernert, 1998). However there are other researchers that stringently disagree (McKelvie, P. & Low, J., 2002; Nantais, & Schellenberg, 1999; Steele, Ball, & Runk, 1997; Steele, Bass & Crook, 1999a; Steele, Brown, & Stoecker, 1999b). How does one with differing scholarly pursuits from seemingly diverse and discrete areas of interest and experience wed these disparate areas of interest into a cohesive scholarly pursuit? Teresa found that she would and could integrate her interest with scholarship under the dual topics of “community” and “social justice”(Ayers et. al., 1998; Bensimon, E.M. & Tierney, W.G., 1996; Boyer, 1995; Calderwood, 1999, 2003; Chavis, et. al., 1986; Dey, 1991).

Balancing one’s scholarship agenda is difficult and involves time and project management. Reflecting back over the last 16 years in the professorate, Dr. Ortega admits, “At

the beginning, I wasn't oh, I wasn't good, I'd always been productive, but it wasn't easy for me, as it is now, hu." Such ability to create and craft an interesting research agenda related to community and social justice, to juggle one's time in managing one's tripartite roles of researcher, teacher and service provider, to meeting challenging professional demands became easier, as time went by, due in part to her interactivity with her more senior mentors.

Tending to One's own Garden

Finding one's *niche* in academia was the first stage in Dr. Ortega's professional career journey, as an underrepresented faculty member of the "Ivory Tower" and to the rank of "full" professorship, as she was socialized to fit. A second stage appears to be emerging from the data of this study was described, by a former mentor of hers, as "cultivating your *niche*". When this term *niche* is employed it usually means a gap or hole, somewhere to fit, an ideal place and it is a noun not a verb. So in finding one's *niche* in the academy, it is finding the ideal place for one's research, somewhere your scholarly interests lay and fit within the parameters and demands of your university.

Cultivating your *niche* suggest taking care of that arena of scholarship or developing it in such a fashion that its looked upon with respect and even admiration by your colleagues in the field. Once a graduate student or assistant professor selects a research agenda, then developing it becomes a primary concern and task. In research one institutions your research *niche* should inform your teaching practice and even your service obligations, while being on departmental committee meetings, being a good citizen of your university, representing various constituencies, attending professional conferences, which further informs your scholarship through networking with other scholars, who have similar research interests, while investing in collegial collaboration (Saunders, 1998) with other scholars on joint adventures in writing

chapters in a book about your mutual discipline(s), publishing case studies (Yin, 2003), publishing articles for journals and magazines in your field(s) of interest and presenting papers at conferences by yourself and/or with others.

This cultivating of one's *niche* takes place while juggling one's roles, as researcher, teacher and service provider. This doesn't overtly portray the role being a mentor to other colleagues [e.g. associate, assistant and graduate students] or even fellow "assistant faculty through full" professors. This process goes on, as well as the socializing that takes place within the academy, if its members are doing the job they are supposed to do. Dr. Ortega, while reflecting on the subtle differences on two of her important roles [e.g. researcher/teacher] states, "Well, I think both, they're different, uh, senses, different sense of satisfaction, uh, students and their work, when they do well, uh, you get a different feeling, than when you have just realized that your manuscript has been accepted, so it will be published and read and commented upon by others in the field. I think the satisfaction index in each role is a bit different."

While teaching students in an effective fashion, a fashion that is infused by her own passion for learning, for student achievement, and which is informed by scholarship is vitally important; it is research that is the core value for Dr. Ortega. She mentions the satisfaction she receives from her completed manuscripts in the following fashion:

They are so very satisfying to get that done, so scholarship then, uh, and being a scholar is kind of a central core to what it is to be a professor.

Maintaining this focus is key, as she further explained:

I think it comes back to you as a scholar and you know, we are not sales people, we are not PR people and we are not...accountant type of people and we don't

have to worry about our profit management or something like that, so, uh, it is the world of ideas and that is what it is all about, sharing these pretty openly.

Dr. Ortega further advised:

So you cannot lose sight, well the way I look at my job is I cannot lose sight of engaging in scholarly activities and I cannot lose sight that we faculty are existing because we have students and so then the production of knowledge, I have the title of professor to work with, within these two dimensions.

Her advice about balancing the two dimensions of engaging students and scholarly activity is framed, as a tension point of inclusion and exclusion around being accessible to her students and managing one's time for the solitary pursuit of scholarship. This tension point is partly addressed by the posting of office hours by faculty and the keeping of those hours. Dr.

Ortega further added:

Well here in this educational system, because the research is so dominant, um, I think first you are a scholar and then you write, you produce knowledge; you produce knowledge by writing and teaching, instructing, and by those kinds of things, but I think that is how you start out.

Reflectively, Dr. Ortega had come to understand the importance of writing in research and how it is linked with not only the production of knowledge, but also how writing and teaching and instructing further informs that same knowledge.

Integrating the Private with the Professional

Over the years, as a faculty member, Dr. Ortega's focus has shifted from just fitting in to cultivating a research agenda and ultimately her persona, as a nationally known and

recognized scholar in her university among her department and within her professional association(s) that she is a member of. Along the journey in becoming a “full” professor, the issue of job satisfaction emerged, as described by some researchers in the current literature, as the integrating of one’s personal life with one’s career path. For many female underrepresented faculty participants of this study and in particular those who obtained the rank of “full” professor, the issue of the tenure clock and the biological clock became a discussion point (Adair, 2003; Tack & Patitu, 1992; Stark 2004; Aguirre. 2000b; Aisenberg &Harrington, 1988; Berquist, 2004; Brennan, 1996; Clark & Corcoran, 1986; Collay, 2002; Cooper, et. al., 2002; Cooper & Stevens, 2002; Earst, 1995; Ehrenberg, Kasper & Rees, 1991;Grappa & MacDermid, 1997; Harding, 1991; Hensel, 1991; Li & Beckett, 2005; Louque & Garcia, 2000; McKenzie & Lightner, 2008b; Menges & Exum, 1983; West, 1995). Dr. Ortega was surprised, when asked this question during the interview, as she admitted:

Nobody has ever asked me that; that is very interesting! Well I mean I just, I had to give up the, um the opportunity to have children, I just got so terribly wrapped up into the career and the profession that I just all of a sudden, it was too late you know.

This surprised, but candid reply by Dr. Ortega highlights the apparent “silence” enshrouding women within the academy, who get wrapped up in their career of successfully negotiating the tenure clock, but at the neglect of the biological clock to have children. Some members of my study were single by choice/divorced and single with grown children by choice/married and childless by choice, due to the nature of their faculty job and other mitigating factors. The response also links with one’s job satisfaction, retention and even career advancement for underrepresented female and minority faculty members (Barnes & Agago & Coombs, 1998; Tack & Patitu, 1992). Dr. Ortega continued narrating this part of her journey

within the academy by stating:

Well, for a long time, I struggled with the idea...shall I have children? But it wasn't ever, there were other issues, it wasn't just the profession, I think there were other issues that came into play, and so you know, I just postponed it and said "I'll worry about it next year" kind of like Scarlet O' Hara, you know, worry about it tomorrow and so tomorrow just never came, I mean it just you know, I postponed it and that was a sign in itself to me that I had made that choice very early on and uh, that that was it, I mean there's just, I can't go back, I mean you know.

Dr. Ortega's personal choices coupled with other mitigating issues including her profession led to that outcome of "childlessness" but one she felt no regrets about.

She quickly stated, "Yeah, I just do not believe in regrets. I mean I can't go there and so it, you know; it's too late, I mean I can't tell you that, um, you know, I don't miss it, I, If I had had; I love children, you know, and I just absolutely love them, but it was not there for me I guess."

Dr. Ortega's choice was a personal choice, which was multifaceted in nature and not simply explained (Brennan, 1996). She asserts:

But you need to understand that wasn't, in that regard, that wasn't a cultural issue for me, because I married later, yet again that was my decision, um, the fact that you know I always worked and worked very, very hard and uh, it was just, it was something that my entire family just understood and accepted, I mean, so there wasn't push from my parents, but my parents were also very different than most parents, so yeah, that wasn't so it wasn't the culture that was, you know pushing me, that I felt that at all. I was just too far removed by the time I got my doctorate, I was working in Y city and most of the women I worked with there faced the same issues, I mean, so you

know, that it was just different and they were African-American women, Asian women as well (Li & Beckett, 2995), you know, non-minority women and so, uh, to me it wasn't an issue, you know, for me an issue of culture, it was more of gender, a decision that I had to make, so it was more gender than culture, and it's not that, trust me, It's not that; I'm very...I consider myself an activist outside my profession, so it wasn't, but at that point, that wasn't...at all because I had no major pressures, I was just, I always I guess marched to the beat of my own drummer.

The collision of a career path and one's personal aspirations or decisions "outside" the career paradigm often forces an individual faculty member to make choices, as ethically as can be made given limitations and other influencing factors. For Dr. Ortega, the other factors were articulated in the following fashion:

No, I mean and it depends on who your partner, your spouse is and uh, at my end and I married a man who had four children and at the time we had two grandchildren already and then there are given realities, so even, you know, they don't live here, but I mean we get to see them and I'm involved, very much involved with my nephews and nieces and they do live here and the children of friends of mine, who have already grown up by now, and so you know, that is part of my life, I think it has resolved itself.

Dr. Ortega found resolution through a creative reconstruction of "family" (Clark & Corcoran, 1986; Caplan, 1993). Teresa explained it in this fashion; "The connections that women make...often dealing with this issue of gender...assist her in making other constructions of family." She also realized that her solution might not be the same, as other faculty in academia. She gives a personal example of herself and her stepdaughter, when she describes this difference [see below on p. 225]:

However, it is a different pattern, which you do not really find too much, um, if you had my generation. A lot of my colleagues have done that similar kind of thing, in other words they combined motherhood and career by separating them, doing one then the other... I don't advise that for everyone. My [step] daughter did the very opposite, she had her career and now is juggling the kids and the career, so.

Because of these career/family issues, Dr. Ortega affirmed the need for universities to revisit and rethink the impact of such tension points that working faculty women have with their respective careers and the raising of children when she posits:

I really think that universities have got to take another look at that and I think as we get more women [e.g. underrepresented] faculty, they will because, uh, and come up with some different policies, like um, some kind of part-time track, so a female faculty member does not lose what they have acquired by having babies, when you are in your late 20's and early 30's and that you don't lose, you don't have to step off all together from the journey to tenure; but it would mean some other kind of accommodation that you could still do some part-time work, you know, instead of counting eight years, uh, you know, make it ten years or something, do those kinds of things. And if somebody said that many universities do a better job with helping parents with kids in college, uh we give tuition grants, uh, like a lot people to your children, going to college or if they come here, its free, uh, and all but we don't do anything comparable or even in the same category for faculty with toddlers.

Dr. Ortega realized that universities don't provide equitable treatment of their female staff with toddlers. Her position, as a senior member of the academy, in her mid-60's led to her speculate:

So it's interesting to get to this point where you start seeing the, uh, years contracting, that you have left, you know, you're obviously gonna be teaching, of course the scholar can keep on writing and doing all of that, so you know, there have been some people in my field that worked until they were 80, um.

As Dr. Ortega ponders her future, and thinks about the longevity of her career in comparison with others, she also admits a further career choice dilemma, as described below:

Right, I am a little conflicted, um, one venue is to be a Department Chair, maybe an Associate Dean or even a Dean and my mentor met with me at an XYZ association conference two years ago and told me he thought I should do that—either become a Departmental Chair or Dean—you know follow that track, but and those things are very tempting, but you have to figure out for yourself, what is right for yourself, obviously, and not be pulled into things that are not right for you, so I'm not sure.

Knowing one's professional capacities and what one truly values as a scholar, as a person is no guarantee of future job satisfaction in career advancement decisions. Dr. Ortega further comments, “ I know I can do leadership work, but I don't know if I'd want to give all of that to work...the person that I am, uh, there are other ways to think about life, stillness, solitude, meditation and whatever, and so.” She wistfully adds:

I have been here, um, as a professor, uh, for xx years and I have, uh, dealt with the Educational Administration part of it, how to prepare school administrators, but in that, with that kind of emphasis, I have had to deal with issues of classroom teachers and diversity and things like that, um, even school buildings, but uh, I think it has been a very satisfying career.

Her satisfaction seemed focused not on her collegial connections [which are no doubt many]

but on her former graduate students' career paths, which she described with pride:

I have students all over the world doing different kinds of things that deal with the administration of schools in on way or another, or the educational institution...yes, yes, I have one student for example, one student in Costa Rica in charge of, uh, some kind of an environmental reservation...and uh, he's doing very well there and uh, uh, there there's on in Cyprus uh, in charge of a, um church work. I am not certain exactly what he does in terms of church work but he helps, it is some kind of social work kind of position.

Over a period of years, Dr. Ortega's sense of efficacy appears formed in helping others launch into their respective career/ positions. Additionally, her professional pride also involved exploring, other areas of concern centered on salient topics of Educational Leadership/Administration. Dr. Ortega confessed, " I have looked at all those areas because I have been interested in improving education and uh, uh, in trying to look at that, I have dealt with these other issues, uh, so."

Revisiting the Issue of Scholarship

According to this study's data, one issue faced by full faculty members, like Dr. Ortega was the issue of scholarship, how it was defined, how it was validated, how it affected the other facets of scholarship and how it affected the professional lives of faculty seeking tenure. She explains it this way:

I think for too long research based on the scientific method, you know, example kinds of things, controlled experiments, uh, have not worked too well for human beings in our field, us, so I think scholarship, is how more carefully we can define

problems and look at um, things like the context within which these things are going on, uh, because I think the social environment may have a lot to do with what happens in schools and that doesn't lend itself to statistical analysis. I do a lot more observation and watching of the interaction and the relationships to see what is going on there, uh, we do some of that, but maybe much more emphasis upon that kind of scholarship [should be done or employed].

Dr. Ortega perceives the human condition and its social dynamics (Eliou, 1988), as too complex to be confined and examined in strict artificial controlled setting [e.g. like a lab?]. She also perceived social environments having to do with what happens in schools and that such doesn't lend itself to statistical analysis. Rather, scholarship for Dr. Ortega was nested in how one defined the problem in its context and how one observed the interaction among the contextual variables including their relationships. Dr. Ortega furthered this discussion by adding:

The university and um, scholarship in the field generally is about scholarship and we think, you know, as we are trained that we know what that means and we have certain criterion and standards and ways it's done, and it does, ok, we're trained into that and we learn to do it very well and we produce that and then we teach our students that, too, ok, um, the ways in which those standards [apply].

Her view of scholarship, as a professional scholar/practitioner, showed a deep understanding of the flow of social intercourse and her training in the field of Educational Leadership had trained her to look at scholarship in certain ways. This training was thorough, met certain standards of her university and of the professional field of Educational Leadership and such was communicated in similar fashion to her students. However, when Dr. Ortega was

asked about addressing the issue of “disconnect” with underrepresented female and minority graduate students and faculty she admitted:

Additionally, that culture might be, uh, marginalizing others is the question we don't confront or ask very much about, I mean some people are, but now we've always felt that scholarship, scholarship, scholarship, and you meet the standards or you don't, ok.

In Dr. Ortega's mind, the question on scholarship was seldom confronted, hardly discussed, and one is left with the impression, that Dr. Ortega, and others assimilated a certain view of scholarship like her, if you wanted to meet university and the field's official standards.

There seemed to be no other options offered by Dr. Ortega other faculty like her. She seemed to confirm her essential “buy-in” to the typical Euro-centric standard of referred and peer reviewed or nothing, as to research scholarship, when she shared an ironic dilemma she faced collaborating with another tenured professor over the “inclusion” of a non-tenured minority scholar's submitted manuscript for publication in a professional journal she was editing:

Now for myself, what I think is sometimes that complaint [by underrepresented faculty] is justified, sometimes it is not, because sometimes and it's not just minorities but anybody, sometimes the work isn't very good and according to what we think of a status for scholarship, so I can think of an example, you know, that a young man, an African-American male, who was elected to the governance council of a professional association, submitted an article to the XYZ review editing board about a year ago, a little over a year ago...it wasn't very good, you know, and I didn't want to publish it; but Dr. D. did because he knows my philosophy [about social justice] and um, so I did that presentation, and felt uh, conflicted that you know, um, we would be publishing it

because he was African-American and not because it was good.

Dr. Ortega's philosophy on scholarship seems indistinguishable from her Anglo/male counterparts, yet while her editorial colleague advocated inclusion for diversity sake, she advocated for good scholarship over the very diversity that she, as a Latina and the African-American scholar had brought to the academy. Therefore, her dilemma resulted, in part, from embracing such a philosophy sympathizing with social justice, but prioritizing scholarship above social justice, when it came to the published pieces in a scholarly journal she was editing. Dr. Ortega further remarked:

The piece was not good, so you know, there's the dilemma and so sometimes, I think that is the complaint from them, um, probably understandable but probably not accurate, uh, interpreting the normal, uh, process, rejection, you know critique is...so [normal, as well].

Dr. Ortega, as an editor, sets high standards for herself and the pieces she allowed to be submitted into the journal she, as editor, was responsible for. She saw this process, as a needful critique for this fledgling underrepresented male scholar to understand what first rate scholarship is and is not. She saw the process, as a needful critique of this fledgling scholar, as a supportive scholar/ friend, not the rejection of another underrepresented graduate student/potential faculty member based upon racial discrimination in subtle or blatant fashion.

Dr. Ortega understood the differences of experiences, orientation and knowledge construction that minorities and female scholars bring to the table about this controversial issue of scholarship (Belenky et. al., 1986; Green & Scott, 2003) when she articulates:

Well I think it has brought uh, total consciousness the difference in...um and I think there are different sensitivities that you bring because of their experiences, um, there are

certain interpersonal skill and insights, I think, that your experiences, as a woman and as members of a minority group, that you bring to a particular situation(s) that would not be present, when you don't have those experiences. I mean there are, I think the arrogance of Anglo/male speak because of the you know, they think that things; this is a general statement, but uh, because of who they are they assume that things will just happen, and that kind of attitude, see if, that does not work with women and minorities, you know, that things probably will not happen, so you need a lot of other kinds of resources to bring to bear on certain situations.

Therefore, while upholding high current norms of practice regarding written scholarship, Dr. Ortega acknowledged both the undervalued contributions of other groups' ways of knowing and the over-valued and contrastive Anglo/male arrogance nested in the present scholastic paradigms and academic structures of the academy. She saw this tension point, as promoting a continued disconnection between scholars and practitioner practice, as well as client needs.

Dr. Ortega argued:

I feel that many times folks that are not connected with scholars and major issues especially dealing with marginalized groups, that part of our advocacy is in immediately responding to issues that impact these people, uh, for example there was a proposition in X state that was basically going to move toward not having children of undocumented workers schooled, regardless of whether their children were residents or not, so in a matter of four weeks, I had to move, conduct research, get out there, you know, get a team going, so that we could start writing for the mainstream, um, professional organizational journals, so that people would see that they needed to deal with these children differently and that's something that other folks wouldn't feel so,

um that that wouldn't really have to fit into their mission, I feel that at my, it had to, and so we did that, whereas had I kept it more traditional scholarship, it would have been waiting for the policy to take place and then conducting the research on that instead of trying to, uh put a damper on it, so that it wouldn't create damage initially (Wolcott, 2001).

Selling the Sizzle of Scholarship for Practitioners

While issues of essential job satisfaction loomed large alongside issues of scholarship and one's professional efficacy, as a long-termed member of the academy, Dr. Ortega's concerns also embraced issues of Educational Leadership programmatic deliverance impact. She alleges:

I think if we are going to be true to our profession, which is uh, major, is to prepare people to operate schools more effectively is a major one, and to come up with studies that are useful to the field and not just do statistical studies that don't give impetus for improving practice.

Preparation programs need to be constructed in such a way as to prepare future leaders to operate schools in a holistic fashion, not just in providing them discrete research skills that do not provide necessary motivation or vision for improving skills. Teresa's critical analysis of current Educational Leadership preparation programs proved what has already been pointed out, as she addressed the lack of essential connectivity to the field. To correct this lack she suggests:

So I think we've got to encourage um, people, who are currently in school systems that have some problems, uh, and to make sure even though they many not have the needed

research skills, but they know the issues; and I think what we need to do is to *help them frame the problems* in a way that they can come up with the answers.

Dr. Ortega's response in improving Educational Leadership programs connectivity to the field is grounded in helping educational practitioners, who may not have the research skills, she and others like her have, but in helping these practitioners "frame" or ask the questions needed regarding 'best practice' and then to come up with the solutions themselves. Research demonstrates the connection between the preparation of educators and the achievement of their own students (Darling-Hammond, 1999a, 1999b, 2000, 2001, Darling-Hammond & Ball, 1998; Darling-Hammond, L. & McLaughlin, M., 1995; Sanders & Horn, 1994)...as one works with all our partners to identify, acquire, and demonstrate the specific knowledge, skills and sensibilities that one anticipates, as outcomes for the teacher candidates and other school personnel in their programs.

One of the best ways to achieve these goals is to model collaborative practices. The use of technology also enhances the capacity to strengthen the alliances one can have with all of these groups. Through collaboration (Saunders, 1998) one can seek to improve the preparation of educators, improve teaching and learning in their institutions and improve teaching and learning in the local schools, and most importantly, foster the intellectual and emotional well being of those students with whom one works. Just as good parenting practices include presenting a united front to children, teachers who work closely together promote shared ideals to their students. This camaraderie sends an unspoken message that the work being done is valued by the instructors, and should therefore be respected by the students. As students sense this consistency behavior and achievement improve. Similarly, as schools develop discipline plans that all teachers buy-in to, students understand that the policy is uniform and each teacher

will respond in a similar manner. Again the consistency that this provides helps students understand the parameters in which to operate and alleviates guesswork with regard to behavior and expectations.

Of course, as teachers engage one another in debate and conversation about practice and what works and doesn't work in given situations, each teacher's knowledge base grows. For students the teacher's expanding bank of information allows them access to the expertise of many teachers via their own instructor. (Austin & Baldwin, 1991, 1992; Inger, 1993; Little, 1987; Teacher-to-Teacher Collaboration, 2006).

Programmatic offerings need to provide guidance in how to frame problems in the field in not just the crunching of numbers, as in statistical data because is not germane to such field driven questions, for such data ignores the human contextualized dimensions and interplay of humans within such a context. For Dr. Ortega it would also involve revisiting core pedagogical content and practices as well. She further explained this revisiting:

I think we have quite a challenge, uh, which a lot of us...have...for a long time, uh to prepare people better for the, particularly the school systems, so I think we still have to um, examine the content and the way we teach our connection with the field and in how the context is delivered.

Summarily, Dr. Ortega's focus is upon several issues of "what" is taught and "how" it is taught in connection to a particular school audience and how that context and manner is delivered to the field [e.g. school systems]. She viewed the work of educators, as a recursive activity that involves reflection on both personal knowledge and professional practice or else how does one re-examine pedagogical content, the manner of teaching and how the context of that teaching is delivered. The autobiographical works of (Eisner, 1984, 1985, 1991; Clandinin

& Connelly, 1986, 1987, 2000; Connelly, F. M., & Clandinin, D. J., 1999; Goodson & Cole, 1993; Goodson & Walker, 1991; Grumet, 1990, 1991; Kinchloe, 2006, 2007, 2008; Kinchloe & Pinar, 1991; Miller, 1990; Noddings, 1986, 1992; Pinar, 1994; Weinburgh, Smith & Clark, 2008) help educators to explore their assumptions about educational practices and the students with whom they work, as well as the diverse communities that influence that work. Such critical self-reflection enables professionals to understand their own role in jointly shaping what occurs in classrooms and schools (Britzman, 1987, 1991, 1998; Ellsworth, 1997a; Ellsworth, 1997b; Greene, 1978; Pinar, 1994; Schon, 1983), and helps practitioners remain attuned to their students' and their own emotional and intellectual needs (Appel, 1996; Palmer, 1998; Silin, 1995).

Critical self-reflection requires that our educators not only become familiar with and experience various approaches to self-reflection but also learn the value, skills and art of creating classroom and school cultures that value mutual respect, imaginative identification and mindfulness of oneself and others, regardless of their ethnicity, social status, gender (Banks, 1981; Palmer, 1998; Portuges, 1985). This reflective practice modality enables the professor to critically examine the content of pedagogy, and question the way it's being taught in connection to the field and how that context is delivered. It is also substantively enabling to any practitioner in the field who wants to make a difference in the K-12 sector of our schools whether they be superintendent, administrator, teacher, school psychologist, school board member, counselor or concerned parent. An understanding of social justice must be contextualized, such as in reflective practice.

In doing so, one must recognize the challenges we face in preparing educators to be advocates for those on the margins of society. "Of the many challenges facing public schools

today, none is more formidable than eliminating racial, ethnic, and economic inequities in educational opportunity and student achievement” (Fullan & Hargreaves, 1996; Larson & Ovando, 2001; Lather, 1991). Given the historical roots of injustice, we must be committed to helping practitioners see the vast possibilities of moving toward an equitable and just world knowing that “extreme inequalities in matters of race, gender and class often survive on the implicit understanding that there is no alternative” (Ayers et al, 1998; Sen, 1992; Weis & Fine, 1993). This contextualizes education, as a social justice issue dear to Drs. Johnson’s, Holton’s and Ortega’s heart and scholarship.

Additionally, the important issue of diversity is seen in the extensive research that has clearly demonstrated the relationships between student identities and the identities of those working with students, primarily the faculty, and between attitudes and beliefs about various roles and identities and educational policies and practices (Banks, 1997; Cochran-Smith, 1995; Cummins, 1996; Delpit, 1995; Gardner, 1993; Ladson-Billings, 1994, 1995; McCarthy & Crichlow, 1993; Nieto, 1999). Educators must be aware that their understandings of and tacit assumptions about their own and others’ race, ethnicity, class, culture, linguistic diversity, religion, gender, sexuality and disabilities have a dramatic influence on their work with students, parents and colleagues, as well as the work output of that student and how they feel about themselves (Sapon-Shevin, 1999). Furthermore, educators must understand the importance of demonstrating in their own practices, curriculum and classrooms, sensitivity to, understanding of, and willingness to engage with issues of race, ethnicity, class, cultural and linguistic diversity, religion, gender, sexuality and disabilities. Knowledge of and sensitivity to one’s own and others’ identities and subject positions are central to effective teaching and service and such informs one’s research agenda within a sense of community (Furman &

Starratt, 2002), ethics and inclusion (Dilg, 1999; Darling-Hammond, 1999; Ladson-Billings, 1994; Ovando & Collier, 1998; Shapiro & Stefkovich, 2005). These practices of collaboration, by university staff with K-12 practitioners, administrators, school boards and state boards of education, as one engages in professional reflectivity, to deepen one's understanding about what social justice and diversity are and by working effortlessly within multiple contexts of differing school environments could possibly enable any potential or current school administrator, teacher, staff person to lead effectively into the 21st century, thereby enriching the school environment and effectively meet the needs of the children, they are there to serve (Davis, 2003). Such leadership could be developed at both the K-12 level, as well as the post-secondary school level, if one has the courage to look, to feel, to question the current conditions. However, Dr. Ortega warns this questioning may lead to a contextualized contribution of disconnectedness, when she states:

Where you have folks that do question and do read and to think and try to reflect in getting to, you know, they are not considered good soldiers, shall we say good bureaucrats and so they don't end up making it in the organizational system and so when we prepare people to survive, you know, organizational structures, many times, it forces them to give up some of those needed critical thinking and reflective practices...I just, they [the organization?] just don't see it.

An organization's penchant for assessment of its employees who question its policies and practices was posited by Dr. Ortega, as a contributing factor inhibiting their professional contributions toward the transformation of that organization and the lives of the employees themselves (Naisbitt, 1982; Naisbitt & Aburdene, 1990; Weathersby & White, 2004).

Rawls (1996a) spoke about two principles of justice in his book entitled *Political*

Liberalism. The two principles of justice are the liberty principle and the difference principle. The two principles are intended to apply to the basic structure of society--the fundamental political and economic arrangements—as opposed to particular actions by governmental officials, organizations or individual statutes.

The liberty principle requires that the basic structure provide each, citizen/employee/faculty member with a fully adequate scheme of basic liberties--such as freedom of conscience, freedom *of expression*, and due process of law.

The difference principle requires that inequalities in wealth and social position be arranged, so as to benefit the worst off group in society. Rawls (1996a) states that the two principles are lexically ordered, with the liberty principle taking precedence over the difference principle in the case of conflict. It seems to Rawls (1996a) the inability to question an organization's policies and practices is not true justice and an inhibitor to *one's freedom of expression*. Not only is there lack of justice and freedom implied here but the stifling of “transformation” for an organization that needs it. If any organization needs transformation, the educational system certainly does (Kozol, 1991; Green & Scott, 2003; Rawls, 1999 a, b, 2001).

The emerging global economy, characterized by the increased international movement of capital, products, technology, and information, is accentuating economic competition and means that students' knowledge and skills must meet international standards. Regional free trade will be augmented by worldwide free trade. Organizational downsizing, already common in corporations and government agencies, is spreading to colleges and universities. Computers and telecommunication systems are driving changes in how we manage educational organizations, how we teach, and how our students learn. In home schools and public classrooms, in vocational institutions and graduate and professional schools, new "informed"

operations and products are challenging employers and educators.

The implications of these macro-environmental changes are substantial. Educators need to rethink their basic assumptions about organizational structure and curricular programs. According to Terry O'Banion (1995), the existing structure and organization of most schools are inappropriate for the information age. The current educational system is time-bound by requiring credit hours, class hours, and semester courses; and efficiency-bound by credentialing students on the basis of time-in-class [so many hours per grading period] and by specifying bodies of materials. The current system is also teacher-bound, requiring instructors to be experts in rapidly expanding fields of knowledge, motivational psychologists, and gifted lecturers so that they are able to initiate, nurture, and certify learning.

O'Banion (1995) argues, " That to serve an information-age society, we need to transform educational organizations by requiring teachers to design and manage, not deliver, customized learning experiences that include many options, including stand-alone technology and opportunities to learn outside of school. Schools and colleges should provide road maps, optional routes, itineraries, rest stops for feedback, and access to information databases throughout the world. Postsecondary students should be allowed to enter, leave, and reenter on any day, twenty-four hours a day. Students "must be allowed to change directions, to move back and forth, to make U-turns for remediation, and to call for assistance when they hit roadblocks" (p. 2).

Schools and colleges must improve their assessments of student abilities, achievements, attitudes, goals [and limitations], as well as reconceptualize their standards for entry into and exit from formal learning activities. In short, educational institutions must become *self-transforming* organizations to take advantage of what we know about learning and what we

know about using technology to enhance learning (O'Banion, 1996).

The Wingspread Group on Higher Education urges a redesign of our educational system to align "with the personal, civic, and workplace needs of the 21st Century" (1993, p. 19). Perelman (1993), Davis and Botkin (1994), and Snyder (1996) forecast that unless we redesign the public system, the existing system would be replaced by private sector learning organizations. If schools and colleges need reorientation, to refocus and realign themselves to meet the challenges of the information age, the compelling question becomes: How can post-secondary educational leaders change the existing culture and structure of their organization and subsequently assist their fellow practitioners in the K-12 pipeline in changing theirs?

For providers of Educational Leadership/Administration programs at the university level, this is a must question to address and solve for those they serve at the secondary level for the future of Educational Leadership is in their hands. There are some scholars who believe that technology information is a tool that provides a "level playing ground" for underrepresented groups in our current school systems (Hoffman, 1996; Hoffman & Novak, 1998).

One solution is to involve people throughout the organization in a systematic and ongoing analysis to identify emerging or potential developments in the external environment that could affect their school's future. When stakeholders from all functional areas of the organization comprehend just how the future could be different from the past, and when they draw out the implications of these changes for their organization's mission, goals, structure, and functioning, they are more likely to want to make the resulting plan work.

A number of external analysis methods developed in the futures research community could serve as transformation tools for educational organizations, including (a) environmental scanning, (b) issue management, (c) vulnerability and opportunity assessment, and (d) scenario

planning. *Environmental scanning* involves systematically examining all sectors of the external environment for signals of change, a process that requires continuously searching a number of information sources for "news" about the future: long-term trends and probable developments. *Issue management* uses the results of environmental scanning to identify emerging issues that will affect the organization. *Vulnerability and opportunity assessment* identifies factors that are critical to the organization's functioning, analyzes the sensitivity of these factors to environmental forces of change, and develops anticipatory responses to these changes. *Scenarios are comprehensive, long-term perspectives on the future* that provide insightful understanding of the dynamics of change and a fuller consideration of the range of opportunities and threats facing the organization (Ashley & Morrison, 1995).

We have only briefly reviewed some current research literature on transforming our educational system—their organizations. Some post-secondary organizations seem threatened by talk of change, or being critiqued by their employees and accusing such activity, as being organizationally disloyal or disloyalty to the organization's core values—which maybe misaligned to the true needs of its constituencies.

The professional iterative process responses of inquiry, research, reflection and assessment about organizational issues and problems can make one suspect to that organization's seat of power—be it administrator, superintendent, senior faculty member, associate Dean, Dean, Chair of the department etc.—and those in power would often devalue and diffuse any influence, block any efforts at transformation, if assimilation into that organization was to be successfully negotiated, so then such "critical critique" had to be toned way down. Dr. Ortega insightfully commented:

I guess the practice of Educational Leadership/ Administration at times makes people

very non-critical, non-thinking; they don't want to look at things critically and research pushes us to do that [ironically] and there is a real disconnect there.

And I don't think that is good for the organization of Education Leadership as such because its stability will not happen, if people don't question.

Competing with Others and other Issues

Research one university based training programs for Educational Leadership were discovered in the data to be a small minority among all the providers of Educational Leadership training. This perception was expressed by many of Dr. Ortega's Anglo/male counterparts in the academy in graphic terms, "the genie is out of the bottle...as only 10-15% of all trained scholars are prepared by research one institutions." This Anglo/male professor also observed:

The tenor of conversation at the conference(s) centers around the focus of [competing] entrepreneurial interests from various providers for training leaders for the "genie is out of the bottle...the XYZ association will have to re-assess the continued placement of leadership training in university based programs...It's a new market place...a new set of realities which challenge the whole legitimacy and efficacy of university based school preparation programs of Educational Leadership.

Additionally, other Anglo/male scholars saw trouble with the current deliverance style of university programs, asserting, "The whole delivery issue...for the university programs are very traditional, as they ever were with course credits, as a primary paradigm." Implicit within this critique were not only the questioning of the programmatic offerings given by research one universities; there were also issues of efficacy, effectiveness, legitimacy and deliverance methodology of such programs, as well as another criticism focused on the default management style of those same universities. An Anglo/male scholar commented about this:

We need to address the reasons on why for years, research institutions, by default, have left all continuing education and professional development to other organizations. We need to realize that this defaulting has allowed other providers to have a lot more influence over the career paths of school leaders and scholars than those prepared within university preparation programs and professional associations like XYZ in their offerings

Dr. Ortega expressed her frustration with this competitive and complex reality, when she articulated:

[There are the] kinds of threats to the university based preparation programs of school leaders, um, unfortunately in the field of Educational Leadership preparation training, which is preparing principals and superintendents and so on, was also the academic role as part of it...that's the problem because there's this great movement to take training, the training part out of the university based institutions and put it into the field...you know, and in fact, they already have done so...so there's a great movement to do that, you know, there's so much education bashing that goes on in this country [and a lot of it] comes out of the federal government for starters, um, so you know, this is really heated up and everything that is going on and so there is the threat to our field of Educational Leadership, as presented in the XYZ association, which is there to maintain, defend, protect, guide, support and network with university based preparation programs.

Dr. Ortega viewed the field of Educational Leadership and in particular university based programs offering such, as well as her professional association, as being under siege from other educational interlopers, including the federal government. For her, her field of Educational

Leadership found apt expression in the XYZ association.

She confided:

XYZ's program fits its university membership around the quality of program offered and only doctoral programs can enter, a good quality doctoral program, so you can think of it as like in terms of *stewards of the discipline*, maintaining the integrity of scholarship in Educational Leadership

Her loyalty to such a professional organization, while noted, appeared rooted in what she perceived as academic integrity around the issue of scholarship, as defined by publications, which are peer reviewed and referred in journals, books, case studies, quarterlies and other manuscripts. If the Educational Leadership programs offered by other providers compromised this "integrity" of scholarship by not promoting this type of research around the constellation of Educational leadership/ Administration, then Dr. Ortega further wondered:

So what happens to institutions if the preparation program leaves? Who or what is going to maintain the scholarly part? So, you may end up with no scholars studying Educational Leadership and you know, and that's kind of sad, a real loss, so that's the threat. So it's kind of ironic that XYZ itself is doing so well and growing and people are coming [nationally and internationally], institutions are paying their membership fees and all of this, given these pressures.

Getting Help from a Professional Association

Given these and other challenges for Educational Leadership faculty and pressures facing Educational Leadership providers, Dr. Ortega advised utilizing her field's professional conference (Furman, 2003), as a source of help for the institutions with those preparation

programs and the members of the Educational Leadership departments that came [graduate students through full professors, including Deans, Chairs, associate Deans] and other interested faculty as well. She saw this association also as a help to confront not only the challenges facing university based Educational Leadership programs but also provide clarity of vision for the “few and the proud”, when she stated:

First, that you do not get discouraged regarding, no matter whatever anybody says, Then I think you’ll have to uh, not lose sight of what the nature of the job is and I think developing networks of support both nationally and internationally. Those networks are to be so very active in a professional organization like this.

Sculpturing one’s identity around a professional *niche* of scholarship is a time and effort intensive undertaking. Such labor involves a specific understanding about the socialization processes surrounding the cultivation of one’s career choice. An associate faculty colleague of Dr. Ortega described this process:

I think when I was a very junior person, as a doctoral student or a brand new assistant professor uh, when you go to these meetings, you feel a little marginalized in ways because you don’t know people, you don’t know the inner core of the association [its governance sector] and you always see the demi-gods, the big scholars and people in office and they talk to each other and they have their little group and you are obviously not part of that and so, you know, you kind of just watch from a distance, you know, know who they are and so it’s definitely like that, it was that way for me, absolutely, I had um, a mentor.

Mentoring for Dr. Ortega, now a full professor was also very important in understanding and coping with being marginalized and being invisible to the nationally known

scholars in her own field. As she described her own journey from assistant to full professor, initially, as an outsider but with a mentor, this mentor provided her with the necessary introductions, orientation and socialization needed to move from outside, as an on-looker to inside of the professional Association's core—its governance body. Other factors also played a significant part in her socialization. It was in her professional Association that Dr. Ortega seemed to find a professional haven. She described this find, as a critical key to her professional success as a faculty member:

Moreover, that is the other thing; it depends on what institution you are in and who is there in this institution, I had good mentors, who were involved with XYZ...and so they encouraged, you know, their students to come, um, I got nominated for the W seminar, uh and was a participant in that one year, so in those ways you get brought in [to the inside of this association] by your mentors, uh, into these things, um, which is wonderful, fantastic experience, That's the key, I think, that is the key.

Dr. Ortega also described her own strategic choices in becoming a scholar:

And then uh, over the years, as I developed as a scholar, and started doing my own work and started making these connections, you know, um, presenting papers, and so a few years I do present papers, it's pretty hard work because you always have to have something, research going on, something you can propose and try and get accepted and once you get it accepted, you go to the conference and present the paper.

Her choices and persistence (Haro, Rodriguez, & Gonzales, 1994; Tinto, 1998) were very focused upon proposals, research projects, and presentations, based upon research and her crafted networking connections with other scholars in her field that informed her work. Dr. Ortega appeared to maximize the support she received by becoming actively involved, thereby

exhibiting a deeper personalizing of her experiences, as she moved from passive receptivity of help and information to active and reflective engagement with crafted scholarship (Strauss & Corbin, 1998; Tversky & Kahneman, 1981. 1982). These successful cycles of scholastic productivity opened other doors, as she further illustrates:

Then after a few years, you start um, proposing these symposiums to other people. Symposium has three definitions: (a) formal meeting for discussion of subject: a formal meeting held for the discussion of a subject, during which individual speakers may make presentations, (b) publishing, as in a published collection of opinions or writings on a subject, often in a periodical and (c) ANCIENT HIST: drinking party in ancient Greece: a drinking party in ancient Greece, usually with music and philosophical conversation—(Encarta, World English Dictionary [North American Edition], © and (P) Microsoft Corporation, 2009).

In proposing symposiums to other people one can be sure Dr. Ortega was referring, primarily to the first definition. She describes these symposiums as, "being a little bit easier, you know, you chair a symposium instead of writing a paper and then you get invited to be on a symposium as a discussant, you know at another symposium, so that isn't too bad either, uh, so I did a lot of that over the years."

Opportunities for Leadership and Service

Sculpturing one's identity around scholarship not only involved a progressively enlarged cycle of scholastic activity, but Dr. Ortega also discovered that involvement in her professional Association's conferences brought further leadership opportunities. She described retrospectively her experiences of being "tapped" for leadership:

It's just something that happens to me and I don't know why, and I actually always have, through my whole life, it happened, high school, college, happened in my K-12

professional career and it happens here—that people nominate me, I think, you know, she'd be good, so um, whatever that is, you know, and I don't know what it is, um so that's what happened. I got nominated like the second year as a governance session representative (GSR), these women nominate you for the executive committee, so I was nominated from the floor, um, and I didn't win because there are, uh, there's a nominating committee that nominates the slate, then you can have nominations from the floor, so I was nominated from the floor for the executive committee, but didn't win...and I will try again next year.

Dr. Ortega, though not winning, had experienced significant national recognition for her leadership potential, having been nominated, though not elected on this initial try. She ceased to be invisible to the organization. In most areas of the world, indeed in all, a cloak of invisibility has, for the most part, shaded the achievements, potentiality, and the leadership of women (Green & Scott, 2003; Lewis, 2004). The following year she remembered, “So the next year was, oh no, then what happened was I was invited to be program co-chair for the following year.”

This selection seemed to validate her sense of leadership, as she verbalized, “That's very good because someone was tapping you and saying, you know, I think you'd be good, so yeah, and it's more visibility, so I did that.” This selection soon was followed by other promotions within the organization, as she was selected to the top governance body in the association. Dr. Ortega recalled proudly:

I got officially nominated for the executive committee and got on it, um, and then um, becoming president. What happens is every year a president-elect is elected from the executive committee, nine people, so only the executive committee is eligible

with nine people, so it's kind of a thing, that um, sort of evolves every year of who's sort of you know, who's turn is it uh, who's popular, who's perceived well, you know, blah, blah, blah, blah, whatever, so um, there's one year I was thinking about doing it, but I realized that this other person would win no matter who ran against her, and I just didn't want to do that, so I didn't and then the next year I did and I got elected.

From Teresa's perspective, one must learn that professional associations have their own political structures for leadership, their own political climate, their own chain of recognition, and status much similar to those in a department of a university, business or government sector, where one learns to negotiate and know when to run for a position or not. Dr. Ortega, as per her narrative, became president of the executive committee of this prestigious association focused on Educational Leadership scholarship, as well as other issues surrounding academia and the K-12 sector.

Engaged to the Core

All full professors of this research study had to one degree or another 'personalized' the annual conference event over time, in many different venues and in many different ways ranging from mentoring graduate students and assistant faculty, to being involved in the sessions themselves, to speaking at sessions and symposiums, to chairing symposiums, to being part of the governance structure, to networking with other scholars, to receiving awards for their scholarship in many forms and possibly looking for other employment opportunities listed for their colleagues or themselves. In one way or another an "event" had taken on personal significance and importance, as these faculty members had gone from being merely passive receivers of information and support to being actively engaged participants, who would

retrospectively express their own engagement in the social processes of this conference event. In other words, their engagement would inform their knowledge crafting, assist them in making connections for grant writing, explore avenues of scholarly collaboration with other senior faculty members from other universities, develop further insights for their protégés, they were mentoring, inform their practices as scholar, teacher and service provider, as well as cultivate their leadership abilities, including increasing their networking circle for future publications, and aid in developing a national/international persona, which is an important indicator of success in academia [see Appendix A].

Dr. Ortega recalls the first time she became involved with the XYZ association, after several years, as a fledgling professor of Educational Leadership/Administration with a new doctoral program for which she was responsible for at her university:

I somehow heard about the XYZ association and its conference and I can't remember the occasion, uh, but when I went to X city, it was to establish a new doctoral program in Educational Administration, that was why I was hired, uh, to even though I didn't know much about how to do that, you know, but they were, it had been in existence just one year, uh, and the person running it was asked to come back to the Q Public School district, they had just de-segregated, so it was a rare opportunity. Uh, so uh, somehow, I heard about it and I, it seemed to me that for a brand new doctoral program, this would be something good to become part of, so that's when Dr. Y was the head of XYX (Culbertson, 1995) and he was very generous. I guess I must have written him or whatever, and of course we were new, we were not eligible for membership, uh, and I mean we would not have had the money anyway, but he immediately put us on the mailing list and I got invited. An invitation makes one feels welcomed.

As Dr. Ortega recalled this initial encounter with the XYZ association, we sense that her new departmental responsibilities, her new faculty responsibilities, as well as some preliminary knowledge about XYZ association from a former XYZ president (Culbertson, 1995) and an official invitation provided the needed impetus for her to attend for the first time—all of this in light of not being a member school. Dr. Ortega, initially, was a recipient of what she called “generous” support from this past director of XYZ association. She would over time become a “generous” giver of support and service to her faculty colleagues at these conferences. This is described below:

I’m involved in, people invited me to sit on panels many times and I sent in two or three papers and they are basically dealing with the type of work that we are doing on social justice...have been able to uh, provide us with you know, again, a catalyst to do different things, so I’m gonna present some of that and then like I said, people invited me to be on panels, some of them invited me to be on their panels because I will present a totally different perspective than anybody else and others because of their areas of interests align with mine, so you know.

This snapshot of the past provides an appropriate backdrop for her continued and anticipated future participation, as she reflects:

I’m um, I’ll be participating in several sessions, more so than what I probably should, but many of them were, you have to really help me on this, and I said fine, you know, again you get to the point where you have good friends and you want to help them out.

As a professional “enabler”, Dr. Ortega’s view is not so self-centered or self-absorbed that she cannot help some of her faculty friends, who are in need of her critique or support. Her altruistic pursuit of their well-being shows that her view of being at the conference(s) over time

has changed from “what they can do for her to what she can do for others” (Curwin, 1993; Neusner, 2005). Dr. Ortega further explained it in this fashion:

Well again, it’s the issue of hopefully, you know, through my interactions and through presentations and talks, etc., that there will be again the next generation of folks who are aspiring to be professors to say, you know, this would be wonderful and I’d like to be a professor, either because, uh, they know they can do a better job than I’ve done or because in some little way, you know, I’ve been able to touch their lives, um, the other thing is that I have some questions about some of the research that we’ve been doing and when we present it, I want to get feedback from the audience and the participants, that’s critical too me as well, I think, that, that’s one of the reasons why we really present and participate, so that we don’t get everything we want to hear, but that we hear things , that most people wouldn’t tell us [normally]. Dr. Ortega continued, “Although, I also found by going to meetings, uh, just to find out what other people were doing was one of the real advantages.”

Therefore for Dr. Ortega, getting salient feedback and seeing the examples of “others” scholarship and discovering what was current in her field became her focus. Dr. Ortega, over the years, discovered that involvement with a professional association, by serving and leading in that association, didn’t necessarily guarantee organizational and professional progress. She posits:

Well, I think it’s been interesting to see the transition and the changes in the executive committee, as people leave, I mean I’m serving on a totally male committee [e.g. is she underrepresented, as to gender as well as ethnicity/race?], and there is not one person here who started off with me, of course, so I think I’m probably the oldest standing

individual on the board and so I've seen it change totally because of the dynamics. Um, many of the issues remain the same, but in terms of dynamics and the way we look at things, I think that are a little bit different, but the issues are the same.

Finding Resources and Provisions within a Professional Conference

Besides opportunities for service and leadership in cultivating one's professional career, Dr. Ortega discovered other professional development provisions. She started her enumeration of these provisions; recalling and moving effortlessly back to the beginning of her long and industrious career:

Being a part of places like XYZ was an encouragement to learn and to actually to do some research and I got to know a little bit about what was helpful for the program as much as me, and some of those meetings.

She then moved to another important contribution, which the association gave her, as she recalled:

Oh absolutely, engagement, the um, the generation of different ideas and that people leave with, again hopefully, some new ideas for scholarship, new perspective for, um, finding other individuals that they may be able to collaborate with or at least call upon for professional, you know, um engagement of some sort, it could be helping me write this or you do you know this other, so that the networking, um hopefully, bringing in, uh, most students who would feel they're calling can be in the professorate instead of staying in the world of practice, as a practitioner, that they find that they need to go into the professorate and hopefully having then enough contacts to where they will know that they will be hired, you know, if, once they complete their

doctorate...so it's the help the aspiring professors receives, also, to complete their dissertations, as well as folks who are working on a certain research lines, in a certain areas, certain topic that they find, and other folks that can, you know, brainstorm with, so it's many things that we have to provide including the types of speakers that will generate their perspectives on topics.

In her memory, Dr. Ortega, reflectively embraced the significance of contacts and collaboration she had had in the past with colleagues in the promotion of scholarship. This humanizes the world of scholarship with face-to-face encounters by networking and collaborating with other scholars, colleagues and senior mentors along similar research lines of interest. She further commented on this relational connectivity:

Well, a major significance, I think is, that number one, it provides us with the opportunity to meet and engage with other scholars and regardless of how we see our scholarship or how we see ourselves, whether we follow more conservative views or liberal views, we will always find groups there that uh, that you can exchange ideas with, interact with, um engage in research projects with, the opportunities are there and so its been an incredible support for me.

For the underrepresented faculty member, at any rank or a graduate student scholar beginning his/her career coupled with this engagement should be the following practices:

- Reflecting on changing leadership practices.
- Developing a sense of identity and belonging.
- Supporting the learning and attainment of dreams.
- Experiencing a vibrant faculty–student support model.
- Engaging in peer and faculty mentoring

Educational Leadership programs in our research one universities must provide the “seedbed” for such practices to grow and be cultivated to fruition in scholarship that informs the field and promotes not only the attaining of one’s Ph.D. or the acquisition of tenure and promotion, but also makes a real and increasing impact upon the world of ideas, knowledge, leadership practice, community and school improvement.

Dr. Ortega, while very positive about her assessment of her association’s significant impact upon her was also quick to point out a limitation of impact of that very association, as she described her “last” service on the governance section of this association executive committee:

I’m you know, again, I voice my opinion but I’m usually, I’m usually different in the way I look at things, and the way I look at scholarship and the role of the professorate, so I kind of, uh, it’s I’m probably, I probably see things a bit differently than a lot of other folks, but it doesn’t mean, my voice is still heard, it doesn’t mean that people are going to vote or move the same way that I do and I can respect that, and I feel that I have the respect of other people, so um, at times, I think it’s been challenging, you know, it’s you know, but you know the way things are and that’s the way we work when we have to uh, deal with other individuals, we have to negotiate and uh, and we do that and I think it’s done pretty well because of the folks that serve on the committee, I mean there isn’t one of the folks that serve on the committee, I mean there isn’t one individual that I don’t respect.

Challenges had remained essentially the same throughout her career path even to the rank of being a “full” professor regarding how her unique voice was being heard and the issues she was passionate about and the need to negotiate with other individuals dissimilar from her.

Though Dr. Ortega reflected on the continuing challenges and speculated about her own sense of efficacy, she understood she was respected and that she respected others. Furthermore, she remembered the alliances she had with others, as she recalled her initial entry into the association, as an assistant professor, and how her involvement began:

I probably knew one person who was a professor at another institution because ironically this person had been a monitor at my K-12 school, she was a monitor for the State on homeless education and runaway youth and so you know she found out that I was here and so we were able to room together and I was able to meet a few people through her and I think that's what started this whole thing going in terms of my involvement and then I found another individual that I had met, when she was working on her doctorate, who had been in the State and was starting off in her professional career and so those were like my two, um, two contacts.

This iterative reflectivity on the part of Dr. Ortega of present and past events highlighted the substantive impact this association had upon the core of her being through the relational contacts she made (Martinez, 1995, 1997, 1999, 2000, 2001a, 2001b, 2002).

She also vividly recalled her limited sense of knowledge about the professorate and how another person from her past acted, as a kind of mentor introducing her to people and interacting with her, as they shared the same room. This development of networking is vital for survival in the political and competitive realms of academia. Dr. Ortega posited a supporting illustration, when she recalled:

Well, I think it can be supportive, first, identify, uh, individuals that might have something to bring to the organization and then I, provide opportunities and the experiences for these individuals to test themselves and to learn the job and then, uh, be

supportive and acknowledge the effort and sort of give them some kind of visible attachment, uh, we just hired a Latina Chancellor and when she was inaugurated, she brought in all of these, uh she's a physicist, by training, so she brought people from QRSP and from [other universities] and um, laboratories, people, so that it became very clear where her strengths were and where her networks were and you better be careful, if you were going to attack her—she had her support system in place (Rhode, 2003).

QRSP may refer to “Quantitative and Research Skills Projects, as related to Science” (American Men and Women of Science, (17th Ed.) Q141. A474, V. 1-8; Asimov's Biographical Encyclopedia of Science and Technology; The Lives and Achievements of 1195 Great Scientists from Ancient Times to the Present (1972) Q 141.A7; Biographical Dictionary of Scientists_(1982) Q 141.B528; Biographical Encyclopedia of Scientists (1981) Q 141.B53, V. 1-2; Concise Dictionary of Scientific Biography (1981) Q 141.C55; Dictionary of Scientific Biography (1970-1980) Q 141. D5, V. 1-18; World Who's Who in Science: A Biographical Dictionary of Notable Scientists from Antiquity to the Present (1968) Q 141.W7) or it may refer to *Quick Reaction Special Projects*, (Eric, J. et. al., 2009) connoting a series of projects to initiate and promote high-level science projects. Either way, science is at the forefront/core of this underrepresented Latina Chancellor research focus or her research team and their science-based and focused research agenda. What is also noted is Dr. Ortega's response to the power base of support this Latina brought and surrounded herself with. It seemed somewhat intimidating. Networking within a professional association seemed to involve sending a message of solidarity to those who would dare question or challenge/ attack another's right or place in the academy. Dr. Ortega further explained this:

See, this Latina Chancellor had strong support, so you are not only attacking her, you

are gonna be attacking all these other people [who she brought aboard, who support her], so uh, I think that kind of support is necessary; it's necessary for everybody I think, but uh, but since underrepresented female faculty, women and minorities have been somewhat neglected, uh, it requires a little more effort [on their part]. Dr. Ortega's example of a Latina Chancellor—the head of a university or her university's system-wide chief executive officer—suggests the rigors of the political climate of the academy and the necessity of a support staff for underrepresented females (MacLean, 2004b) in that position to advance and be retained in their career at that level.

For Dr. Ortega, alliances were often made through conference networking and sponsorship and were seen as vital for this type of specialized professional development and promotion into the executive branch of an university by this Latina Chancellor, as well as herself, to tenure and beyond to the rank of full professor. Dr. Ortega further affirmed this viewpoint by adding, “This induction process that we are talking about, this sponsorship is really an on-going professional development.” And “Yes it's a type; it's a type, a highly personalized, type of professional development, yes.” Additionally, Teresa, added that such networking also significantly contributed in additive and substantive fashion to her acquisition of tenure, as she asserted, “Well I think so, I think it certainly contributed, uh, because when they look at all the things coming up for tenure, It was not highly published, in the face of the current rules we have now, I probably wouldn't have made it!” Her honest and poignant professional self-assessment describes the current realities of the changing standards regarding the acquisition of “tenure” in academia in relationship to herself and her own scholastic productivity or lack therein.

Such a humble self-effacing assessment, tempered with reality in facing the current

changing conditions of requisites for tenure acquisition and promotion, communicates a temperance of this full professor, in spite of her national/international eminence and in light of her professional association's bestowal of recognizing her, as a sponsor of a national scholars program for underrepresented graduate and junior faculty members. Even at her age, her need for her association's validation is witnessed by the following comments:

During all the couple of years, and then I guess because I've been around so long or whatever, well, for whatever reason, I was just delighted to get their achievement award and then recognition through this scholars program which was last year...it's a scholar's program brand new and we're still working out exactly what that means, uh, but it was quite an honor.

Validation for anyone is important, whether it's on a personal or professional level. A simple definition of validation is: "A specific acknowledgment of appreciation for a task well done." A more developed one is: In psychology and human communication, *validation* is the reciprocated communication of respect which communicates that the other's opinions are acknowledged, respected, heard, and [regardless whether or not the listener actually agrees with the content], they are being treated with genuine respect, as a legitimate expression of their feelings, rather than marginalized or dismissed. "But the most curious thing about *validation* is that it feels just as good to the person/or organization who does the *validating*, as it does to the person who gets *validated*."

An award and its subsequent recognition were give Dr. Ortega before this award initiated her legacy to academia, and it was her scholastic legacy and national prominence of advocacy of underrepresented groups in the academy which was perpetuated through identification with this scholars' program for underrepresented groups in academia. The

assistance this program could offer through the Association conference context was further explained in this fashion:

Well probably the networking part has one of the most potential dynamics, if you get to know people, uh, then the chances of most job opportunities and joint kinds of projects and all emerge...right, well certainly the collaboration piece is vital because, uh, I've seen a lot of collaboration on research projects and writing and come about because people knew one another, uh, but particularly those on the governance executive committee, because that meets more often than once a year, and you get a chance to know people more than just in the governance committee at large, which is huge and so those are the sort of overlapping kinds of things...like socializing and networking, uh, but at different kinds of levels, uh, but I think since we're in the people business, uh, all those things can help just in our own development as people, an a professional education, as a human being, by meeting a whole bunch of different ones and uh, it's a two-way street, uh, because for a long time I was one of the few of a different race/ethnicity/gender in any of those situations and I think it was advantageous on both sides.

The focus of the 'scholars' program was definitely aimed at historically underrepresented groups in academia, the benefit of the program would be felt by both represented groups within the academy—underrepresented and non-underrepresented. The rationale for this benefit, in Dr. Ortega's thinking lay in the concept of "being in the people's business." The scholars' program was aimed at promoting social reciprocity across gender, racial, ethnic and lines of rank and experience within the academy. Such promotion would counter the toxicity of racism, sexism, and Anglo/male dominance as Dr. Ortega suggests:

Well, I guess, try to find somebody that you can talk to, uh, to not be a shrinking violet [e.g. advice to underrepresented groups] and get used to it or a little bit hardened to it, you'll make a remark and they'll ignore it and then someone, a man will make the same remark that you just said and everybody listens to that, that's such a common thing and I've got kind of used to it, although sometimes, I will, up to all this time, step up and say, "But I just said that!" and you know what I mean, but that's the kind of stuff you have to put up with, that was pretty bold on my part and it would be for someone who is new to try it, all right to make it, but you have to kind of get used to that inequity of not being heard or listened to and respected, as to your opinion, but not to say anything, that to is not ever good, you should not remain silent, but may have to wait a little bit, though, to see if you can sense the dynamics a little bit.

Finding one's voice as an underrepresented member of the academy and speaking in a timely and effective fashion, after sensing and assessing the climate of the situation, is needed in social encounters across diverse rank, race, gender, and ethnic lines (Covey, 2004, 2008).

Teresa further commented:

It make take a little while, uh, because I think when I came here, because [it] was a different kind of institution, although come to think of it, it was true of all these places, I use to go, where you go when you're the new one, uh, you have to take it. Different people hear a little bit at a time, until you can kind of sense the relationship and how varying remarks.

The ability to take time to understand the climate of a social situation helped Dr. Ortega make connections in a sensitive and thoughtful fashion within the context of a professional association's conference. She spoke further about the "sense of relationship" and of an extrinsic

reward of validation in pursuing such a relational commitment:

It's not just like part of your written commitment to come you know, when you come, it's just so happening, because there's the size of it and the intensity of it and uh, the fun of it really, so it's stimulating thing, um validating personally, personally validating when your peers think well of you and accept you and um, you know, you know, it's extremely personally validating.

Dr. Ortega described her experiences with this professional association's networking system as personally validating, she recalled:

As a professional, I am now better in terms of scholarship and that my work is appreciated or good enough, you know, to be accepted and uh, personally, I think it's you know, once you get into a group or culture, it's like the fish can't see the water, so in a lot of ways, you know, you don't, it's just normal your know...it is peer stuff, it's just about every day group of people around you. But if you step back and think about it, you know, realize that they are major players, you know, the height of the profession, so to speak, that's incredibly validating and then that, um personally that one has the, uh, I guess the personality, as well as the characteristics of you know, of strengths and abilities pertaining to scholarship production that allows you to do that, that's validating. uh, and to understand oneself.

It seems that such validation for Dr. Ortega helped her integrate both her personal and professional worlds. She spoke of the "intimacy" dimension of validation:

So it's through working closely with these people that you develop these friendships and uh, it's very supportive, uh, you know, I think in our entire social scheme of relationships, professionally, or just outside the profession, socially, we are all doing the

same thing, uh, looking for that validation from the other person and that's continual and most of us, thank goodness, are gentle and kind, sensitive about that "little dance", ok! And so, when you are able to make that little dance, it's so special to do that, um, and that's happened for me at these conferences.

Parker Palmer (1990, 1997, 1998, and 2004) underscores the importance of knowing our inner selves, stating, "The more familiar we are with our inner terrain, the more surefooted ...our living becomes" (p. 5). Palmer, who writes about teachers and teaching, but whose words can apply more broadly to educators in all settings, suggests that our inner and outer reality should "flow seamlessly into each other" (p. 5). In other words, we need to be firmly rooted in a true sense of self—the inner journey—in order to do meaningful work—the outer journey. Although he does not state it directly, Palmer is talking about the journey of authenticity. He couches the journey toward authenticity in terms of the quest for identity and integrity. Identity, he suggests, is a "moving intersection of the inner and outer forces that make me who I am" (p. 13).

Examining one's identity, as part of the quest for authenticity requires one to take an inner journey, but not in an individualistic sense. The journey is at once personal and public, and requires that an individual think about oneself, one's values and beliefs in relation to one's interactions with others. In that respect, it is a communal process, perhaps in the vein of Dr. Furman's (2003) ideas expressed in her deliberations about the ethic of community. Dr. Furman (2003) further exposit:

In its simplest terms, an ethic of community means that administrators, teachers, school staffs, students, parents, and other community members interested in schools commit to the processes of community; in other words,

they feel that they are morally responsible to engage in communal processes, as they pursue the moral purposes of schooling and address the ongoing challenges of daily life and work in schools. Thus, an ethic of community centers the community over the individual as a moral agent—it shifts the locus of moral agency to the community as a whole. (p. 4).

Dr. Furman (2003) emphasizes communal processes over community. The sense of community, she writes, “is based in relationships, which depend in turn on the processes of communication, of dialogue, and collaboration, and not on a set of indicators, such as ‘shared values’ and ‘shared decision making’” (p.2). So too, understanding one’s identity is not an individualistic process. If we think of identity as transformational and not “fixed essences...that [do] not change over time” (Butler, 2005, p. 188), but that rather informed and are informed by the interactions we have with the people we live and work with, it is indeed a communal and transformational process. It is a journey that cannot be undertaken in just an individualistic sense. In other words, identity is inherently social; because it is our interactions with other people that help us form a concept of ourselves. Moreover, identity is not static. It is “an evolving nexus where all the forces that constitute my life converge in the mystery of the self” (Palmer, 1998, p. 13). Identity is formed and transformed through our interactions and our relationships, with others.

Implicit in notions of the social nature of identity formation and transformation is “the view of oneself as a moral person, with character, who acts with integrity” (Johnson & Johnson, 2002, p. 36). Integrity, Palmer (1998) asserts, is whatever wholeness one is able to find in that intersection of inner and outer forces as “its vectors form and re-form the pattern of my life...by choosing integrity, I become more whole, but wholeness does not mean perfection.

Wholeness means: becoming more real by acknowledging the whole of who I am” (p. 13). Conceptualizing integrity, as the pathway to wholeness suggests that a person's character remains intact (Cox, La Caze, & Levine, 2005; Levine, M. & La Caze, M, 1999, 2005) and that there is congruence in standards, words, and behavior. It is also suggested that integrity is a "master virtue, a condition of having, toward others" (Goodman & Lesnick, 2001, p. 162). If one has integrity (La Caze & Levine, 2003; Levine & La Caze, 1999, 2005), then there will be congruence in a person's claim to be honest and in that person's actions. Consequently, having integrity in this sense may not always mean that one's actions are [ironically] ethical. Not all full professors within this study experienced the “little dance” of validation, as one Anglo/male full professor complained bitterly about the anti-social attitudes and correlating behaviors of ‘what-to-be’ professors he encountered, while attending XYZ conferences...professors, whom he castigated:

I tended to give up trying to do much socially with people [for] they didn't care to have me around...and after three to four years of such treatment, I quite attending these [conferences], dinners and banquets...as I didn't find it easy to become involved in mixed gender social situations...[and] such situations were not very inviting places to make friends...[and] ‘would be’ professors who have transformed the XYZ association into the most difficult and frequently arrogant group [I} have ever been associated with...the greatest offenders were not those who had established their academic or scholarly reputations, so much, as those who aspired to do the same.

This anti-validation claim of this Anglo/full professor seemed incongruous with Dr. Ortega's experiences of validation. Teresa was from an obviously underrepresented sub-group in the academy and he was from a ‘differing’ sexual orientation perspective, which had been

severely and socially ostracized or at least felt that way. In a discipline and among Educational Leadership professionals this seems quite disturbing due to the social justice issues implied and non-egalitarian message proffered, when one feels validated and another doesn't

Additionally, validation for Dr. Ortega came with a cost, as she described all the work she had done in giving a past presidential address to the conference:

Yeah, I can do quite well, um, so something like that, knowing it was a high point and extremely visible, but more preparation into that probably than anything I've done was fine because there's preparation, preparation, preparation and so you do something well that you want to do well, so hu, oh, and I can tell you how I approached the speech, this might interest you, um there had been a course of whole presidential speeches of the XYZ association, but until the year before me, they were only delivered to the plenum and then everybody said, "well that is stupid, you know the whole XYZ conference would probably like to hear the president give an address", so it was the issue the year before me and it worked very well and that president's speech was very well reconceived and so it is my turn, and uh, I worried and worried, you know, about what to say, uh, what I was going to draw from and I thought, "well I'll read all of the old president speeches and I had them, you know, I had a dozen at least, because they came out in print afterwards, so I had them all, you know, I'd go and study them and think about what would be most appropriate and I thought, I don't want to read all those speeches, so I finally got over that difficulty, but I guess the task was so daunting that I just said, "oh the hell with it!", I'm going to do what I want to do, so that's what I did and that was the turning point of getting over the hump, so I began to think well what message do I want to give, what's my message and when I did that, It was easy to plan

and uh, because once I decided this, it didn't matter to me if people wanted to hear or not.

Unpacking this narration one sees that Dr. Ortega was initially honored by being invited to give an address to a larger audience, than the plenum. The address would be to the tiered membership of XYZ. The tiered membership of XYZ is described in the following fashion: full, provisional and affiliate member institutions. For a fuller discussion, examine the descriptions concerning membership requisites for post-secondary institutions at the following website: (Young, <http://www.ucea.org/membership-policy-and-procedur/2009>).

The UCEA Plenum, which is composed of one representative from each of the member institutions, also establishes goals and priorities, reviews and approves organizational policies, and examines and approves the budget. Representatives to the plenary session serve as official liaison among the universities, the board, and the UCEA Executive Director (Young 2009).

It was not to this group of the Association's executive committee that Dr. Ortega was to speak. Her initial strategy of gathering and partly studying past speeches to get some idea of what to say to the "general" membership of XYZ was one which she quickly abandoned to do what she wanted to do in her speech, giving her courage to overcome her fears, get over the hump of being in such a visible and vulnerable position of critique and she came to not care whether anyone would listen or not. That shows "ganas"—the ability to win, gain and earn ones right in the academy on one's own terms.

However daunting this was for Teresa, she saw it ultimately benefiting her professional and personal development, as a scholar/learner/speaker:

Putting yourself in some of these [visible] positions, you know, that are very

demanding, leadership positions/roles, uh, can help with your own development, personal and positional in a lot of ways because you have these critical points for you to learn and you have to learn them really fast

Dr. Ortega had developed a perspective concerning what this professional association accomplished on various levels when she analysis the association's ability to perform:

As an observer, those were three components that seem to emerge for me, one, was the recruitment networking convention, and the next was a dialogue component, where there is inspiration and then a kind of reflective component. The presentations of papers and being able to go ahead and deal conceptually with concepts and then your experiences as far as professional development, that XYZ has embedded, it doesn't market itself as a professional development um, strategy, but its part of what I call the "splash over" effect, if I could talk about the rigor and the excellence that comes out of the relationships, the professionalism, the discourse, uh, uh, coming to the table and voicing perspectives, so I think that's what I saw, uh, in my initial exposure to XYZ, as far as like the three strands that came through, because I see XYZ heavy into an accreditation focus as well uh...a focus, as well as, a professional development focus.

Specialized Offerings

Dr. Ortega had come to view this association, as providing not only a national forum for issues on Educational Leadership, but also the necessary components of scholarly and rigorous collaboration (Saunders, 1998) around ideas germane to the educational landscape, such as school leadership and improvement, a salient professional networking permeating the community of post-secondary faculty in their primary activities of researcher, teacher and

service provider, a substantive discourse “at the table” over issues of scholarship, diversity, social justice, technology, a dialogue piece that promoted inspiration for further knowledge crafting and ongoing debate, a reflective component that enabled professional scholars like Dr. Ortega to deepen their understanding in both an empirical and moral fashion, a sense of community that assisted in validating its members efforts in scholastic output, a “splash over” professional development component of those same faculty members, enabling them to perform their roles and tasks more effectively and more in alignment with the realities of a multi-cultural, multi-dimensional world of ambiguity, tensions, issues and conflicts and an accreditation screening processes for its membership institutions within the association. Dr. Ortega posited:

The feelings, I have, you know, going now, granted that this is mitigated by the fact that there’s a lot of work to prepare, the stress and all, but uh, I at least try to keep this personal, you know, I get excited because I won’t be able to see all these people again, uh, and be part of that group, being included, belonging to that group, uh, so that’s very exciting and at the same time I know it’s going to be stimulating, intellectually stimulating, so that’s good, too. I want feedback, from the best.

Her rationale for wanting feedback from the best was apparent, as she further explained the influence this feedback had upon her teaching and research:

That these are the leading people doing the homework in Educational Leadership/Administration and so it informs your teaching hugely, obviously, because you can bring, draw from all of these sources, you know, doing your planning of courses, picking your readings and uh, picking of new topics that need to be addressed within you classes and so on. It is critical for that type of research. Along the same line

is collaboration. It is a “hot house”, as you get together every year, you know, and you get in some stimulating and “seedbed” kinds of conversations...for what you’re gonna do next, so we always find ourselves getting enthusiastic and deciding yes, we’re gonna write a book together, yeah, yeah, yeah, write this paper, this manuscript, this journal article for publication or presentation at UVW and then we come home...like I needed more work to do, but its enthusiasm, that’s exactly the way it’s supposed to be.

Not only had substantive critique, conversation and collaboration promoted and enriched Dr. Ortega’s teaching and research, we also see that an illustrative bit of advice would promote the development of her professional career. She recalled the powerful advice of a now deceased colleague, as she reflected:

And part of the reason, maybe subconsciously, is that a very good colleague of mine...I don’t know if you have heard of him, but a wonderful scholar, who just died last April, uh, had said to me, “well, what you really need to is make yourself an expert in a certain research *niche*, first, find that *niche*, develop that *niche* and develop your identity, as a scholar around that *niche*” so with that advice and with my interest in ‘community’, I decided that’s the way to go and so I did. So, um, my work for maybe the last xx years has been around this concept of social justice and luckily for me this was a very timely concept in the field of Educational Leadership/Administration, when it took off, so in subsequent and substantive discourse surrounding it, and in the building of the field of Educational Leadership/Administration, it has been very gratifying.

Other popular educators who have explored the practice of teaching for social justice include John Dewey (1933), who may have been the first advocate for the teaching for social justice, when he developed the first theories about technical education and student engagement

in the classroom in *Democracy and Education*. Following him were George Counts (1930), who focused on a democratically-inclusive, socialistic educational model, while Charles Beard and Myles Horton (1990b) both provided a more individualistic lens, which emphasized teaching for social justice. A variety of social and political theories and backgrounds have informed the practice of teaching for social justice.

Starting as early as the work of W. E. B. Du Bois (The Oxford W. E. B. Du Bois Reader, 1996), the early 1900s, social activists and educators have called for the realignment of educative practices towards a conscious, deliberative practice of engaging society in fostering justice for all. After the publication of *Pedagogy of the Oppressed* in (1971), Brazilian educator Paulo Freire (1990, 1993) became closely associated with teachings for social justice. Freire expounded the belief that teaching is a political act that is never neutral. Over the course of dozens of books, Freire proposed that educators focus on creating equity and changing systems of oppression within public schools and society.

Recently teaching for social justice has been built on ethnographic and discourse research on the complex work of educators, including works by bell Hooks (1994, 2003), who pioneered a culturally relevant, critical classroom theory strongly informing teaching for social justice. Ira Shor (1996), Peter McLaren with Kinchloe (2002, 2007), Henry Giroux (1988), Kinchloe, (2008), and Stanley Arnonowitz, (2001) have each built upon the contributions of Freire to develop a uniquely American critical examinations of culture, education and society from a political perspective.

As an example, Shor (1996) states, “That schools and colleges are teacher centered systems and are not student centered, he says that a lot of traditional teachers and lecturers don’t have the confidence to use other models of teaching”, suggesting that prior to introducing

the formal subject matter the teacher should ask students the following questions, at the start of each semester:

- Would you rather sit in a circle or a row and why?
- Would you rather raise your hand or speak by mutual consent and why?
- What do you think an A grade should be and why?
- How many absences and lateness are permitted?
- Do you prefer a lecture course or a discussion seminar?"

Michael Apple (2006) is remarkable for his democracy-focused project, which reinforces the tenets of teaching for social justice. Jonathan Kozol (1991, 2005) Alfie Kohn (2004, 1996/2006, 1998, 1999), Giroux & Giroux (2006), Khen Lampert (2003, 2008), Lisa Delpit (1995) and Delpit & Dowdy (2008) are among the growing body of modern educational theorists who have also contributed greatly to this practice of teaching for social justice. Attention to social justice issues incorporates a broad range of sociological dimensions in teaching, and education, more generally, including attention to fairness (Sadker & Sadker, 1999) and equity with regard to gender, race, class, disability, sexual orientation, etc. This metaphorical advice became a guide for Dr. Ortega's scholarship pursuits on her social justice issues, as well as she recalled:

After this colleague and I started writing about it, um, then the things that start to happen simultaneously did, if you are at a professional conference and you meet two or three people similar interests, um, and you decide, in this case, I decided to propose a symposium, you know, for the next conference that would bring in papers from all of these people. So you do start to form these subgroups, professional community subgroups around these scholarly topics and its through mechanisms like that you

know, symposia, where you want to get people together, because their papers are around a common topic, so you get to know each other's work really, really well.

Significant advice had led Dr. Ortega to develop not only her knowledge base, as a scholar thereby enriching her intellectual prowess, but also a deepening of her understanding about the types and significance of the mentoring process employed within the association's conference structures—a significance that cannot be ignored, if one is to advance in his or her career as a scholar. She explained:

I guess that it should be mentioned; it is in some of this networking and branching, um, its collegial-peer collaboration, you know you're all kind of doing the same thing. Then there are the other people who are mentor colleagues and so in so is a mentor colleague of mine...in some ways more senior than I am and a better scholar you know, I told him when we had lunch at XYZ, just talking, I said, "well.... you know, I've just come to realize that it's ok that when I'm with you that I feel like a graduate student again and that's ok, you know, sitting there taking notes.

Therefore, for Dr. Ortega, knowledge creation, as a "full" scholar seemed to be an iterative cycle of reception, absorption, exploration, connection making, as in networking with others in her field of research interest, conversation, collaboration, critique, evaluation, assessment, reflection for scholarly and teaching productivity, promoting even further professional refinement. Teresa further commented about the process of mentoring by highlighting another dimension of it, when she stated:

There's another example of the connection and the way that happens, it is good friends who keep inviting you to be involved in some capacity, either as part of a certain research community or as a discussant in different sessions. This one session on

Technology Education in schools was the session and it was interesting in that it addressed the important nexus of Technology Education (Arnonowitz, S., Martinsons & Menser, M. (Eds.), 1996) with education as a whole and the effects such a technology is having and will have on American/global education, as well as the issues surrounding it.

A Professional Contribution

An issue that seemed important to Dr. Ortega and other underrepresented full professors of this study was “legacy”—the passing down of valued and validated contributions to succeeding generations. Dr. Ortega saw her scholars’ program as a means to “really encourage in any way, uh, more people of color...to go into the professorate, uh, and all, because the numbers are still mighty low.”[see Appendix C]. The Teresa Ortega Scholars program had over thirty people currently involved, as graduate students in member institutions of XYZ, a program specially named after her. She describes its salient purpose:

Well, if some of these graduate student-would be scholars- get mentored, get some opportunities because they’re about xx of them or so, all of course at some point, you may want to get the actual figures on how many were and now are involved and all in different research one or other types of universities that belong to the XYZ association, so this is the hope, that within a couple of years, they get their doctorates, that they will still be enthused about uh, entering academia and remaining.

Her scholars program, like the Barbara Jackson Scholarship program, (Jackson, B. 1990, 1999, 2002) would provide an opportunity for severely underrepresented minority faculty to obtain mentoring, learn to collaborate with their assign mentor, develop an understanding that they can do the work of a scholar, that they do belong in the academy despite their under

representation, acquire their doctorates, seek the profession of a scholar in academia and thrive in academia, as a minority either in gender and/or race/ethnicity. The Barbara Jackson scholarship program has, since inception in 2005, provided support for over 160+ potential minority scholars [as to gender, race or ethnicity]. In 2005-2006 there were 37 scholarship recipients. In 2006-2007 there were 42 scholarship recipients. In 2007-2008 there were 36 scholarship recipients. In 2008-2009 there were 26 scholarship recipients. In 2009-2011 there were only 21 scholarship recipients (Young, 2009). Dr. Ortega envisioned, “The benefit(s) of her program would not only be for the participating graduate students but rather for everyone—absolutely!” Legacy is seen in not only providing organizational and professional support in the socializing of future underrepresented faculty members, in contributing to the surrounding educational communities (Kretzman & McKnight, 1993) but as a “splash over, realizing the significance of one’s own journey to and in the academy, a story that often is undervalued, unheard or under-shared by most underrepresented faculty in academia. Dr. Ortega’s journey, like that of Drs. Johnson and Holton has reminded us that the journey of the underrepresented faculty member regardless of ranking, race, gender/ethnicity is arduous, hard and lonely. She recalled:

So that getting tenure and all the other things, I could overcome the difficulties. I think if I had been younger I might not have overcome some of the difficulties, but true, I was the only woman professor in the um, graduate school of Education, for uh, 16 years. To get the things done when you have to, when times are difficult, I think that’s when these experiences are really important for a group because these are individuals that have gone through those hard times and probably have insights in the way they look at has happen or is happening and might be helpful to you or someone else in your

predicament, in whatever is presently happening.

Overcoming through insightful responses seemed to a theme emerging from her disclosures of facing adversity in its various forms. In addition to the dimension of “insight” about negotiating the terrain, foresight by Dr. Ortega came into play as she reflected about the direction and impact of her discipline’s main professional organization. She explained:

Well, because, if we are going to continue growing, um, number one, we are going to be faced with some really hard economic times to where other doctoral granting institutions may not be able to join us and if they do, then the focus is going to be on the doctorate and while we are trying to get people to prepare professors better, *most students don’t go into the professorate* and so um, if these institutions that are preparing the most professors but if they don’t build on diversity in terms of race, gender, um, philosophy...you really, really have a small, uh, market of people that you’ll be dealing with, ok, contingent upon the economical factors of the time at hand, as well as those participating. Dr. Ortega foresaw economic hard times looming on the horizon for Educational Leadership/Administration providers and their respective universities.

Additionally, it also seemed to Dr. Ortega critiqued the impact and efficacy of such university based programs for not having been effective in placing quality prepared future leaders in K-12 and university settings and in perpetuating a smaller diverse stream of future professorial aspirants due to a smaller market or pool of candidates. These twin issues of organizational influence and diversity naturally led Teresa to comment extensively about her association’s membership issues, a long time point of discussion that seemed forever on her mind. She explained:

There’s been some break through in having partnerships with universities that don’t

meet all the criteria of XYZ—Provisional membership is intended for those universities, whose educational administration/leadership programs that are unable to satisfy all admission criteria, but which demonstrate superior potential for meeting the XYZ standard. Provisional membership shall not exceed five years. And affiliate membership shall be comprised of those school districts, schools, professional associations, other non-university educational agencies, and masters level preparation programs which are engaged in efforts supportive of XYZ's mission and purpose and whose collaborative relationship is mutually beneficial to both the affiliate and XYZ. Affiliate members shall be nominated by a member university or be self-nominated for a term of three years, renewable (Young, 2009, <http://www.ucea.org/membership-policy-and-procedur/>). There are a couple, I think last year, I cannot remember exactly, two or three institutions that were more like partners, uh, and I think we need to push to include [them] and I think we do have for the first time, one of the historically Black colleges, uh, that was in XYZ, I think it's R State...in fact very few are doctoral granting institutions in any field, uh, as 100 or so Black colleges...that's one whole group of institutions, but then I think, we have to think it through again.

Dr. Ortega had aptly surmised about the coming economic downturn and its impact upon university life, as to the slowing down of matriculating underrepresented students to graduate school and now the issue of institutional membership for XYZ being somewhat in jeopardy due to such economic conditions. Further, such issues seemed poised to partly undue any lasting impact by Dr. Ortega's own influence in her professional example, her line of scholarship and her scholarship program for matriculating underrepresented graduate students, as well as upon the future of academia in general. She appealed for a re-visit by all stakeholders

to further what incremental progress had been made to this point and to further the progress, if possible.

Making other Connections with various Institutions

Dr. Ortega had also realized that this discourse about membership was related to issues of programmatic competition among other providers. She described this competitive market in this fashion:

In some states, the State colleges may have the real market on the people, who are being prepared to be principals, school leaders, deans, superintendents, and I think we need to change some of the emphasis or to have different kind of institutions for maybe we can learn from them and maybe for the research, uh, dominantly research one is another group that I keep saying they, the really top, uh, research universities, they don't belong either. H doesn't belong and neither does State Teacher's College, so I; is somebody out there like Stanford? I think those are the top three, I haven't seen the latest rankings but they just came out but I think they're the top three, uh, they don't belong, so if you want to speak for the universities, we need both ends, so to speak—from the Black universities with no doctoral programs to the top three research one institutions.

The focus of Dr. Ortega's query about organizational legacy for XYZ association now had embraced the extent to which membership had been and would be made available to other universities and a question about why some top-notch universities were not part of the XYZ association. These universities mentioned above represent the spectrum of post-secondary schools from the historically Black college to the "Ivy League" institutions. This membership controversy for Dr. Ortega, which involved XYZ, as an organization, had implications for the

organization's future direction, as well as its promotion of scholarship inquiry. She connected the membership controversy in this fashion, when she stated:

Oh, I think the main issue is what I just discussed, membership, you know, do we accept other people, do we not and who is in and out of membership, there's a lot of different issues that would emerge, so if we were to change our membership criteria, what would it really look like? And what do we really want this organization to become?

The foundational issue for Dr. Ortega about the inclusion of others in regards to institutional membership sported not only the possibility of changing the profile requisites for institutional membership but embedded were issues surrounding scholarship. She further explained:

The other issue of scholarship, you know, we've gone beyond the qualitative and quantitative [debate], which are issues that scholars hold dear to their heart and this is incredible, I think we've gone beyond that, that's another major plus for the, for our group of individuals. But I think, what's of essence is again, um, are the purposes of scholarship and if we're going to look at another paradigm, are we really going to redefine, then, what scholarship really is and there's a book by, uh, is it...I think it's...that talks about Engaged scholarship again with, um, with folks in the field and how do we bring those people into conduct research with us and then will we honor that type of scholarship, will our colleagues honor that and I think those are major issues. During recent years, increasing numbers of colleges and universities have engaged in innovative efforts to reinvigorate the civic mission on which their institutions were founded, one that calls on faculty, students, and administrators to apply their skills, resources, and talents to address important issues

affecting communities (Kretzman & McKnight, 1993), the nation, and the world. Largely community and liberal arts colleges and State universities have fueled this movement. Research universities have been much quieter, despite the ambitious efforts many have undertaken to promote and advance civic engagement in their institutions.

Boyer (1996) stated, “American colleges and universities are one of the greatest hopes for intellectual and civic progress in this country. I am convinced that for this hope to be fulfilled, the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement”(Pp. 9-20).

Auspiciously, there is growing awareness that research universities, with their significant academic and societal influence, world-class faculty, outstanding students, state-of-the-art research facilities, and considerable financial resources, have the credibility and stature needed to help drive institutional and field-wide change more rapidly and in ways that will ensure deeper and longer-lasting commitment to civic engagement among colleges and universities for centuries to come. In particular, because research universities “set the bar” for scholarship across higher education, as they are well positioned to promote and advance new forms of scholarship, those that link the intellectual assets of higher education institutions to solving public problems and issues.

Engaged scholarship is predicated on the idea that major advances in knowledge tend to occur when human beings consciously work to solve the central problems confronting their society. Ernest Boyer (1990; 1996; Ramaley, 2004; Schon, 1995) described Engaged scholarship, as an approach that melds:

- The scholarship of discovery, which contributes to the search for new knowledge, the

pursuit of inquiry, and the intellectual climate of universities.

- The scholarship of integration, which makes connections across disciplines, places specialized knowledge in larger contexts such as communities, and advances knowledge through synthesis.
- The scholarship of application (Foster-Fishman & Stevens, 2002) through which scholars ask how knowledge can be applied to public problems and issues, address individual and societal needs, and use societal realities to test, inspire, and challenge theory.
- The scholarship of teaching, which includes not only transmitting knowledge, but also transforming and extending it beyond the university walls.

Generally, Engaged scholarship:

- Draws on many sources of distributed knowledge.
- Is based on partnerships.
- Is shaped by multiple perspectives and expectations.
- Deals with difficult and evolving questions — complex issues that may shift constantly.
- Is long termed, both in effort and impact, often episodic in nature.
- Promotes bursts of progress.
- Requires diverse strategies and approaches.
- Crosses disciplinary lines — a challenge for institutions organized around disciplines (Holland, 2005a, p. 7).

Engaged scholarship also works on several levels: (a) at the institutional level, Engaged scholarship connects the intellectual assets of higher education institutions, including faculty expertise and high-quality graduate and undergraduate students, to public issues, (b) at the

faculty level, Engaged scholarship is a vehicle through which faculty can participate in “academically relevant work that simultaneously fulfills the campus mission and goals, as well as community needs” (Sandmann, 2003, p. 4) and (c) at the student level. Engaged scholarship can enhance academic learning and knowledge generation because of its ability to blend research, teaching, and service.

Barriers to Engaged Scholarship

Scholar-practitioners identified several barriers to implementing engaged scholarship in their institutions, among them: (a) a focus on individual disciplines rather than on public problems or issues. Research universities have a long tradition of supporting and investing in objective inquiry (Britzman, 1987, 1991, 1998) whose primary purpose is to add to the knowledge base of a field or discipline. This emphasis also tends to overshadow the multidisciplinary approach engaged scholars employ to addressing problems, which they see as a primary focus of research, (b) An emphasis on abstract theory rather than actionable theory derived from and useful for “real-world” practice. Research institutions tend to adhere to a ‘Platonic’ notion of scholarship and education that assumes pure abstract theory, as superior to actionable theory derived from engagement in “real-world” practice. This view contrasts with Dewey’s (1933) notion of education as participatory, action-oriented, and focused on “learning by doing” — a focus that engaged scholars and teachers embrace (Harkavy, 2004), (c) Lack of understanding about what Engaged scholarship is and how it works. An uncertainty about what “Engaged scholarship is and how to assess it has led many at research universities to view this approach as somewhat suspect and less valid than traditional research (Finkelstein, 2001). Because engaged work is largely interdisciplinary and involves partnerships with community-

based organizations, the links to academic expertise are not always evident, (d) Few incentives exist to reward engaged scholarship. Traditional disciplinary-focused research endures primarily because of a strong set of incentives that reward them, including expectations in National Research Council rankings and publication in academic journals. There is also a tendency among those who make tenure or promotion decisions to value individual, rather than collaborative, achievement, and the publication of articles that will help position scholars, as leaders in particular fields or disciplines, rather than in solving complex social problems, (e) Institutions are organized in ways that inhibit or prohibit engaged scholarship. A disciplinary focus has led to institutions being structured in ways that inhibit engaged scholarship and teaching. Within these structures, fields are emphasized, faculty work in silos, students are encouraged to “declare their emphasis,” and classroom instruction predominates over community-based learning and (f) Research universities are often cut off from the communities in which they are located. Research universities are sometimes viewed, as distinctly separate from the communities (Kretzman & McKnight, 1993) in which they are located and, in some cases, where poverty and other social problems are rampant. While engaged scholars see such issues as opportunities to work with communities to design studies poised to finding solutions to these problems, they can face challenges from their university which views “Engaged” scholarship as inappropriate.

This begs the question for research one institutions and their professional organizations like XYZ: Why should Research one universities and their corresponding professional associations incorporate an ethos of Engaged Scholarship? Ethos is a Greek word defined as the following: "the characteristic spirit, prevalent tone of sentiment, of a people or community; the 'genius' of an institution or system." An eight-fold answer follows: There are several very good

reasons that research universities should incorporate an ethos of engaged scholarship in their curricula, policies, and programs. Research universities were founded and established with a civic mission. In 1749, Benjamin Franklin wrote that the “ability to serve” should be the rationale for all schooling and for the secular college he founded (Penn) — a mission to which other colonial colleges, including Harvard, William and Mary, Yale, Princeton, Columbia, Brown, Rutgers, and Dartmouth adhered, based on their desire to educate men “capable of creating good communities built on religious denominational principles” (Harkavy, 2004, p. 6). Land-grant universities, established through the Morrill Act in 1862, also stipulated “service to society”, as their primary mission, as did urban research universities that were founded in the late nineteenth century. Interdisciplinary, collaborative, and community-based scholarship increasingly is becoming a requirement for consideration for funding, accreditation, and categorization. A growing numbers of major federal funding agencies are incorporating this criterion for research proposals that include collaborative approaches and stipulate the public impact or future application for their studies.

Additionally, regional and national higher education accreditation organizations have begun to introduce new accreditation standards related to Engaged research and teaching (Sandmann, 2003, 2008). Students and other higher education stakeholders are increasingly asking for Engaged scholarship curricula and opportunities. Furthermore, research universities that fail to incorporate civic engagement into their work “risk having younger people, who see this as a new pathway to achieving a learning society, go elsewhere” (Minkler, 2005, p. 12). Demographic, cultural, economic, and knowledge shifts in American society, as well as globally, are demanding new approaches to research and problem solving. Rapid and complex developments in technology, science, business, and other domains, both in the United States

and globally, have prompted a need for research that incorporates the contributions of many disciplines, addressing public problems, and are sensitive to increasingly diverse populations and communities (Tierney, 1993).

Engaged scholarship aligns traditional research methods with effective teaching to enhance student learning (Guskey, 1997). Offering a combination of community-based research and service-learning courses can, together, provide extraordinary opportunities for students to obtain more meaningful experiences with the inquiry process that is married to theory and practice. Through community-based research courses, students gain understanding and expertise on social issues by engaging in cross-disciplinary inquiry and action, accessing community situations, asking significant questions, collecting data and information, analyzing the data, using appropriate disciplinary methods, and drawing conclusions that are transformed into strategic ‘action steps’. Research universities provide the bulk of graduate education and, thus, can serve, as a major pipeline for tomorrow’s post-secondary and K-12 faculties and administrators skilled in Engaged scholarship approaches.

Engaged scholarship helps research universities align their focus on high-quality research with the civic missions on which they were founded... Working with communities to help solve universal local problems — such as sub-standard schools, lack of affordable housing, poverty, crime, access to health care, and other issues — allowing research universities unprecedented opportunities to create the kind of institutional alignment that is needed to fulfill their civic missions, since the resources and expertise of virtually every university unit are needed to identify and implement more effective solutions to these problems (Harkavy, 2006)...and, in turn, can enhance their credibility, usefulness, and role, as important institutions in ‘civic life’. A focus on civic engagement through service-learning, community-

based research, and Engaged scholarship can help burnish the image of research universities that, in recent years, have suffered from decreases in public funding and questions about their role in society. By speaking publicly about Engaged scholarship — and encouraging other institutions to implement similar approaches to research — research universities not only help to promote these models but also, send a message to the public that they are responsive to community needs and committed to contributing more meaningfully and directly to public problems and issues at the local, national, and international levels.

This leads to another important question about the responsibility of a university that engages in “Engaged Scholarship.” What can Research Universities can do to promote Engaged Scholarship?

Scholar-practitioners also have developed a seven-fold set of action steps that leaders in research universities can take to advance and promote Engaged scholarship. Among these are:(a) engaging and involving the institution’s senior academic and administrative leadership in promoting Engaged scholarship, (b) ensure that such approaches are valued in tenure and promotion decisions, grant awards, and public recognition, (c) provide training to graduate students in these approaches and giving them opportunities to meld Engaged scholarship with teaching and curricula, (d) secure funding streams for this work, (e) develop a set of standards for what constitutes high-quality Engaged scholarship, (f) create journals dedicated to this approach; establishing national or regional institutes for faculty interested in civic engagement and (g) encourage disciplinary and other education associations to advocate for Engaged scholarship; and others.

This brief aside addresses some of the concerns of Dr. Ortega, as she grapples with the issues of “Engaged scholarship”, what it is, how it should be operationally defined or

described, how it should be valued and what the university and its professional associations can do to promote it, if it is to be validated and linked to the current “ethos” of university life and included in the Tenure and Review process of faculty life.

In facing these issues, Dr. Ortega had a tempered optimism for her university, profession, her professional association and their respective impact upon the respective stakeholder based. She articulates:

The way XYZ does that, well let’s see, well one thing is probably then kind of professional community networking, that I’ve been talking about, works for minorities as well, uh, not just with themselves, but also with other people who are interested in the same issues, so there’s that and depending on what they’re interested in, their research line, you know, you’ll find your connection point with and build a network of other scholars, and I know for a fact that it’s really uh, professionally advanced, some people, who are minorities [underrepresented] got elected to the executive committee, an African-American scholar, you know, built his research line and became known, while participating on that committee, um.

Dr. Ortega’s lens through which she viewed the XYZ association was one in which “networking” was important, networking with others, networking over concepts and ideas and networking that engenders professional opportunities for scholarship with like-minded people, not necessarily, a networking among one’s own ethnic or racial subgroup [e.g. as evidence by Dr. Johnson, when attending XYZ conferences]. Dr. Ortega went so far as to assert the vibrant status of the association/organization, when she proclaimed:

XYZ is really healthy right now, The membership is growing, the conference is growing, uh it seems to be having more influence in various ways in the field, uh, so

that is good, um, the challenge is the same challenge that's facing the whole field of Educational Leadership/Administration and when I talk about the field, that is what I am talking about, as it's taught in the university.

An Anglo/male full professor participant of this study did not share this optimistic view of XYZ, as he saw this association as more convoluted, conflicted and complicated, when he stated the problems facing the XYX organization:

XYZ has many issues which are (a) the problems of membership, (b) how to sustain itself on just [institutional] fees alone, (c) how to maintain entrance standards for membership, (d) wrestling with a current trend of allowing second-tiered institutions as members, (e) tension(s) between the professorate and the rest of the Educational Leadership/Administrative field—school practitioner, principals, deans, superintendents etc, and (f) how to position oneself as a national spokesman for the entire field of Educational Leadership/Administration, when it had serious competition from other professional organizations like, ABCD and UVW.

Another Anglo/male faculty participant of this study asserted the need for XYZ to

“Strategically find ways to include those young minority and underrepresented faculty members into the conversation and social discussion that take place”, suggesting he perceived XYZ was not doing enough to connect these fledgling and underrepresented faculty members with the key discourse surrounding Educational Leadership and Administration within the organization itself and at the university level.

Dr. Ortega would seem to agree with her Anglo/male counterpart, who further asserted, “I also think that it's important to have a professional organization that represents institutions and [people] more like you, than unlike you...” Dr. Ortega saw this last statement of this

Anglo/male professor meaning including the possibility of engaging others through her association, as unlike herself and her current institution, somewhat hesitantly, as she responded:

Maybe in a way, but I think that if we were to become larger and engage those people who don't have doctoral programs, I think that we would have even more impact on the quality of how administrators are being prepared, and that's my main issue is that we are not the only one's preparing folks and that's what's scary to me that there's 60/70 of us versus 500 of them that are out there, 500 programs and so part of me says, well, if we remain young, we can, I mean small, we can continue, you know, uh, as a smaller and more collaborative, more engaged group, but we're not impacting the field the way I would want to see it impacted on a local, regional and national level.

Organizational legacy for her professional association had come to mean positioning oneself strategically to go beyond a narrow market base within the confines of a university-based preparation programs and providers and to link up with others who were doing the same job at different levels of academic preparation.

The journey for Dr. Ortega, similar in many ways to that of Drs. Johnson and Holton had been remarkable, challenging, sometimes convoluted and complex. The complexity and challenges lay in their understandings and experiences with assimilation, accommodation, enculturation, and socialization, mentoring, and networking from a cross-cultural perspective. If, current underrepresented and non-underrepresented Educational Leadership faculty [both junior and senior as well as their graduate student protégés] would revisit and address the issues that so saliently emerged from the data, then, such "engagement" could possibly address even more effectively both the macro and micro inequities faced by underrepresented members of the academy on a daily basis and along their respective journeys' toward tenure and

promotion—success— in “the sacred grove.” Such re-engagement may foster a developed sense of community that would prevent underrepresented faculty from “wandering down the hallways” under-supported, non-invested and ill-prepared for the academic rigor of discharging their tripartite roles of researcher, teacher and service provider and in their responsibilities of discovering, cultivating and sculpturing their personhood around a particular research line that meets the academic standards of the institution in which they serve. In other words, finding their particular *niche* for scholarship that will be probably reviewed and critiqued by their peers and then accepted for publication in books, journals, case studies and presentations at their professional association’s conferences. These iterative processes are but a part of the whole in assisting them to become mentors of others who follow after them, to assist these that follow in learning how to think, to write, to discuss and integrate knowledge across disciplinary borders and to eventually matriculate with their own terminal degrees (Yin, 1984, 1989 a, b, 1993, 1994, 2003).

Additionally, these processes are also a part of a whole in assisting faculty in the development of Educational Leadership/Administration programs that are current, as they face the challenges of the 21st century, infused with theory and concepts, informed by practice, reviewed in reflectivity, so that the professional needs of the graduate students taking their classes are met, be they principal, vice-principal, dean, or superintendent and in turn, as they are professionally developed, their current or future students’ needs will be more effectively understood and strategically met. Such a post-secondary education has the possibility of assisting underrepresented faculty scholars to have an equally efficacious professional career impacting those who don’t look like them and those who look like them, as well in an “ethos” of community filled with respect and appreciation for the various voices and discourses around

issues of importance to all stakeholders.

Summary

This chapter presented the findings of the study within the provided schema of three recognized rankings in academia [e.g. assistant, associate, full] and the composite profile of the nine underrepresented participants of this study were portrayed within the three narrations of Dr. Tyrone Johnson, Dr. Linda Holton and Dr. Teresa Ortega, typifying the lived experiences of underrepresented graduate students as they come to the academy, were socialized, mentored, taught to read, think, write in a scholarly fashion and to participate as a “good” citizen of their university within their respective departments, while serving on committees, attending their professional association’s conferences and representing the voice of their specific ethnicity, race or culture when asked for a perspective on a substantive topic pertaining to their discipline. These amalgamated portraits also showed the complexity of faculties’ lives, as researcher, teacher and service providers. These portraits also provided a profile for the emergent themes from the data of (a) Challenges, difficulties and provocations, (b) Perceptions about one’s university, its department and professional association and statements about improvements advocated, (c) The process of personalizing the event of a professional conference, (d) Support systems found and employed while at such a conference, (e) Professional provisions discovered and used for thriving and surviving in academia. An axial theme of finding one’s professional *niche*, cultivating one’s *niche*, sculpturing one’s personality around that *niche*, and wrestling with impediments to *niche* crafting was utilized to unify these emergent themes in a conceptual fashion [see Appendix D].

A major emergent concept and theme seemed contextualized within the data involving the framework of being socialized to fit into the academy as in being socialized for scholarship, leadership and legacy (Moreland and Levine, 2001) [see Appendix E]. Sections two through four provided a substantive narrative discourse of these themes and the emergent contextualized conceptual framework, as illustrated so aptly in the “lived” experiences of Drs. Johnson, Holton and Ortega. The findings and their respective implications will be shared in Chapter Five in this instrumental case study (Campbell, A, 2005; Stake, 1995; Yin, 1984, 1989a 1993, 1994, 2003).

CHAPTER FIVE: DISCUSSION

Introduction

The specific purpose of this study was to analyze the perceptions of underrepresented Educational Leadership/Administration faculty members regarding their perceptions, while attending a national conference. The goal was to capture their “lived” experiences and perceptions, as they expressed a variety of beliefs associated with academic success, as defined by the academy in terms of measures and processes [see Appendix A & J]. In Chapter One, the investigation posed these three major research questions:

1. What are the perceptions of underrepresented Educational Leadership faculty members regarding their experiences at their Associations annual-national conference?
2. How do the perceptions of these experiences relate to their respective career advancement and/ or professional development as professors of Educational Leadership?
3. What are the differences in perceptions of experiences among the various ranks of assistant, associate and full professors and why?

In Chapter Two, a review of the literature was conducted using the conceptual model shown in Appendix A. The two primary dimensions for success in the academy were identified to be: measures of success [e.g. effective teaching, a national/international persona, research funding, knowledge crafting and dissemination/scholarship, tenure and promotion] and processes for success [e.g. training, socializing/networking, professional development, mentoring and professional attitude cultivation].

The basic theoretical model for socializing a person to an organization, which provided

the framework for this investigation, came from Moreland & Levin's model (2001) [see Appendix E]. Their research work examined the "stages" for socialization within an organization and the development of (a) a member's commitment to that organization over time with an emphasis upon (b) how that commitment changes over time. Their socialization framework/model easily coalesces with the research on reference theory by (Dawson & Chatman, 2001). These researchers posited:

For instance, the theory allows for common expectations regarding the socialization process into desired groups. It also explains why members of these groups are willing to adjust individualistic interest(s) in order to work on behalf of larger concerns [e.g. of an organization]. In this sense, we imply that this common thread of socialized norms leads to the formation of a cognitive view where, as a member of a reference group, one has confidence that the appropriate strategies employed to manage one's life are befitting and valid. Further more, we view the cognitive, as fundamental to the socialization in which members of specific populations believe that it is the commonness of their experiences, which sets them apart from other members of society. This we call the sectorization of interests.

Reference group theory is based upon the principle that people take the standards of significant others, as a basis for making self-appraisals, comparisons, and moving into various social realms (Hyman & Singer p. 3). Substantial to the theory is the fact that individuals usually have the freedom to choose the reference groups they wish to join. Equally important is the influence and status of groups, and the power groups possess, because they have the ability to admit or deny membership to their group. The theory is often used to describe two major types of relationships between individuals and groups. These two major dimensions are known,

as "normative" reference group behavior and "comparative" reference group behavior. Because some reference groups teach individuals how they should behave, "normative" reference group theory is sometimes referred to, as a guide for individuals' behavior. Additionally, some social groups, or "comparative" reference groups, give individuals a basis for comparing themselves or their group to other individuals or groups. Comparative reference groups also influence individuals' feelings and behavior-again, though the normative principle.

In 1903, DuBois, in his famous *The Souls of Black Folk*, illustrated to some degree the concept of multiple reference group theories. DuBois seems to indicate that the attitudes, behaviors, norms of 'others', or certain groups, do play a major role in how an individual defines or feels about him or herself. This becomes particularly poignant, when it comes to underrepresented graduate students or faculty seeking to fit into a predominantly Anglo/male culture, such as the academy. These are the central attributes, which are essential to reference group theory:

- Socially, individuals are influenced by groups they believe are important;
- Individuals use certain groups, as a guide as to how they should behave (Normative reference groups);
- Individuals use groups, as a basis for comparing themselves to other individuals or other groups (comparative reference groups);
- Individuals can and do use more than one group, as a reference guide (Multiple reference groups) and
- Certain groups that individuals use, as a point of reference, possess the power to influence the attitudes and behaviors of individuals who may or may not be members of the group.

A normative reference group is described, as a group in which individuals are motivated to gain or maintain acceptance. To promote this acceptance, individuals hold their attitudes in conformity with what they perceive to be the consensus of opinion (norms) among the group members (Kelley, 1952). In normative reference group theory, the group sets and enforces standards for individuals. Such standards are often referred to as group norms; thus we have the "normative function" of reference groups.

A comparative reference group is used to describe a group, which individuals use, as a standard or point of reference in making evaluations or comparisons of themselves and of other individuals or groups. In comparative reference group theory, evaluations of the individual by members of the reference group are largely irrelevant (Kelley, 1952). In regard to comparative reference groups, the group is merely a standard or checkpoint, which individuals or others use to make judgments (Kelley, 1952).

Multiple reference groups are described, as the numerous reference groups, which individuals use in appraising the many facets of the self. Each of the various reference groups is specialized, as a point of comparison for one particular dimension (Hyman, 1942; Stouffer et al., 1949; Turner, 1955). Graduate students may experience internal and societal discord because the attitudes, behaviors, and values of the academic world may contrast or conflict with the attitudes, behaviors, and values of their private-life world.

Referent power is described as the perceived status, standards, position, value or prestige of groups, which influence individuals to seek membership into its ranks. In distinguishing between referent power and other kinds of power, what makes referent power unique is the authority or freedom of the group to mediate punishments and rewards to the

extent that the individual avoids discomfort or gains satisfaction, by conforming based on identification to the group.

Anticipatory socialization is described, as occurring when individuals assume the attitudes, behaviors, and values of a group to which they aspire to belong, but in reality are not members. The individuals begin to socialize themselves to what they perceive to be the group's norms before they are ever exposed to them (Merton & Kitt, 1950; Eulau, 1962). Individuals may also take as a reference group, a non-membership group and try to imitate its norms. To a large extent, anticipatory socialization renders evidence of the referent power of some groups in that, although they are not full members, individuals aspire so greatly to identify or belong to the group that they take on the group's attitude, behavior, and values before being accepted, as full members.

Individuals desiring to become members of a certain group will assume the normative attitudes and behaviors of that group, even before they have been granted full membership.

With this thesis statement in mind, the following propositions have been developed:

- Individuals seek affiliation with groups they perceive, as having desirable social status.
- Individuals choose reference groups, so that in their imagination, or ultimately in reality, they can feel themselves part of a more favored group.
- Individuals choose certain groups to advance themselves in society.
- Individuals, in order to guide themselves by a reference group, must have some perception or cognition of the group's norms.

Perception is described, as the faculty of acquiring sensory experience. It is the process by which individuals gather and interpret information (Marshall, 1994). This concept is important because for individuals to guide themselves by a reference group requires that they

have some perception or cognition of the group's norms.

However, there are fundamental problems relating to perceptions of accurate reference group norms and behaviors that must be considered. For example, some reference groups may be distant, non-membership groups, and perceptions of these groups' true norms may be vague and erroneous. Even when membership groups function, as comparable reference groups, it still may be difficult to determine the group's norms (Merton, 1957b: 336-353).

Additionally, many studies report that for numerous reasons there is a widening information gap between America's majority and minority populations (Angwin, 1998; Chatman & Pendleton, 1995; Greenberg, Bradley, & Dervin, 1970; Hoffman, 1996; and Lohr, 1996). Studies that examine minority groups and technology, like the one conducted by Hoffman & Novak (1998) often indicate that education and economics are major factors causing the information gap between majority and minority populations. Logically, the more a group uses technology, the more information that group is aware of and has available to help meet various information needs. Thus, information-poor groups can change the aforementioned societal indicators for the better, and become more socially empowered and economically competitive, by seeking membership into groups [becoming part of groups] that utilize and benefit from the advancements of modern information technology. These findings are very germane in regards to underrepresented groups in the academy (Greenberg & Dervin, 1970; Hoffman, 1996; Hoffman & Novak, 1998; Lohr, 1996; Naisbitt & Aburdene, 1990).

Clearly one can see the nexus between the two theories and the relationship between the processes of socializing to various groups within academe to obtain status, recognition, and belonging. However, for many underrepresented graduated students and faculty members the rite of passage to inclusion is an arduous one, if their perceptions of the norms of the reference

groups are misinformed or their behaviors are not considered socially acceptable by that group. Such are the real risks to be taken in being included and in being recognized, as a viable member of a group to which one aspires. The rewards are advancement; validation of one's self worth, validation and the beginning of needful socialization to the implicit norms of the groups to which one aspires.

Implicit are the processes of accommodation and assimilation to the expected norms of the group to which one desires to belong. Deviation from these norms and expected behavior may result in ostracism—a form of social exclusion and divergence.

Chapter Three provided a discussion of the phenomenological method used in this study to identify key factor and influence affecting the participants' perceptions of their experiences, while attending the association's conference(s). The sample consisted of nine underrepresented faculty member, at various ranks, gender and race/ethnicity, and nine non-underrepresented Educational Leadership/Administration faculty members, as a comparison group. Interview transcripts were analyzed to create common clusters or themes. Five important themes emerged from the data (a) Challenges, difficulties, and provocations, (b) Improvement advocated for the university, its department and the XYZ association in particular, (c) How the Conference took on *personal significance* for its participants-personalizing the event, (d) Support systems found and utilized, (e) Provisions sought and found for professional and career advancement and (f) An axial theme linking the themes #1-5.

This final chapter will synthesize the findings and relate them to the large body of research reviewed in Chapter Two. This chapter is presented in six parts. The first part provides a new conceptual model derived from the themes [see Appendix A] of the data from Chapter Four. The model illustrates the importance of context in framing the perceptions of the

participants' perceptions of their experiences in respect to their acquisition of tenure, career advancement and promotion needed for success in the academy [see Appendix G for demographic and ranking information]. The chapter also includes a discussion of the derived model's theoretical implications.

The second part of the chapter discusses some practical implications of the findings of the study. Part three examines the policy implications of the findings in the light of earlier research and the theoretical framework(s) used in this study. Part four examines and discusses the strengths and weaknesses of the study. Part five offers a set of recommendations for future research and the final section concludes and summarizes this dissertation's effort.

The Conceptual Model and Its Theoretical Implications

This section outlines a simpler parsimonious conceptual model that emerged from the data, as it applied to this particular study. Based on the literature review in Chapter Two and the data analysis in Chapter Four, this discussion of the findings will be grounded within the context of the tenure and promotion processes—indicative of academic success within the academy—and which emerged, as a critical factor framing the “lived” experiences of the faculty members, as citizens of their respective institutions, and more importantly, as a factor that shaped their perception of those experiences and their perceptions of “success.”

Discussion of the parsimonious model [see Appendix J] is followed by a systematic analysis of the theoretical implications, differences, and similarities between it [see Appendix J} and the conceptual model employed and utilized to frame this study [see Appendix A]. The original conceptual emergent model presented in Chapter Two was developed from a substantive review of the relevant data germane to the study of underrepresentation and the

respective journeys of such faculty in academia [e.g. including two underrepresented graduate students who were part of my study, as secondary informants].

The conceptual model identified measures of academic success into dimensions or categories relating to progress toward tenure and promotion and was categorized as processes [see Appendix A]. Areas of measures of success included the following: (a) tenure and promotion, (b) knowledge acquisition and dissemination, (c) research and research funding, (d) teacher effectiveness, and (e) development of a national/international persona. Five dimensions characterized the processes of success: (a) professional development, (b) mentoring, (c) dispositional cultivation, (d) training and (e) socializing. These ten dimensions defined this study's phenomenon identified, as success in higher education.

The model that emerged from the study [see Appendix j} is a parsimonious representation of the phenomenon of the findings that emerged from the data in this context. Unlike the conceptual model, which was initially used and was comprised of 10 themes, this similar model was comprised of just eight. This parsimonious model contained two new contextual themes of “networks” and “validation”. The aforementioned themes seemed to be embedded within the overarching notion of progress toward tenure and promotion [see Appendix J]. Additionally, four contextualized process themes emerged as well, identifying academic success from the data, as (a) socializing, (b) professional attitude cultivation and adjustment, (c) professional development [e.g. implied within a conference structure] and (d) overcoming.

The findings posited eight dimensions out of the original ten in the conceptual model. In the ten dimensions of the conceptual model [see Appendix A] five did not appear in the parsimonious model in a substantive degree [see Appendix J]. The dimensions not appearing

were identified as: (a) research and research funding, (b) teaching effectiveness, (d) knowledge acquisition and dissemination, (e) training and (f) mentoring. Research production was found nested in the multifaceted concept of “validation”, as a response to one’s scholarship production according to the rigorous protocols or research one institutions. Also, mentoring was nested in the multifaceted concept of socializing, as contextualized by the data. The parsimonious model [see Appendix J] had only four processes: (a) attitude adjustment, (b) professional development, (c) overcoming and (d) socializing. The conceptual model [see Appendix A] had five processes. Expectations for both junior and senior faculty mentors/mentees would vary by unit and discipline work. The parsimonious model had only four measures of success (a) cultivating a national persona, (b) networks, and or networking (c) validation and (d) tenure and promotion. Networks and or networking and validation were two dimensions not posited in the conceptual model [see Appendix A].

Theoretical Implications

Socialization

Socialization is an important process in the acquiring of tenure and promotion according to the literature and the data of this study. Each participant experienced this process differently in some fashion in accordance to his/her status either, as a graduate student or among the ranks of the professorate. Dr. Johnson’s perspective, as an underrepresented African-male assistant professor, underscored his expectations of and influence of the predominant culture of the academy [e.g. primarily Anglo/male-female] and this expectation was further influenced by the predominant culture of the academy to provide orientation and training for him in the scholastic writing process for publication. At this point in his journey, Dr. Johnson was dependent upon

the university senior staff to mentor him and his behavior could be described as “dependent”, but aspiring to be part of the very group that he was seeking to socialize him, as well as mentor him. His attitudes and behaviors maybe explained in part by the ‘reference group theory’ of (Dawson & Chatman, 2001; Merton, 1957 b; Turner, 1955;) who noted in their research findings that ‘new’ members to an organization ‘aspiring for inclusion within the dominant group—[e.g. tenured professors]—take their cues, as their own self perspectives and activities from the same group. Reference group theory is a powerful theoretical explanation concerning the process on how one is assimilated into a reference group of one’s desired choice. Scholars like (Delia & Crockett, 1973; Dewey, J, 1933; DuBois, 1903; Gass & Seiter, 1999; Hickson et al, 1971; Hoffman, Novak, 1998; Kelly, 1952; Latane, 1981a; Latane & Wolf, 1981b; Lohr, 1996; King, 1957; Minkler, 2005; Perelman, 1993; Stouffer, et. al, 1949; Turner, 1955) all affirm the importance of reference groups, multiple references groups, aspirant groups in the socialization process of those who aspire to become members of those groups they perceive worthy of their attention. Embedded in this theory is the sub-concept of ‘referent power’ referring of a group or its ability to influence the behaviors, the ideas and thinking’s of its members and those who want to be allowed inside.

Drs. Johnson, Holton and Ortega, when they were new members to the academy, took their cues of inclusion from the dominant group [e.g. other assistant, associate, full professors] who were senior, either due to their experience or ranking. These cues informed their own perspectives of themselves and the activities of the groups to which they aspired to fully belong. The group being aspired to is operationally defined, as an “aspiration” group. The term aspiration used here, is in adjectival form. As a verb form, it means: to have lofty goals and ambitious plans; also to want more.

An aspiration group offers goals because they have, through consensus, developed those goals and they provide those to anyone who wants to join. They also have ambitious plans. Translated into an academic paradigm, this would mean the crafting of scholarship that is top notched, peer reviewed and critiqued and published in highly esteemed journals, magazines, books and in most cases, the research findings are shared at one's professional conference (Furman, 2003). The desire to want more begs the question—more of what? Academia proves graduate students a chance to learn from the best in their fields, to learn how to write, to think critically, reflectively about issues, to develop one's scholarship line of inquiry, to be mentored by a more than one faculty member, to be part of a cohort that may or may not work collaboratively on scholarship issues together, to attend classes in informing one's perspectives concerning the complexity of the field one has chosen to study in, to be invited to attend conferences and to be introduced to the current leading scholars of the day in your field—be it Educational Leadership and Administration or something else and to grapple with issues of diversity regarding social justice within the academy, the classroom, among your peers, the conference, the programmatic offerings of your field concerning the realities of racism, ageism, sexism and other issues of social justice (Bell & Griffin, 1997; Adair, 2003; Angwin, 1998; Allport, 1954; Ayers et. al, 1998; Benham & Sheer, 2002).

Reference group theory also identifies two other basic groups, the membership group, one belongs to and comparison groups, One may have many membership groups [e.g. gender, sexual orientation, ethnicity, research topic, student status, faculty status, family etc.], as well as comparisons groups to use, as a counter or complimentary points to determine where one is in relationship to the aspiration group or others outside one's own membership group. This social referencing promotes continuous comparisons, self-assessment, as well as assimilative

and assumptive behavior; if the group one seeks to aspire to is to be clearly understood.

Another plausible theoretical explanation for Drs. Johnson, Holton and Ortega's behavior is posited by researchers Latane and Wolf (1981,b) and Tanford and Penrod (1984) who asserted in their *social contract theory*, " That the response of a person to social influences (Taylor & Penrod, 1984) will increase by three factors (a) *the strength* or how important the influences of the group of people is to the individual, (b) *immediacy*, how close the group is that person in time and space and (c) *how many people are in that group*. This theory would posit that senior tenured faculty possess *potency*, *immediacy*, and *collectivity* toward the smaller subset of underrepresented faculty members like Drs. Johnson, Holton and Ortega, having already obtained tenure at that stage of their development, Tyrone, Linda and Teresa could be experiencing differing levels of impotency, potency, immediacy, non-immediacy, and collectivity, non-collectivity, as graduate students and then further on in their respective careers, as they obtain their respective ranks of assistant, associate and full professor Their experiences of these influences of these group, the closeness of these group to them in terms of collegiality and numerical superiority of the Anglo/male professors would be somewhat mitigated by their professional socialization at differing levels. Being underrepresented, perceived somewhat powerless or impotent compared to the majority group, dependent upon them [e.g. the majority group of Anglo/males] for assistance, primes Tyrone, Linda and Teresa for assimilative experiences into the dominant culture and the "ethos" of the academy.

Dr. Johnson's socialization experiences were revealed in the data from Chapter Four, which described the conflictual purposes and long and short-termed outcomes emanating from socialization of new faculty, and in particular, a new faculty member, who come in disoriented, uninformed, and dependent, even though he was considered articulate, brilliant and talented.

Also in line with the data from the literature in Chapter Two were the dilemmas often experienced by new faculty like Dr. Johnson, who reflected such a plethora of need for effective socialization. His initial socialization, in light of the tenure and promotion process, involved learning his tripartite roles of researcher, teacher and service provider, as a faculty member and good citizen of his university. This would quickly orientate him to the expectations of the university, the demands of his department, and promote a desire for him to learn not only his roles, but also necessary skills of managing his multiple roles and learn how to acquire knowledge to inform his practice and productivity in those roles within a given time framework. Learning, adjusting and acquiring new knowledge and skills, framed in a sense of choices, would assist Dr. Johnson to make sense of this new academic world. His desire to make sense of his work seems illustrative of Glasser's (1984, 1998) Choice theory that illuminates one deep need to control what one can do, when one doesn't fully understand.

In contrast to Dr. Johnson, Drs. Holton and Ortega had already been initially socialized into the academy. They both focused on socialization, briefly, but rather on the cultivation of their respective research lines of scholarship, their connections with other research agendas, and collaborative efforts involving the further development of their scholarly work/or research. This cultivating of one's scholastic endeavors is reminiscent of the Self-Monitoring Behavior theory posited by Snyder (1974), who believed that people fall usually into two levels of cultural observers, those who are *low* and those who are *high*. Those who are low self-monitors don't cue into what others do and go their own way. High self-monitors like Drs. Holton and Ortega have learned to adjust their professional practices and activities because of their level of awareness of the norms, values and practices surrounding scholarship, teaching and service within the academy. Additionally, Drs. Ortega and Holton utilized their "social justice"

research-line to inform their teaching opportunities and service engagements within their respective departments, universities and outside communities including their professional associations (Davidson & Ambrose, 1994; Darling-Hammond, 1999; Ellsworth, 1997a; Giroux, 1988; Goodson & Cole, 1993; Myles, H 1990b; Freire & Horton, 1990; Freire, P. & Faundez, A., 1993; Kinchloe, 2006, 2007, 2008; McLaren, 2002; Noddings, 1986; Schon, 1983, 1991, 1995; Escobar, et.al, 1994).

This behavior was not noted with Dr. Johnson, but one would assume would come later, as he progressed from an assistant professor to hopefully an associate professor and possibly to a full professor (Boice, 1991; Fink, 1984; Mager & Meyers, 1982; Menges & Associates, 1999; Olsen & Sorcinelli, 1992; Schuster, 1999; Vesilind, 1999).

Conference Attendance

These findings from the extant literature present on organization socialization and new faculty socialization, in addition to the embedded socialization of established faculty and various ranks regardless of their gender, race or ethnicity, was made very visible with the backdrop of tenure and promotion, being the “*brass rings*” of academic achievement though the scholastic process of effective scholarship publication, teaching, committee work, service providing and being a good citizen of the university, as well as the recognition of those professional efforts by one’s superiors.. What is not made visible in the current literature are the ways faculties become socialized in view of the tenure and promotion process, within the academy apart from expected and normative departmental provision, procedures, policies and personnel. One central factor identified in this study was the “critical” role that a faculty member experiences at a professional conference (Furman, 2003), as a tool of socializing

faculty members toward tenure and promotion. The very fact that a professional conference, apart from one's own university or departmental work place was sought out in an expression of professional adaptation is an important gleaning. The William Glasser Institute's (2005) work on "What is Choice Theory" may provide us with a possible explanation for Drs. Johnson, Holton and Ortega's conference attendance, as both a professional and personal choice to survive and thrive in the academy in spite of institutional limitations. If one cannot find the help close by to further one's career, then one looks elsewhere.

Dr. Johnson's conference experiences provided him with a lens to explain the culture of academia, to which he matriculated. These conference experiences gave him a necessary orientation about the profession of "being" a scholar in general and in specific(s), the opportunities for skill development germane to scholarship crafting valued by not only by his profession, but by his institution as well. The conference then became a support system for Dr. Johnson. It also gave him a platform of "visibility" regarding his fledgling work, as it connected him to other like-minded academicians. This networking with fellow colleagues would help diffuse some of the visibility/invisibility syndrome an underrepresented faculty member [e.g. graduate students, as well] experience within their departments. Drs. Holton and Ortega experienced similar support. While providing a formal or professional socialization experience for "new" faculty, the conference also provided a professional development "splash over" effect for the older faculty like Drs. Holton, who needed a fresh look at her department's culture to understand it for what it was, Idiosyncratically, Dr. Holton utilized such professional associations and their conferences to "de-stress" from episodes of perceived sexism she and other female members had experienced, prior to arriving at the conference. Dr. Holton's emotive responses to pervasive and blatant sexism may be explained in a basic tenant of

Reactance theory posited by (Brehm, 1966; Pennebaker & Sanders, 1976), which explains what people do when their freedoms are threaten. An Anglo/male faculty member apparently threatened Dr. Holton's professional and personal freedom of speech, and personhood, her freedoms of thought, speech and being. This theory further posits that one may become motivated to retaliate in a number of ways to prove one's will not been compromised. Dr. Holton exercised her freedom to complain to a sympathetic ear, as in a form of verbal and indirect retaliation, while attending a conference. Therefore, Dr. Holton sought out the conference to work through the personal attacks upon her freedoms and personhood, among other reasons she had for being there.

Conference contacts provided Dr. Holton an ear and informal feedback process to clarify what she as experiencing, as an underrepresented female associate faculty member with tenure. Dr. Holton utilized her networking prowess with other female faulty members to accomplish this. Such networking appeared to help not only de-stress her, but provided her with a "listening and sympathetic ear" which was quite therapeutic in its impact.

The acquisition of faculty roles as a researcher, teacher and service provider is a social construct institutionalized within the academy. Role theory, as proposed by Milgram (1963) seems to explain the pursuit of this understanding, as exemplified by both Drs. Johnson and Holton in response to their colleagues. This theory asserts that people will fall rapidly into the expectations they have about the roles they assume often influenced by their own and others' expectations. In groups, these expectations take the form of "shared" expectations of behavior.

Furthermore, as an associate female underrepresented professor with tenure, Dr. Holton saw the "conversational" dimension of socialization around salient themes like "social justice", as important in informing her practices, as a scholar in research, teacher and service provider in

developing a pedagogy that was inclusive of all of her students regardless of race, gender, ethnicity, learning style, intelligences (Gardner, 1993; Capper, Frattura & Keyes, 2000; Fullan, M. & Hargreaves, A., 1996) and to her various communities she was involved in. This impact point of socialization for Dr. Holton centered upon the integrative purpose of socialization and how it would play out in one's life professionally and privately within a community (Furman, 2003, 2004). This integrative purpose coalesces theory, conceptual development, knowledge construction and practice. This finding was in part unique to the data analysis and was not found fully developed in the literature review on socialization in Chapter Two.

Both Drs. Holton and Ortega commented on this integrative dimension. Furthermore, for Dr. Holton, socialization had not only a conceptual or ideological dimension but also promoted a deep sense of curiosity for further learning (Brockett & Hiemstra, 1991; Britzman, 1998; Bennis & Biederman, 1997; Bingaman, 2009; Furman, G. & Starratt, R. J., 2002; Goodson & Walker, 1991; Green, 1978; Grumet, 1990; Knowles, 1950, 1962; Kohn, 2004; Murphy, Hawley & Young, 2005; Murphy, 2002; Pounder, Reitzug & Young, 2002; Sergiovanni, 1992 a, b; Sternberg, 2003; White & Weathersby, 2005). This finding was unique to the data, as well.

Dr. Holton's integration of scholarship with practice demonstrated her "cognitive complexity" reminiscent of a constructivistic theory articulated by researchers Delia and Crockett (1973) who observed that people, who have many different and abstract constructs have greater flexibility in understanding the world and are also cognitively complex. Dr. Holton's integration of her socialization demonstrated her intellectual prowess and critical thinking skills. The literature review in Chapter Two curiously, was not explicit regarding this developmental component outcome of socialization, although one may argue; it was implied to

some degree in the literature about a system's approach of professional development, as promoted by Duffy (2002) and Bredeson (2003). Both researchers argue for a systemic approach to professional development, that is not a "one shot-wonder" but rather which empowers all stakeholders in critical thinking about what they need to improve within their educational environment. Yet another difference between Drs. Ortega, Holton and Johnson, assumedly based upon their gender proclivity, dealt with their respective preferences for the relational component of socialization, as contrasted alongside the "skills acquisition" focus of Dr. Johnson.

Participation in the Governance Structure of the Association

The analyzed data in Chapter Four revealed another mechanism of influence regarding socialization and that was the "governance" structure of the disciplinary association itself. Drs. Holton and Ortega and their Anglo/male counter parts of this study, for the most part, affirmed the potency of being socialized within the core of the association, as constructed by the confines of its governance structure. This localized dimension of socialization, somewhat distinctive from the initial socialization processes provided for new faculty or newcomers to an organization, as described by Moreland and Levine (2001) revealed a centricity factor within a group or organization, as one moves toward the core of a department, committee, university or association. Dr. Johnson reported experiencing this slightly, but Drs Holton and Ortega did so more with mixed results.

The impact of being socialized within the governance structure of an association allows an individual faculty member to obtain and engage in "insider" information not known by the general membership or attendee. Drs. Holton and Ortega experienced this specialized information, which was contextualized in their fully active leadership within the governance

structure at various times. Their involvement may be plausibly explained in part by Moreland and Levine's Socialization theory (2001), which looks at the commitment of a member to an organization over time. When one becomes a full member in an organization, after one has been viewed as "prepared"; so one is rewarded with an "insider" position, at the table to have "insider" discourse. [see Appendix E]. After the initial investigation by both the organization and the individual with reconnaissance and recruitment effectively done by both, then according to this model, one is socialized through assimilation and accommodation to the norms of the organization, as this opens the door to initial membership. Full membership, accordingly involves maintenance of the member by the organization regarding its standards, principles, vision, suggesting active engagement, as well as being involvement by the organization itself. It also involves the development of roles within the organization, as one functions in a prescribed fashion [e.g. in this case with Drs. Holton and Ortega, it would be a committee position on the governance board of their professional association] and then the concept of negotiating one's role is highlighted suggesting that changes occur in roles and duties of full members and are open to negotiation by the member within the organization and the organization with its full members. Negotiation is a dialogue intended to resolve disputes, to produce an agreement upon courses of action, to bargain for an individual or collective advantage, or to craft outcomes to satisfy various interests. It is the primary method of alternative dispute resolution.

However, a more reasonable explanation for their governance connection seems to reside in the Strategic Contingencies theory of Hickson, et. Al., (1971) who asserted that working in the central part of the workflow of an organization [e.g. be it office or the governance sector of a professional association like XYZ] creates more attention around

oneself and may allow one to become more noticed, create attention around oneself and therefore one experiences more power or influence. Speculatively, one may assert that for many underrepresented graduate student and faculty in academia, a place of power or influence for them may not be in their departments, but rather in their professional discipline specific educational associations. If one cannot find it normatively at work, one looks elsewhere, for significant recognition, respect and even efficacy. However, for Dr. Ortega, such “insider” information, placement, and dialogue, as she revealed in her narrative, had become repetitious over the last 16 years, without substantive and transformative change in direction or influence upon herself and her association. They were having the same conversations 16 years later with only incremental shifts in understanding. This caused Dr. Ortega to become somewhat disillusioned and discouraged, questioning here own efficacy of leadership service in a conference context and that of the professional organization itself. Thus for Dr. Ortega, socialization within a conference setting, while informative in disclosure about the hot topics about educational leadership, did not seemingly promote change in organizational or member ideology and practice. Dr. Holton, likewise, also expressed fatigue in being part of the governance sector due to the lethargic condition of the ‘*sameness*’ of conversation.

The differences in Drs. Johnson, Holton and Ortega’s experiences of professional socialization maybe explained by the socialization framework of Moreland and Levine (2001) whose 20 year work asserted that one’s relationship to an organization changed over time progressing through various stages of (a) investigation, (b) recruitment, (c) reconnaissance, (d) socialization—accommodation and assimilation, (e) maintenance or roles and negotiation of roles, (f) re-socialization similar to socialization, where there is a change away from the organization (g) tradition and reminiscence, as reflective, existing and retiring from a group or

organization. As a member moves through those stages his or her relationship with the organizations changes over time. During each stage, the member and the commitment of the member changes and at the point where socialization stops, a maintenance phase begins for those in full membership. At this stage, according to Moreland and Levine (2001) a member enters into the stage where his or her acceptance, as a full member fully intact experiences all the benefits of being a full member [e.g. seemingly correlated in academia to tenure acquisition and the rank of tenured associate-full professor]. At this stage, according to Moreland and Levine (2001), a full member enters into maintenance status/stage or commitment toward the organization. This involves role adjustment, adaptation and negotiation, processes of interchange between the “full” member and the organization itself and implies that one has become an integral part of the organization. At this time, the organization seeks to maintain this relationship through various means of which some may involve offering further leadership roles and the encouragement to position oneself within the group in a maximum fashion for impact upon the organization and secondarily for oneself.

It appears that Drs. Holton and Ortega were at different stages of socialization, according to this model, than Dr. Johnson. These underrepresented female faculty members were engaged fully as “full” members in their departments and in their professional associations. Therefore, their interactions with their departments and professional association were different. Understanding this would become helpful for Dr. Johnson later, as he anticipates being part of that aspiration group of “full” members [tenured and involved in his department and in his professional association]. Serving then in these roles of centrality, with a professional association may influence him to aspire further, though not knowing their mediated realities.

Parenthetically, Moreland and Levine's (2001) model, while dealing with commitment over time, also posit that this commitment may lead to divergence and ultimately exiting the organization, and that their model doesn't explicitly portray the dynamic of abrupt change or adaptation, when one is involved in any of the states of entry, acceptance, divergence and exit, identified within their model [see Appendix E]. As theorists, they attempted to take into account such disruptions in the socialization model due to sudden departure presumably due to the incapability with the member, as part of the organization. Their model, they admit, portrayed *socialization* within an organization, somewhat in an idealized state.

This admitted theoretical limitation in their model, therefore, cannot fully explain a data finding of this study regarding an Anglo/male faculty counterpart to Drs. Johnson, Holton and Ortega, who suddenly diverged from the XYZ association, being rejected by potential faculty members at large due to his sexual orientation—NOT THE ORGANIZATION ITSELF! His aversive socialization experiences at the conference over a three to four year period resulted in his sudden discontinuation with the association, even after seven years of attendance and in serving in leadership capacities on the governance council. He still admittedly remains in the professorate today, but was very upset over what he called the “arrogance” of some male pre-tenured faculty and their desire to be accepted into the aspiration group of tenured professors at the expense of relationships with others diverse in perceived identity and sexual norms and orientations. Reference group theory, as introduced in Chapter Two, and discussed elsewhere, applies itself here, as to “male” identity developmental issues by asserting:

If a man is limited to only male reference groups for his gender role-self concept, he is more likely to hold negative attitudes [e.g. arrogance among others], about not only racial diversity and women's equality but anything else considered diverse [e.g. one's

differing sexual orientation] as in the ‘reference’ group dependent status.

Moreland and Levine’s (2001) model would attempt to interpret this divergence away from the organization, as normative over time in becoming a marginal or ex-member in status but could not explain why this would “abruptly” occur. On the other hand, researchers like Allport (1954) and Weatherly (1961), Berkowitz & Green (1962) and Gemmill (1998) suggest the following in their Scapegoat theory:

When problems occur, people do not like to blame themselves. They will thus actively seek *scapegoats onto whom they can displace their aggression. These may be out-group individuals or even entire groups.* Like bullies, they will often pick on [e.g. perceived] powerless people, who cannot easily resist. Scapegoating increases when people are frustrated and seeking an outlet for their anger. Once outcast, as a scapegoat, it can be difficult to shake off the classification or stigma.

These complimentary theories about the behaviors of people within and organization, about change, aggression (Berkowitz, 1969) and intergroup dynamics further informs this discussion on socialization, possibly explaining the social ostracism of one Angle/male faculty member, not an organizational ostracism. He just wasn’t made welcomed due to that diversity issue of his sexual orientation.

Key Negotiation and Sub-groups

Drs. Holton and Ortega had experienced significant role negotiation within the association’s conference context due to the stage of socialization they were at, as “full” members of an organization, one a full professor, the other an associate professor, but both with tenure (Moreland & Levine, 1989, 2001). Dr. Johnson, as a faculty member was still moving from the new member stage to the full member stage, of which tenure acquisition appeared to

be the expected rite of passage. Role negotiation for Drs. Holton and Ortega was expressed in the data analysis of this study, as participation in a variety of leadership and service roles with the association and its conference structure. Such conference activity may provide them further recognized career achievement, which can be documented on their dossiers (Ory, 1991, 1993) and lead to the cultivation of a national and international persona—a measure of success for a faculty member [see Appendix A and J]. Their respective engagement could promote further socialization toward the core component of the association itself, its governance structure. Dr. Johnson’s narrative in Chapter Four did not mention this engagement and possibility for further socialization due possibly in part to his rank, as an assistant professor and his limited exposure to both the academy at large and the XYZ association. These distinctions of role, experience, engagement and the possibility for further socialization of Drs. Holton and Ortega and Dr. Johnson, may be further explained by Milgram’s Role theory (1963, 1967), which suggest that the shared expectations of a powerful organization heavily influences the roles, duties, and choices involved by its members to obey “even to the point of conflict with the member’s conscience.”

Milgram (1974 a, b, 1983; Miller, 2004)) studied the impact of Nazi Germany figure and war criminal Adolph Eichmann in Jerusalem, after the start of the trial, focusing upon the impact he had upon his followers. Milgram (1974, a, b, 1983; Miller, 2004) devised his psychological study to answer the question: "Was it that Eichmann and his accomplices in the Holocaust had mutual intent, in at least with regard to the goals of the Holocaust?" In other words, "Was there a mutual sense of morality among those involved?" Milgram's testing revealed that it could have been that the millions of accomplices were merely following orders, despite violating their deepest moral beliefs. Milgram (1974 a, b, 1983; Miller, 2004))

summarized the experiment in his article, "The Perils of Obedience", writing:

The legal and philosophic aspects of obedience are of enormous importance, but they say very little about how most people behave in concrete situations. I set up a simple experiment at Yale University to test how much pain an ordinary citizen would inflict on another person simply because he was ordered to by an experimental scientist. Stark authority was pitted against the subjects [participants'] strongest moral imperatives against hurting others, and, with the 'subjects' [participants'] ears ringing with the screams of the victims, authority won more often than not. The extreme willingness of adults to go to almost any lengths on the command of an authority constitute is the chief finding of the study and the fact most urgently demanding explanation. Ordinary people, simply doing their jobs, and without any particular hostility on their part, can become agents in a terrible destructive process. Moreover, even when the destructive effects of their work become patently clear and they are asked to carry out actions incompatible with fundamental standards of morality (Berkowitz, 1995, Miller, 2004), relatively few people have the resources needed to resist authority.

In utilizing this theory, this paper is not necessarily suggesting that Drs. Holton and Ortega were morally conflicted by the association, when involved in the governance section, but the governance sector authority could highly influenced them to act in a prescribed fashion, as service providers, produces of scholarship, collaborators etc. This theory may also suggest that a strongly influential organization for faculty in academia, like XYZ, may have differing expectations for the roles, duties and

obligations of an assistant professor like Dr. Johnson, than what it would expect from an associate or full professor in Drs. Holton and Ortega respectively.

Another expression of socialization, as contextualized in the data analysis, involved becoming a member of a sub-group, within the conference structure for the pursuit of certain lines of research (Kinchloe, 2006). Such membership speaks of socialization within the theoretical structures of aspiration group and member group socialization. While, introduced in Chapter Two of the Literature (Chatman, 1991; Dawson & Chatman, 2001; Hyman, 1968; Hyman & Singer, 1968), referent group socialization was particularized by Drs. Johnson, Holton and Ortega, as found in their respective narratives. Dr. Johnson termed it “social capital” (Bankston, C. L. & Zhou, M., 2002; P Coleman, J., 1988; Putman, R., 1994; Turner, J., H., 1999; Pruijt, H., 2002; Kilby, P., 2002; Falk, I. & Harrison, L., 1998; Bankston, C. L. & Zhou, M., 2002).

Social capital is a sociological concept used in business, economics, organizational behavior, political science, public health and the social sciences in general to refer to connections within and between social networks (Putman, R., 1994; Bankston, C. L. & Zhou, M., 2002).

Dr. Holton saw this socialization dimension, as an incredible support for herself, as an underrepresented female faculty member and, as critical to her performance as a faculty member at her respective university. Dr. Ortega saw this type of socialization in similar fashion to Dr. Holton, as a fully recognized “full” professor, though underrepresented in the academy. All three-faculty members mentioned such activity, as having its influence upon them, as they engaged in smaller groups within the conference, as part of their overall conference experience. Their individual and collective responses speak to the power and influence of small groups.

Dawson and Chatman (2001) described this influence of small groups, as *Referent Power* or the perceived status, standards, positions, values and prestige of groups, which influence individuals to seek membership into its ranks. *Referent Power* is the authority of the group to mediate value or non-value to the extent that the individual avoids discomfort or gains satisfaction by conforming based upon his/her identification with the group or network.

This power is created, when the followers believe that the leader or small group possesses qualities that they admire and would like to possess. The followers identify with their leader or small group and attempt to copy their leader or the norms of the small group. As referent power is dependant on how the follower views the personality of their leader or small group, a leader or small group will not have referent power over every follower they lead. Some leaders or small groups will have referent power over just a few, while others such, as Ghandi have led millions through their referent power, personality and charisma.

These smaller groups provided for Drs. Johnson, Holton and Ortega, not only orientation about one's many faceted roles in the Academy and conference structure along the continuum of rankings [e.g. assistant to full] but also provided a deeper sense of professional and social belonging, despite being not always heard.

This limitation of "voice", while in a small group setting, may be illustrative of the *Groupthink* theory, as posited by Janis (1972, 1982, 1989) who envisioned this delimitation, as suggesting an illusion of unanimity and or protection from contrary views by that group toward individuals differing in opinion and thinking. *Groupthink* is a type of thought exhibited by group members who try to minimize conflict and to reach consensus, without critically testing, analyzing, and evaluating ideas. Individual creativity, uniqueness, and independent thinking are lost in the pursuit of group cohesiveness, as are the advantages of reasonable balance in choice

and thought that might normally be obtained by making decisions, as a group. During *groupthink*, members of the group avoid promoting viewpoints outside the comfort zone of consensus thinking. A variety of motives for this may exist, such as a desire to avoid being seen as foolish, or a desire to avoid embarrassing or angering other members of the group. *Groupthink* may cause groups to make hasty, irrational decisions, where individual doubts are set aside, for fear of upsetting the group's balance. The term is frequently used pejoratively, without hindsight.

Janis himself defined *Groupthink* as: "A mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' strivings for unanimity override their motivation to realistically appraise alternative courses of action." To make *groupthink* testable, Irving Janis devised eight symptoms indicative of *groupthink* (1972):

1. *Illusions of invulnerability* creating excessive optimism and encouraging risk taking.
2. *Rationalizing warnings* that might challenge the group's assumptions.
3. *Unquestioned belief* in the morality of the group, causing members to ignore the consequences of their actions.
4. *Stereotyping* those who are opposed to the group as weak, evil, biased, spiteful, disfigured, impotent, or stupid.
5. *Direct pressure* to conform placed on any member who questions the group, couched in terms of "disloyalty".
6. *Self-censorship* of ideas that deviate from the apparent group consensus.
7. *An illusion of unanimity among group members*, silence is viewed as agreement.
8. *Mind guards* — self-appointed members who shield the group from dissenting information.

Groupthink, as described in the listing above, results in defective decision-making. That is, consensus-driven decisions are the result of the following practices of group thinking (Janis, 1972):

1. Incomplete survey of alternatives.
2. Incomplete survey of objectives.
3. Failure to examine risks of preferred choice.
4. Failure to reevaluate previously rejected alternatives.
5. Poor information search.
6. Selection bias in collecting information.
7. Failure to work out contingency plans.

According to Irving Janis (1972), decision-making groups are not necessarily destined to *groupthink*. He devised seven ways of preventing *groupthink*:

1. Leaders should assign each member the role of “critical evaluator”. This allows each member to freely air objections and doubts.
2. Higher-ups should not express an opinion, when assigning a task to a group.
3. The organization should set up several independent groups, working on the same problem.
4. All effective alternatives should be examined.
5. Each member should discuss the group's ideas with trusted people outside of the group.
6. The group should invite outside experts into meetings. Group members should be allowed to discuss with and question the outside experts.
7. At least one group member should be assigned the role of Devil's advocate. This should be a different person for each meeting.

In contrast, Dr. Ortega, more than Drs. Holton and Johnson expressed the “positive” impact this type of socialization of ‘*groupthink*’ would have upon underrepresented faculty, as she rationalized that such a group would be providing a place to (a) test themselves as scholars, (b) learn the job of faculty work and (c) experience professional and collegial support and solidarity. Furthermore, Dr. Ortega also saw such small group socialization, as very germane to increased relationships with others in the field of Educational Leadership/Administration, increasing one’s awareness of potential job opportunities at other universities and increasing possibilities of joint collaborative efforts on research related topics. Dr. Ortega alone described this as “being in the people business.”

Attribution theory, as articulated by Roesch and Amirkham (1997), argues that people look for explanations of behavior, associating either dispositional [internal] attributes or situational [external] attributes. In this theory, success or failure is governed by the content of one's thoughts (Gagne, Yekovice, CW., & Yekovich, F., 1993). As graduate students or faculty members, we often question why we have failed or why we have succeeded, so that we can succeed in the next academic situation. If we take a psychological perspective, when examining how a graduate student or faculty answers the question of "why?" we may see how this answer affects a student's or faculty member’s future in terms of their expectations of success, emotional reactions, and persistence (Tinto, 1998) at achievement-related tasks (Gagne, Yekovice, CW., & Yekovich, F., 1993).

Attribution theory, as posited by Roesch & Amirkham (1997) and Gagne, Yekovice, CW., & Yekovich, F (1993) may describe Dr. Ortega’s desire to make meaning of her professional development experiences by focusing on the cause and positive effects of small groups, which could provide her with a greater sense of control, something that often seemed

illusory in one's dynamic workplace in academia, as reported by Drs. Johnson, Holton and Ortega.

These findings seem generally in line with the extant literature of Chapter Two on socialization and its positive and enabling impact (Morinski, 2005). These findings also added specific contextual illumination to the discourse about outcomes and benefits of socialization for the new underrepresented faculty members in the academy.

Professional and Personal Dispositions

Reflective of the limited research done on professional development (Glickman, et. al., 1998; Bredeson, 2003; MacLean, 2002; Murphy & Lick, 2001, 2005), the literature on professional dispositions for academicians appeared also neither fully researched, developed or coherent, as a body of demystified and accessible knowledge for utilization by faculty seeking tenure and promotion within a process for measured success in academia [see Appendix A and J]. Rather, the literature appeared fragmented, privatized, although nonetheless vital for academic success. Chapter Two provided a limited portrait of recommended dispositions. A person's disposition is defined as:

- Personality: somebody's usual mood or temperament or state of mind
- Behavioral tendency: an inclination or tendency to act in a particular way (Encarta, ©2009)

Chapter Two provided a limited description of professional dispositions which faculty needed to acquire, cultivate, develop or adjust toward. The recommended dispositions ranged from being (a) inclusive, (b) holistic, (c) risk-taking, (d) empathetic, (e) realistic, (f) trusting, (g) creative, (h) courageous, (i) perseverant and (j) guardedly optimistic. Possessing these

attitudes, as well as others not mentioned may enable a new underrepresented faculty member to become tenured and promoted. In providing such a laundry list, such runs a risk of seeming prescriptive rather than descriptive in nature, but this brief overview provides a synthesis of the literature reviewed in Chapter Two.

This listing may be indicative of Leadership theorists like Davis (2003) who described “trait theory”, as an explanation for the development of leaders caused by possessing certain traits, suggesting that a leader is usually endowed with superior traits and characteristics that differentiate one from his followers. Having these traits or dispositions positions oneself, not having them may disqualify a person from leadership positions.

The chief meaning of the concept of “disposition”, as a “state of mind”, is useful in understanding the similarities and differences of the journeys of Drs. Johnson, Holton and Ortega. The attitudes enumerated in Chapter Two were not expressly stated in the data analysis of this study in Chapter Four. Their explicit absence neither confirms nor disconfirms their embedded presence. Three primary dispositions, however, did emerge from the data analysis of Chapter Four. These dispositions were (a) anger, (b) self-absorption, and (c) guarded optimism. The following discussion will then focus on these three emergent dispositions, as expressed and experienced by the three underrepresented faculty of this study [e.g. amalgamated portraits as narrated in Chapter Four]. These three dispositions emerged from the data analysis and although they are grounded contextually within the study, they add to the current literature and research.

Anger

For the purpose of this study, anger is defined as: “strong feelings of displeasure and

belligerence aroused by a real or supposed wrong and a strong feeling of grievance and coupled with displeasure. (Encarta, ©2009). The core meaning of “anger” seems to be: a feeling of strong displeasure in response to an assumed injury. Synonyms related to “anger” are the following:

- Annoyance: mild anger and impatience
- Irritation: a feeling of impatience or exasperation
- Resentment: aggrieved feelings caused by a sense of having been badly treated
- Indignation: anger because something seems unfair or unreasonable
- Fury: violent anger
- Rage: sudden and extreme anger
- Ire: (*literary*) strong anger
- Wrath: strong anger, often with a desire for revenge (Encarta, 2009).

Still a fuller definition embraces the ideas that “anger” “is a strong passion or emotion of displeasure or antagonism, excited by a real or supposed injury or insult to one’s self or others, or by the intent to do such injury (Encarta, 2009). Emotive expressions, strong passions for oneself, one’s scholarship, one’s ideas, one’s career path, one’s challenges, both personal and professional often exacerbated by gender and racial macro and micro inequalities, as well as other issues of social justice (Horton & Freire, 1990), seem to accurately describe the dispositions of Drs. Johnson, Holton and Ortega at points in their academic journey in their quest for tenure—promotion and ultimately success in academe.

Anger, in its multifaceted expressions, characterized much of Dr. Johnson’s upbringing prior to his becoming a graduate student for a Ph.D. and in securing it and then assuming a position at a university level. Anger played a lesser part in the journeys of Drs. Holton and Ortega but there were some episodes where anger, annoyance and irritation played into their

experiences, as underrepresented female faculty in a dominated Anglo/male culture of the academy.

The data seems to indicate that much of Dr. Johnson's anger, during a certain period of his life, was due in part to the breakup of his family and his anger was directed at his father who divorced his mother, abandoning the family for another woman.

Dr. Johnson grew up without a stable father figure. Dr. Ortega lamented this general condition of many African-American males, as being described as "black boys as a dying breed...and need intervention." Current literature on the culture in the African-American community strongly implies that as high as 70% of African-American children grow up fatherless and 70% are born out of wedlock and this condition leads to a host of problems for African-Americans who lead the nation in fatherlessness, having allowed marriage to fall to an all-time-low priority (Raspberry, 2008). A recent poll states: According to 72.2 % of the U.S. population, fatherlessness [over all races/ethnicities/genders] is the most significant family or social problem facing America today (Barras, 2000; National Center for Fathering, Fathering in America Poll, January, 1999). Internalized anger may cause ulcers, heart trouble and psychological disorder(s), if left unresolved.

Externalized, it may express itself in physical abuse, road rage etc. If channeled, it may promote great drive, determination, creativity and conation. One may observe those expressions in Drs. Johnson, Holton and Ortega.

Similar to Dr. Johnson, Drs. Ortega and Holton had also experienced their share of injustices, disappointments and loses, including clear episodes of racism, sexism, stereotypical thinking on the parts of others concerning their scholarly capacities, as underrepresented ethnic female faculty, and Anglo male domination, some would argue—oppression. Rather than

quitting or becoming overtly hostile or wrathful [e.g. angry enough to retaliate either verbally or physically] they often would chose to continue, using silence, as a coping mechanism. This utilization of “silence” as a coping strategy may be explained in part by the Spiral of Silence Theory of Noelle-Neumann (1974, 1993). The Spiral of Silence is a political science and mass communication theory advocated by the German political scientist Elisabeth Noelle-Neumann.

The theory asserts that a person is less likely to voice an opinion on a topic, if one feels that one is in the minority for fear of reprisal or isolation from the majority. This theory suggests that in facing such cultural, structural, and institutional barriers and challenges, underrepresented faculty, knowing that they are in the minority and not wanting to incur further social rejection, often resort to silence to remain in control knowing one’s opinions or thoughts may not be as highly valued or understood by the majority. According to Dr. E. Lincoln James it is a universal condition experienced by all people not just underrepresented faculties.

Dr. Ortega’s basic operating principle in negotiating the Anglo/male terrain of graduate school, hard teachers, racist staff in the academy, as reported in her narrative, had always been to “let her work speak for her, remain silent, so evidence could not be collected by the organization to be used against her.” Dr. Ortega utilized that same strategy, as an educational practitioner before coming to graduate school within the central office of her school district.

Dr Johnson’s past anger, now re-focused and re-channeled in perseverance, came, as the result of several contributing factors, chief of which was the empathetic and directive mentoring of his female Master’s advisor, who envisioned for him a career in academia, networked with several of her colleagues at several universities, established a “road-map” for Dr. Johnson to utilize in securing his Ph.D., as to what tasks needed to be done and the time-line it would take and even helped edit his entrance essay, so that he would be accepted into

graduate school. This newly transformed or acquired perseverance assisted Dr. Johnson in constructing a new identity for himself in spite of past experiences. Such a transformational change may be explained in part by the Meaning Reconstruction theory, as posited by Neimeyer & Raskin (2000, 2001) and Kelly (1955, 1970, 1991a, 1991b). This theory suggests that one can reconstruct one's sense of identity through significant social discourse, as exemplified in a dimension of mentoring. Tyrone's effective mentor helped him reconstruct, what had been deconstructed through many of his prior life-experiences and this enabled him to return to university seeking his Ph.D. degree—leaving a job behind, to risk a career change.

His mentor's directive approach, persistence, conation and extensive investment in Tyrone, as reported in his narrative in Chapter Four, assisted him to not only create a new identity, but a new identity with a new career path and direction.

Identity theory is a micro sociological theory, which links self-attitudes, or identities, to the role relationships and role-related behavior of individuals. Identity theorists argue that self consists of a collection of identities, each of which is based on occupying a particular role (Stryker, 1968; Stryker & Burke, 2000). Regarding the faculty member in a university this has salient implications, as they have tripartite roles of researcher, teacher and service provider in their institution and within their professional associations. Identities can be defined, as one answers the questions "Who am I" and "What do I do now?"(Stryker and Serpe, 1982; Ickes, 1982).

Dr. Johnson's initial mentor in his Master's program enabled him to address those two questions. It would be up to other mentors along his journey in the academy to fully unpack what it means to be a research/scholar, teacher and service provider within a post-secondary institution.

Perseverance, as noted in Chapter Two, may be the emotional disposition or impetus needed to channel one's energy in re-creating a new identity in response to opportunities and risk taking moments in one's career path over a period of time. Tyrone's initial and pervasive sense of "anger" had been replaced with perseverance and this was in spite of his initial reluctance to even consider a career option in academia as a professor.

Dr. Holton spoke of her anger in terms of experiencing "blatant" sexism, which she and her other female colleagues experienced in faculty committee meetings, where they were yelled at, castigated, put down by their more senior Anglo/male counterparts. Dr. Ortega spoke of her "quiet" anger, as she determined to persevere through graduate school in spite of the harshness of some of her courses, the low under representation of Latina graduate students and their collective failure to significantly matriculate through the system (Martinez, 1995). These snapshots of anger between our two underrepresented female faculty members may be explained in part by the Frustration-Aggression theory, as posited by Barker, Dembo & Lewin (1941, 1965). Frustrations, in all cases, are aversive events (Ferster, 1957; Baron, R. A., 1977) having as their main defining feature the element of a barrier or obstruction. The level of frustration experienced by an individual clearly can differ depending on the circumstances surrounding the frustrating experience and on the individuals themselves. Cultural factors can also play a role in the level of frustration experienced by individuals when coming across obstacles to their path of action. Ways of coping with frustration are therefore learned from the society and are governed and constrained by the norms or mores of a culture or society. This can contribute to the level of frustration tolerance that individuals have, which is also affected by their prior experience and task specific self-efficacy.

According to Jung (1912) and Freud (1921), it is not simply the nature of the frustrating

incident that determines how people will react to it. Rather, there is interplay between the situation and the psychological characteristics of individuals.

The level of maturity of the individual also plays a part in the reactions to frustration (Barker, Dembo, & Lewin, 1941, 1965). Two additional factors that may influence the force of the frustration are the severity of the interruption and the degree of interference with the goal attainment (Dollard et. al. 1939; Miller, B. et al., 1941; Berkowitz, L., 1969). The responses to frustration by individuals can be either adaptive or maladaptive (Shorkey & Crocker, 1981). Freud (1921) lists two types of adaptive responses: 1) transforming stress into active energy and reapplying this energy towards the original goal, and 2) identifying and pursuing alternative goals. Maladaptive responses, on the other hand, are characterized by a lack of constructive problem solving and often make the frustrating experience worse by creating additional problems. These maladaptive responses may be further categorized into objective (aggression, regression, withdrawal, fixation, resignation) and subjective (extrapunitive, intropunitive, impunitive) responses (Britt and Janus 1940).

Obviously, theorists on frustration see this concept in complex terms and describe the concept, as the interplay of an individual with a barrier or obstacle to one's goals. The theory implies that the closer one gets to a goal, the greater excitement and expectation of pleasure in reaching that goal is intensified. Thus, the closer one is, the more frustrated one may become by being held back from goal achievement. One must learn to adapt and Freud (1921) identified two primary ways: (a) by taking the stress and transforming the energy of frustration into reapplying toward the original goal or (b) identifying and pursuing an alternative one.

This is constructive problem solving. Freud (1921) and (Britt & Janus, 1940) would argue that maladaptive practices foster a lack of constructive problem solving leading

exacerbating the frustrating experience by making matters worst through a host of objective and subjective responses, as already enumerated.

Dr. Holton was definitely situated in the academy, she was an associate professor, but in spite of coming closer to her goal of ultimate academic success, the cultivation of a national persona, as an expert worthy of regard and civility for her scholarship, teaching and service, her cultivation of this persona was being viciously attacked and dismantled by blatant sexism from Anglo male colleagues in her own department, while the Dean of that department stood by silent. The obstacles holding Dr. Ortega back from career success appeared to be similarly cultural, numerical, and structural, as revealed in her narrative in Chapter Four.

In times filled with conflict and stress, Dr. Johnson would sometimes become quiet; distancing himself from what bothered him. Dr. Holton would vent her frustrations with other female colleagues, who shared similar stories of sexism at her professional conferences and who would listen to her and she to theirs. She would also de-stress in talking with her husband and with friends, as she drove 4 and ½ hours to his home in another city. Like Dr. Johnson, Dr. Ortega would strategically become very quiet or silent, so as to not provide the organization she was with any evidence they could be used against her. Dr. Ortega saw a benefit of being silent for she was enabled to remain in control, calm and therefore enabled to cope with any frustrations that may come.

Dr. Johnson, as you recall, employed the same strategy, as he encountered the ‘good-ole-girls’ network in his department. While appearing indifferent to the discussion at hand and in his behavior, he justified his silence by stating that the women faculty tended to talk “around” the subject at hand and that his approach to communication was more “direct” but appearing abrasive to them. His behavior may be explained by the Spiral of Silence theory

posited Noelle-Neumann, E. (1974,1993) where one is afraid to share his opinion, if one sees himself in a minority position. The unique departmental culture in which he worked, being the only male, while the rest of his colleagues were female, suggest the viability of this theory to his situation and in explaining his behaviors.

Dr. Holton expressed anger in her disappointment in her university for its refusal to value diversity beyond just rhetoric and programmatic offerings. She wanted to see it connected beyond such superficial expressions of support. Dr. Holton also expressed anger over the ‘nit-picking’ that would often occur during her annual reviews about her competency in teaching, scholarship, service providing, mentoring graduate students and in publication of manuscripts for scholastic journals, quarterlies, magazines and books. Dr. Holton saw this process of critique, as symptomatic of her department’s disconnect in understanding her, as a diverse faculty member and in appreciating her unique and diverse contributions to the department.

Dr. Holton’s own assessment of her institution’s inconsistencies in support and fair play in their evaluation processes, seem counter-intuitive to Peter Senge’s (1990,1999, 2000, 2005) theoretical perspective on organizations, as connected learning communities, which envision and support its members to something bigger than themselves. Peter Senge’s view of learning communities involved five key features as described in his classic book entitled “The Fifth Discipline: The Art and Practice of the Learning Organization”(Senge, 1990, 1999, 2000, 2005) are enumerated as the following: (a) employee’s personal mastery, (b) mental models, (c) shared vision, (d) team learning and (e) Systems’ thinking.

Systems thinking determine the systems limits to growth, thereby uniting people to understand the organization’s relationship with the world and decrease misunderstanding. Personal mastery is the skill of learning to apply one’s abilities beginning with the most

valuable first. Personal mastery stands for the crafting of one's vision of the future and in treating work as a creative process [creativity is preferred to reactivity]: understanding the present better supports the implementation of the vision. Mental models can make people stronger by teaching them how cognitive processes can change the way they see and define their relationships with other people and the world; they also include fundamental values and principles. Team learning facilitates the unification of thinking and energy and creates resonance and synergy in learning. Correctly functioning feedback and continuous dialogue and discussion are essential to this process. Shared vision describes how collective discipline establishes a focus on mutual purpose(s).

People learn to nourish a sense of commitment in a group or organization by developing shared images of the future, they seek to create the principles and guiding practice by which they hope to get there (Senge, 1990, 1999, 2000, 2005). Accordingly, Senge (1990, 1999, 2000, and 2005) sees people, as initiators of change and not just responders to change. Learning and growth, according to this theory, is not just adaptive or assimilative but generative in nature for all. This may explain Dr. Holton's anger at being treated in an un-generative fashion.

Dr. Ortega expressed her anger at the lack of equity in two hot topics of concern: (a) family needs and office demands upon female professors—especially those with children and (b) the lack of shared understanding and responsibility concerning White privilege, a topic she felt should not be just the responsibility of underrepresented faculty alone, but all faculty members, especially Anglo/males. Her anger may be explained in part by her understanding of 'social justice', as theoretically constructed by Rawls (1996a).

One of the many consequences of Rawls's great work, *A Theory of Justice* (1999b)

[first published in 1971]) is that the ‘new liberalism’ has become focused on developing a theory of social justice. For over thirty-five years liberal political philosophers have analyzed, and disputed, his famous ‘difference principle’ according to which a just basic structure of society arranges social and economic inequalities such that they are to the greatest advantage of the least well off representative group (Rawls, J.1999b, p. 266).

For Rawls, the default is an equal distribution of [basically] income and wealth; only inequalities that best enhance the long-term prospects of the least advantaged are just. As Rawls sees it, *the difference principle constitutes a public recognition of the principle of reciprocity: the basic structure is to be arranged such that no social group advances at the cost of another* (Rawls, J. 2001, pp. 122-24). As his work evolved, Rawls (1999b: 5ff) insisted that his *liberalism was not a ‘comprehensive’ doctrine*, that is, one that includes an overall theory of value, an ethical theory, an epistemology, or a controversial metaphysics of the person and society. Our modern societies, characterized by a ‘reasonable pluralism’, are already filled with such doctrines. While not a comprehensive doctrine Rawls (1996a) saw all men and women, as free and equal to choose their own course of action, cooperating together not dominated or manipulated or under the pressures of others.

Dr. Ortega’s concern could also be understood under the theoretical lens of Peggy McIntosh’s (1990) work about what White privilege and how such privilege expresses itself in pervasive and tacit assumptions of Anglo normalcy in relationships to ‘others’ who have been historically regarded as non-normal or outside the mainstream. Robert Jensen (1998), an Anglo/male university professor, in an essay entitled “White Privilege shapes the U.S”, argued that White privilege, like any social phenomenon, is complex. Dr. Jensen (1998), in his brief article based on McIntosh’s (1990) essay/ work, seeks to address this phenomenon to himself

and others in his role, as an Anglo/professor/male in a predominantly White university within a predominantly White university community (PWI).

What does that mean? Perhaps, most importantly, when I seek admission to universities or apply for a job, or hunt for an apartment, *I don't look threatening*. Almost all of the people evaluating me for those things look like me--they are White. *They see in me a reflection of themselves*, and in a racist world *that is an advantage*. I smile. I am White. I am one of them. *I am not dangerous*. Even when I voice critical opinions, *I am cut some slack*. *After all, I'm White. My flaws also are more easily forgiven* because I am white. As an Anglo/ male professor, I am not a genius—, as I like to say, I'm not the sharpest knife in the drawer. I have been teaching full-time for six years, and I've published a reasonable amount of scholarship. Some of it is the unexceptional stuff one churns out to get tenure, and some of it, I would argue, actually is worth reading. I work hard, and I like to think that I'm a fairly decent teacher. Every once in awhile, I leave my office at the end of the day feeling like I really accomplished something. When I cash my paycheck, I don't feel guilty. But, all that said, I know I did not get where I am by merit alone. *I benefited from, among other things, White privilege*. All my life Anglo people have hired me for jobs. Anglo people accepted me for graduate school. And I was hired for a teaching position at the predominantly White University of Texas, which had an Anglo president, in a college headed by an Anglo dean and in a department with an Anglo chairman that at the time had one non-white tenured professor. Anglo women [e.g. Dr. Holton] face discrimination I will never know. *But, in the end, White people all have drawn on White privilege somewhere in their lives. White privilege is not something I get to decide whether or not I want to keep.*

Every time I walk into a store at the same time, as a black man and the security guard

follows him and leaves me alone to shop, I am benefiting from White privilege. *There is not space here to list all the ways in which White privilege plays out in our daily lives, but it is clear that I will carry this privilege with me until the day White supremacy is erased from this society. Frankly, I don't think I will live to see that day; I am realistic about the scope of the task.* However, I continue to have hope, to believe in the creative power of human beings to engage the world honestly and act morally. *A first step for white people, I think, is to not be afraid to admit that we have benefited from White privilege.* It doesn't mean we are frauds who have no claim to our success. It means we face a choice about what we do with our success (Jensen, R., 1998, 2005).

Jensen's (1998) essay easily coalesces with McIntosh's work (1990) on White Privilege entitled "White Privilege: Unpacking the Invisible Knapsack" in which she described white privilege as "an invisible knapsack full of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks" (p. 1) In her essay she asserts, "I think Whites are carefully taught not to recognize White privilege, as males are taught not to recognize male privilege" (p.1). Additionally, McIntosh, in her essay reveals the "oppression" non-white underrepresented people feel from both Anglo/men and Anglo/women. Centralized in her essay are 50 conditions she enumerates, as an Anglo/female, she can experience that her non-white colleagues cannot share, and she argues that all people of all races and ethnicities should experience these conditions.

They arrange from what she sees on television to public transportation, to shopping and traveling alone without harassment or fear. She further admits that White privilege, though connoting a favored state, often promotes or confers dominance because of one's sex or race.

McIntosh (1990) further confides that she has met very few Anglo/males who took the

issue of White privilege seriously enough to examine it or to reconsider it upon themselves and the impact, systemically; such privilege has upon society in general and in specific under-represented non-white groups [e.g. African-Americans, Asians, Hispanic and Native American etc]. This theory of White privilege, as posited by these two scholars, one an Anglo/male professor and another an Anglo/female professor, resonates with the literature review in Chapter Two focused upon underrepresented faculty challenges from both a structural and cultural perspective.

The disposition of “anger” appeared part of the experiences of many faculties in the academy, particularly those who were underrepresented. Dr. Johnson, like other assistant professors, became quite upset, when he felt defrauded by his senior colleagues’ refusal to take their fair share of departmental duties and obligations, allowing him, by default, to take on more leadership responsibilities, somewhat prematurely, in his career development, thereby impeding rather than advancing his perceived progress toward tenure with unexpected, unwarranted and unwanted responsibilities and duties that created a “heavy” burden for him. A plausible explanation of his anger may be found in Adam’s (1963) theory on equity regarding inputs and outputs.

The Adams' Equity Theory model (1963) therefore extends beyond the individual self, and incorporates influence and comparison of other people's situations - for example colleagues and friends - in forming a comparative view and awareness of Equity, which commonly manifests as a sense of what is fair. When people feel fairly or advantageously treated they are more likely to be motivated, when they feel unfairly treated they are highly prone to feelings of disaffection and de-motivation. The way that people measure this sense of fairness is at the heart of this Equity Theory. Equity (Sadker & Sadker, 1999), and thereby the motivational

situation we might seek to assess, using the model, is not dependent on the extent to which a person believes reward exceeds effort, nor even necessarily on the belief that reward exceeds effort at all. Rather, Equity, and the sense of fairness (Sadker & Sadker, 1999) which commonly underpins motivation, is dependent on the comparison a person makes between his or her reward/investment ratio with the ratio enjoyed by others considered to be in a similar situation.

Adams (1963) called personal 'give and take' issues at work respectively 'inputs' and 'outputs'. Inputs are logically what we give or put into our work. Outputs are everything we take out in return. These terms help emphasize that what people put into their work includes many factors besides working hours, and that what people receive from their work includes many things, aside from money. Adams (1963) used the term 'referent' others to describe the reference points or people with whom we compare our own situation, which is the pivotal part of the theory. This may coalesce with referent group theory, as posited by (Hyman, 1968; Hyman & Singer, 1968; Merton & Kitt, 1950; Kelly, 1952; Turner, 1955).

Adams Equity Theory (1963) goes beyond - and is quite different from merely assessing effort and reward. Equity Theory adds a crucial additional perspective of comparison with 'referent' others [people we consider in a similar situation].

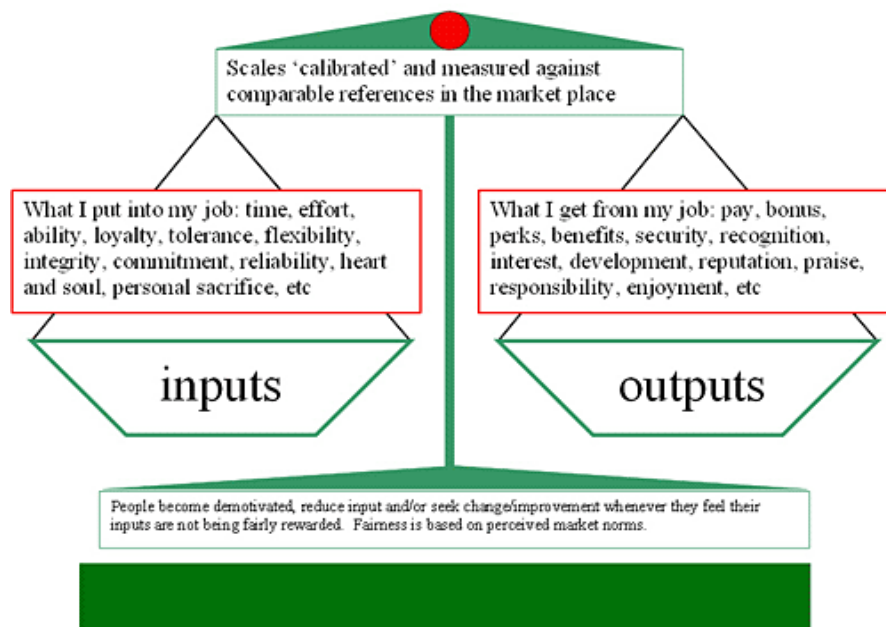
Equity theory (1963) thus helps explain why pay and conditions alone do not determine motivation. Crucially this means that Equity does not depend on our input-to-output ratio alone - it depends on our comparison between our ratio and the ratio of others. Adams' Equity Theory (1963) is therefore a far more complex and sophisticated motivational model than merely assessing effort (inputs) and reward (outputs).

The actual sense of equity or fairness [or inequity or unfairness] within Equity Theory is

arrived at only after incorporating a comparison between our own input and output ratio with the input and output ratios that we see or believe to be experienced or enjoyed by others in similar situations. This comparative aspect of Equity Theory (1963) provides a far more fluid and dynamic appreciation of motivation than typically arises in motivational theories and models based on individual circumstance alone.

For example, Equity Theory (1963) explains why people can be happy and motivated by their situation one day, and yet with no change to their terms and working conditions can be made very unhappy and de-motivated, if they learn for example that a colleague [or worse an entire group] is enjoying a better reward-to-effort ratio. It also explains why giving one person a promotion or pay-rise can have a de-motivation effect on others.

Adams' Equity Theory diagram - job motivation



© design alan chapman 2001-4 based on J S Adams' Equity Theory, 1963. More free online learning materials are at www.businessballs.com.

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Therefore, Dr. Johnson's input of time and effort did not correspond to his outputs of benefits, recognition, further development, increased reputation, as a budding scholar, praise

from his colleagues and personal and professional enjoyment, as he saw this default increase of professional responsibility, as a burden placed upon him. Dr. Holton spoke angrily about the all-consumptive nature of the tenure process and her pursuit of tenure, as she described the inordinate amount of time it took away from her private life (Harris 2002; Diamond & Adams, 1995; Cooper et. al., 2002; Chamberlain, 1988; Bronstein & Ramaley (2002); Bjorkquist, 1988; Bensimon & Tierney, 1996; Baldwin & Chronister, 2001; Perley, 1997; Stake, 1986; Tierney, 2004; Brown & Kurland (1990); Chait, (1997 a, b); Kinchloe, (2006); Neumann & Peterson (1997).

Dr. Holton, admittedly, didn't get married until after she received tenure. The reason for postponing this significant personal event was tenure acquisition. Dr. Holton, now, as a tenured professor had time for herself and her loved ones, confessing she could now handle life more efficiently, but it was costly to learn such efficiency (Bowen & Schuster, 1986; Cox, La Caza & Levine, 2003; Ehrenberg, Kasper, Rees, 1991; Felder, 1994; Finkelstein, La-Celle, 1992; Finkelstein, 2001; Goodman & Lesnick, 2001; Harvey, 2001; Kohn, 1996/2000; McKenzie & Lightner, 2008b; Raider-Roth & Holzer, 2009; Ramaley, 2004; Sorcinelli, 1988).

Not being able to balance one's personal and professional lives was a point of frustration and tension for many female faculties of the academy in this study. A reasonable explanation of this lack of balance appears discovered in Heider's Consistency Theory (1958). Balance Theory is a motivational theory of attitude change proposed by Fritz Heider, which conceptualizes the consistency motive, as a drive toward psychological balance. Heider (1958) proposed that "sentiment" or liking relationships are balanced, if the affect valence in a system multiplies out to a positive result. This can be extended to objects (X) as well, thus introducing triadic relationships. If a person P likes object X but dislikes other person O, what does P feel

upon learning that O created X? This is symbolized as such:

* $P (+) > X$

* $P (-) > O$

* $O (+) > X$

Multiplying the signs shows that the person will perceive imbalance (a negative multiplicative product) in this relationship, and will be motivated to correct the imbalance somehow. The people can either:

- * Decide that O isn't so bad after all,
- * Decide that X isn't as great as originally thought, or
- * Conclude that O couldn't really have made X.

Any of these will result in psychological balance, thus resolving the dilemma and satisfying the drive. Person P could also avoid object X and other person O entirely, lessening the stress created by the psychological imbalance.

Balance Theory (1958) is also useful in examining how celebrity endorsement affects consumers' attitudes toward products. If a person likes a celebrity and perceives [due to the endorsement] that said celebrity likes a product, said person will tend to like the product more, in order to achieve psychological balance. However, if the person already had a dislike for the product being endorsed by the celebrity, she may like the celebrity less in addition to liking the product more, again to achieve psychological balance. To predict the outcome of a situation, using Heider's Balance Theory (1958), one must weigh the effects of all the potential results, and the one requiring the least amount of effort will be the likely outcome.

Additionally, this theory suggests that an individual has a very strong need to believe he/she is being consistent with social norms. When there is a conflict between behaviors that

are consistent with inner systems [e.g. personal core values and desires and behaviors] and [e.g. professional obligations, as a faculty member] that are consistent with the norms of an organization, like the academy, the potential threat of social exclusion often sways one towards professional obligations, even though it may cause significant inner dissonance. The dissonance of one's self, one's core values and beliefs and aspirations [one's inner life system] and the expected organizational behavior [securing tenure etc] may create this dissonance, as expressed in anger or frustration. This theory strongly deals with issues of equity, as posited by theorists (Adams, 1963, 1965; Homans, 1961; Walster, Berscheid & Walster, 1973; Huseman, Hatfield & Miles, 1987). In recalling this theory of "equity", one deals with the following:

Equity Theory, as posited by Adams (1963) focuses upon a person's perceptions of fairness with respect to a relationship. During a social exchange, an individual assesses the ratio of what is output from the relationship to what is input in the relationship, and also the ratio of what the other person or in this case an organization in the relationship outputs from the relationship to what is input into the relationship. Equity Theory posits that if the person perceives that there is inequality (Sen, 1992), where either their output/input ratio is less than or greater than what they perceive, as the output/input ratio of the other person or organization by application in the relationship, then the person is likely to be distressed.

Dr. Holton gave voice to her frustration/distress, but quickly added she didn't see it necessarily an issue of gender or ethnicity but the conflict arising from her personal choices she had made in response to the demands placed upon her by her institution's tenure policies—in other words, the dominance of a system she readily admitted not friendly to family values. The literature in Chapter Two would agree substantively with her assessment concerning what appears to be the incompatibility of the 'biological clock' of female faculty and the 'tenure

clock' of the institution and this is indicative of the unfriendly climate and nature of the Academy toward faculty with family obligations and in particular, its female faculties along all ranks. This point was made in the literature review of Chapter Two by (Moody, 2004a, b; Cooper & Stevens, 2002) as well. This finding supported the extant literature on both structural and cultural challenges faced by underrepresented female faculty. These findings further added to the limited discourse on attitudes and the fuller discourse of structural and cultural barriers in academia in Chapter Two.

Self Absorption

A finding, not specifically mentioned in Chapter Two, was that of Self-absorption. Self-absorption as defined for this study means an excessive pre-occupation with one's thoughts and interests. Encarta (©2009) describes Self-absorption, as the following: Preoccupation with self: excessive concern with your own life and interests. Contextualized within one's progress toward tenure and promotion, the culture of academia seems endemic in promoting a culture of Self-absorption. Self-absorption seems, often coupled with self-promotion of one's scholarship, teaching and service, as well as a 'spirit' of competition for scarce resources needed to further one's career.

One learns to cheer for the failure of his/her colleagues in tacit fashion, as well, as one's own ability to accrue, as much recognition and validation, as possible, while maintaining a semblance of professional civility. For some of the participants in this study, this disposition/attitude was antithetical to their cultural background of community first, their egalitarian set of personal values, their altruism and their 'social justice' mindset causing many

points of tension regarding one's career advancement. Underrepresented faculty, female or minorities, who seek professional community, through collaborative efforts for scholarship development and inquiry, find such efforts not as highly valued by annual review committees or tenure review boards. This proved to be a critical incident in Dr. Holton's professional life.

The future Dr. Johnson expressed Self-absorption, as he sought passage through the dissertation defense process, explaining his now pre-occupation with a positive spin, as being pro-active and assertive rather than reactive to the demand of a graduate student's life. Dr. Johnson also now expressed self-absorption in a conflictual fashion, regarding how he viewed himself as a potential scholar, his potential and his future scholastic productivity simply by asserting, "I had issues."

Drs. Holton and Ortega also admitted similar reflective questions regarding their professional identities, their ability to create scholarship in written form, their ability to have their scholarship recognized, valued and accepted, as adequate and their place in the academy, as recognized scholars in their own right. These reflective questions of one's self efficacy, one's professional competency, the view of their colleague, the crafting of research for acceptance for tenure and promotion—success in the academy—absorbed a lot of their time and emotional energy. For Dr. Holton, this particularly became an issue regarding her research line/agenda and its place in academia, as being a valid. Drs. Johnson and Ortega expressed similar issues about their lines of scholarship pursuit. Collectively, their behavior may be plausibly explained by the Prospect theory of Tversky and Kahneman (1981). With Amos Tversky and others, Kahneman established a cognitive basis for common human errors using heuristics and biases (Kahneman & Tversky, 1973; Kahneman, Slovic & Tversky, 1982; Tversky & Kahneman, 1974), and developed Prospect theory (Kahneman & Tversky, 1979).

This period marks the beginning of Kahneman's lengthy collaboration with Amos Tversky. Together, Kahneman and Tversky published a series of seminal articles in the general field of judgment and decision-making, culminating in the publication of their seminal prospect theory in (1979) (Kahneman & Tversky, 1979). Kahneman was awarded the Nobel Memorial Prize in Economics in (2002) for his work on prospect theory, and it is generally regarded as a given that Tversky would also have received the prize had he still been alive [he died in 1996].

The theory in general asserts that to get people to adopt something, they need to focus on the gains. To get them to reject something, they need to focus on what they might lose. One's preoccupation therefore becomes centered upon how one perceives the gains and losses of each activity and choice.

Dr. Holton's scholarship was discounted because of its focus on gender issues. She had been discouraged by her senior mentor who had stated unequivocally, that her research line of interest on feminism had been done "to death" before, thereby implying a question and assumption about what new knowledge could be added to feminist research by Dr. Holton and further questions about her wasting time in such a dead end pursuit of interest on a social justice issue of her concern and passion—so much for academic freedom of inquiry!

Dr. Johnson's research agenda on minority students wedded with technology was a topic that did fit the norm of academic interest of his institution and certainly resonated with his interests and passion for applied scholarship. He too was discouraged but persevered. Dr. Ortega was more conflicted about her scholarship agenda, having changed her topic several times before settling on what would be accepted.

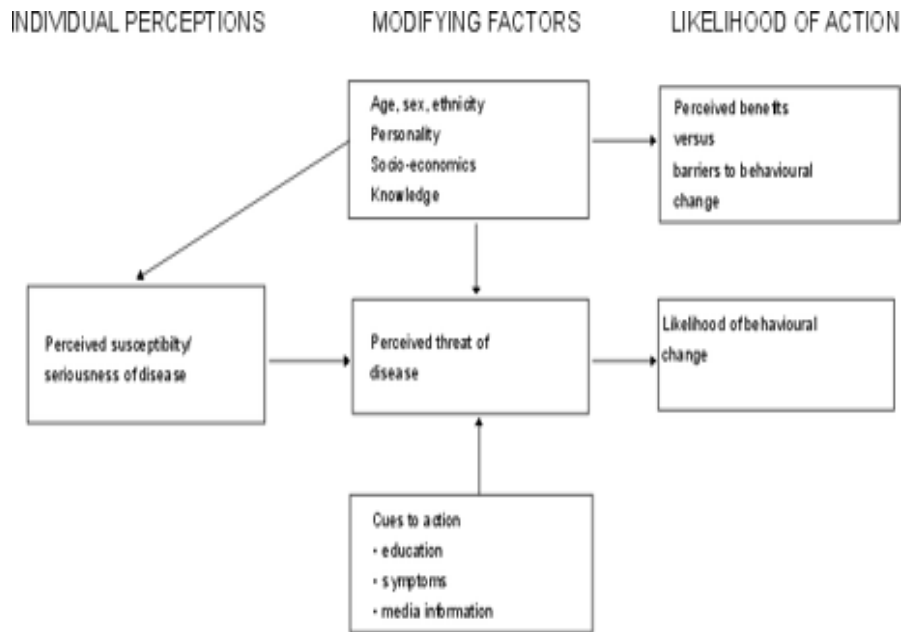
Normative Social Influence theory by Asch (1951, 1956, 1966) would advise Drs. Holton, Johnson and Ortega to determine what their research lines of interest would be and the

respective issues of scholarship emanating from them, as to their acceptability and whether they were worth fighting for or to abandon the fight altogether. There is a fundamental human need to belong to social groups. Evolution has taught us that survival and prosperity is more likely, if we live and work together.

However, to live together, we need to agree on common beliefs, values, attitudes and behaviors that reduce in-group threats, by acting for the common good. We therefore learn to conform to the rules of other people. And the more we see others behaving in a certain way or making particular decisions, the more we feel obliged to follow suit. This will happen even when we are in a group of complete strangers. We will go along with the others to avoid looking like a fool. However the forces are strongest, when we care most about respect and love from others in the group. To change a person's behavior, put them in a group who [perhaps primed] clearly all exhibit the desired behavior. Then engineer the situation, so the person must exhibit the behavior or face potential rejection or other social punishment. If they do not comply, ensure the group gives steadily increasing social punishment, rather than rejecting the target person immediately. When they do comply, they should receive social reward [e.g. praise, inclusion, validation]. When you want to do something and the group in which you currently are in socially punishes you for doing it, make a conscious decision, as to whether it is worth fighting back or just giving up and leaving. If they mean nothing to you, just carry on and ignore them. It can also be very heartening to watch other people resisting [and your doing so may well give heart to other doubters]. You can also acquire *idiosyncrasy credits*, where the group puts up with your eccentricities. To do this, be consistent in what you do, while also showing that in doing so you are not threatening the integrity (La Caze & Levine, 2003) of the group.

These underrepresented faculty members' discouragement and their resultant preoccupation over this tension filled choice finds probable explanation in this theory on member and group interaction, especially when it comes to resolving values and overriding organizational expectations upon its members.

While their preoccupation with their professional research agendas were often at odds with their respective departments or universities, as well as their colleagues, even those senior members who mentored them, their preoccupation assisted them to acquire a disposition of perseverance, often as a result of complimentary and supplementary encouragement they received from their professional conferences (Furman, 2003). This encouragement seemed to validate their research topics of interest, recognize their professional passion and "give them wind underneath their wings" regarding their scholarship pursuits. This type of support was especially articulated by Dr. Holton and evidenced by Drs. Johnson and Ortega. Such support may be explained in part by Glanz, Rimer and Lewis' (2002) Health/Belief theory. The Health Belief Model (HBM) is a psychological model that attempts to explain and predict health behaviors. Focusing on the attitudes and beliefs of individuals does this. The HBM was spelled out in terms of four constructs representing the perceived threat and net benefits: perceived *susceptibility*, perceived *severity*, perceived *benefits*, and perceived *barriers*. These concepts were proposed, as accounting for people's "readiness to act." An added concept, *cues to action*, would activate that readiness and stimulate to overt behavior. Another recent addition to the HBM theory is the concept of *self-efficacy*, or one's confidence in the ability to successfully perform an action. Rosenstock added this concept and others Becker, M.H., Radius, S.M., & Rosenstock, I.M. (1978) to help the HBM better fit the challenges of changing habitual unhealthy behaviors, such as being sedentary, smoking, or overeating.



Source: Glanz, Reimer & Lewis, (2002), (Pp. 389-403).

Glanz, Rimer and Lewis (2002) also asserted in their theory that three factors: (a) environment, (b) people and (c) behavior(s) are constantly influencing each other. Among that interaction, people are provided with reinforces [e.g. wind] for their self-determined pursuits, as in this case scholarship and recognition for one's scholastic pursuits. Drs. Holton, Ortega and Johnson all confronted the issues of the 'boiler plate' scholarship demands of the academy. These demands appear to be central to the tenure and promotion process, as one proves, his/her fit in academia, and his/her potential and productivity along highly prescribed and expected guidelines of scholarly inquiry, knowledge crafting, model construction, reading, writing for publication and other forms or scholastic output.

Dr. Holton was the most vocal of the three professors in her distain for such scholarship (Glassick, Huber & Maeroff, 1997), while Dr. Johnson was still learning about what it meant to conduct research, write manuscripts, articles for peer review, case studies, and scholastic essays and produce publications, remained somewhat silent. This issue of 'boiler plate' scholarship may be explained in part by Janis' (1972, 1982, 1989) *Group-Think* theory which asserts within

social group interactions, a groups' desire for cohesiveness and unanimity may override its motivation to assess all available plans or options of action and their respective expressions. In applying this to the academy, conformity to scholarship [peer reviewed and referred] may connect readily with such cohesiveness or compliance, at the cost of community and creativity (Glassick, Huber & Maeroff, 1997). Dr. Ortega had accepted the 'Boiler-plate' paradigm as normative.

An intriguing difference came from Dr. Ortega's narrative, which saw such 'boiler plate' scholarship, for the most part, as necessary to uphold the academic integrity of Educational Leadership/Administration programs and their respective programmatic training of future leaders in schools and in the ensuring of school improvement (Ortiz, 2002). Integrity (La Caze & Levine, 2003) was linked with organizational and member cohesiveness in professional thought and practice about such scholarship productivity along disciplinary specific lines of inquiry. Dr. Ortega, saw any compromise from such recognized scholarship, as a deviation from genuine or 'real' scholarship, thereby undermining the cohesion of academic integrity in many facets.

Her views brought her in sharp contrast with to Dr. Holton and possibly with Dr. Johnson.

Dr. Ortega's views also highlighted a fear of Dr. Holton, that in becoming a full professor, she might assimilate fully the values and norms of the predominate Anglo/male culture and its pervasive view of scholarship. These findings, while not explicitly discussed in the literature review of Chapter Two were touched upon contextually in the narratives in Chapter four as well, as the theories posited by Boyer (1990) and others like him, who envisions scholarship in a broader context. This added to the discourse.

Finally, another disposition not explicitly identified and addressed in Chapter Two, though implied, was “guarded” optimism. This emerged from the data analysis of Chapter Four in tacit and explicit ways, as evidenced in the ‘lived’ experiences of faculty members Drs. Johnson, Holton and Ortega in their respective pursuit of tenure, career advancement and promotion—measures of success in academia [see Appendix A and J].

Guarded Optimism

Optimism, as defined in this study: is a disposition to look on the more favorable side of an event, incident, person, issue or conflict expecting a most favorable outcome. It is also a belief that ‘good’ will ultimately triumph over evil and that virtue and character will be rewarded. Guarded, as a descriptor, implies several meanings: chief of which is to keep under watch, control and protect. Such optimism is opposite of a unbridled or an unconstrained “Polly Anna” view of the complexities of the world in its realities of inequities, inequalities, biases, prejudices, ambiguities, oppression, ignorance, structural and cultural barriers, bruises and boulders, often encountered by the underrepresented participants of this study (Dovidio, Gaertner & Bachmann, 2000).

Guarded optimism seems to have two dimensions, one intrinsic and the other extrinsic. Intrinsic optimism fosters a belief in one’s self, one’s capacity and one’s right to be included and fully participate in the organization one chooses to belong to without undue restraint. Extrinsic optimism denotes, a belief in others and /or organizations outside one’s immediate locus of control, to have one’s good at in mind, when making policies, crafting procedures and in communicating the demands of those involved in the organization.

Dr. Johnson expressed what appeared to be intrinsic optimism, when, as a returning

graduate student, he confronted, reflectively, the issues about his place in the academy, as a contributing scholar with ideas worthy to be published. His reflective introspection (Jay & Johnson, 2002; Smyth, 1989; Stake, 1990; Waxman, et. al, 1988; William, 2001; Houston, 1988; Kremer-Hayon, 1988; Ladson-Billings, 1994, 1999; Noffke & Brennan, 1988; Noordhoff & Kleinfeld, 1988) provided him dividends in problem solving and enabled his “mental” capacity for thinking in resolving issues and chaining a careful order of ideas.

Reflectivity

Historically Dewey (1933), who himself drew on the ideas of many earlier educators, such as Plato, Aristotle, Confucius, Lao Tzu, Solomon and Buddha is acknowledged, as a key originator in the twentieth century of the concept of reflection. He considered it to be a special form of problem solving, thinking to resolve an issue, which involved active chaining, and a careful ordering of ideas linking each with its predecessors. Within the process, consideration is to be given to any form of knowledge or belief involved and the grounds for its support, (Adler, 1991; Cutler, Cook & Young, 1989; Calderhead, 1989; Gilson, 1989; Farrah, 1988). Four key issues with regard to reflection emerged from Dewey's (1933) original work and its subsequent interpretation. The first is whether reflection is limited to thought processes about action, or is more inextricably bound up in action, (Noffke & Brennan, 1988; Grant & Zeichner, 1984). The second relates to the time frames within which reflection takes place, and whether it is relatively immediate and short term, or rather more extended and systematic, as Dewey seems to imply, (Farrah, 1988; Schon, 1983). The third has to do with whether reflection is by its very nature problem-centered or not, (Adler, 1991; Calderhead, 1989; Schon, 1987). Finally, the

fourth is concerned with how consciously the one reflecting takes into account the wider historic, cultural and political values or beliefs in framing and reframing practical problems to which solutions are being sought, a process which has been identified as 'critical reflection', (Gore & Zeichner, 1991; Smyth, 1989; Noordhoff & Kleinfeld, 1988; Liston & Zeichner, (1990). In relation to reflective thinking versus reflective action, there seems to be wide agreement that reflection is a special form of thought, (Sparks-Langer & Colton, 1991; McNamara, 1990; Kremer-Hayon, 1988; Waxman et al., 1988).

But Dewey (1933) himself also spoke of 'reflective action' presumably addressing the implementation of solutions once problems had been thought through, and it is clear that most writers are concerned with the complete cycle of professional 'doing' coupled with reflection, which then leads to modified action (Noffke & Brennan, 1988; Gore & Zeichner, 1991).

Schon (1983; 1987) clearly writes about reflection that is intimately bound up with action. Rather than attempting to apply scientific theories and concepts to practical situations, he holds that professionals should learn to frame and reframe the often complex and ambiguous problems they are facing, test out various interpretations, and then modify their actions, as a result. He talks about 'reflection-on-action' and 'reflection-in-action', the latter implying conscious thinking and modification, while on the job. But both his forms of reflection involve demanding rational and moral processes in making reasoned judgments about preferable ways to act.

Schon's 'reflection-in-action' (1983; 1987) involves simultaneous reflecting and doing, implying that the professional has reached a stage of competence, where she or he is able to think consciously about what is taking place and modify actions, virtually instantaneously. Most other kinds of reflection involve looking back upon action some time after it has taken

place. Schon's framework is able to incorporate all levels or kinds, including critical reflection. His *reflection-in-action* and *reflection-on-action* involved an epistemology of professional practice based upon knowing-in-action and knowledge-in-action (Altricher & Posch, 1989; Munby & Russell, 1989).

Such tacit knowledge is derived from the construction and reconstruction of professional experience, in contrast to applying technical or scientific rationality (Adler, 1991; Schon, 1983, 1987; Munby, H. & Russell, T. 1989).

Educating the reflective teacher: an essay review of two books by Donald Schon. *Journal of Curriculum Studies*, 21(1), 71-80 demonstrates Schon's concept of "Reflection-in-Action", an element of knowing-in-action occurring, while an action is being undertaken. It is therefore seen to be one means for distinguishing Professional from non-Professional practice (Polanyi, 1958/1998, 1964 a, b, 1967, 1969; Schon, 1983, 1987, 1991, 1995) in a post critical philosophy.

It also may be characterized, as part of the artistry or intuitive knowledge derived from professional experience (Adler, 1991; Gilson, 1989; Bullough, R., 1989; Calderhead, J., 1989; Boud, D., Keogh, M. & Walker, D, 1985) and includes engaging in a reflective conversation with oneself, shaping the situation in terms of the reflector's frame of reference, while consistently leaving open the possibility of reframing by employing techniques of holistic appraisal (Altrichter & Posch, 1989).

Furthermore, Festinger's (1957) Cognitive Dissonance Theory may explain in part, Dr. Johnson's introspection and choice to pursue an academic career. According to this cognitive dissonance theory, there is a tendency for individuals to seek consistency among their cognitions [e.g. beliefs, opinions)]. When there is an inconsistency between attitudes or

behaviors [dissonance], something must change to eliminate the dissonance.

In the case of a discrepancy between attitudes and behavior, it is most likely that the attitude will change to accommodate the behavior. These theorists explained that the mental conflict one has about one's self increases due to (a) the importance of the conflict or issue one is facing and (b) one's inability to rationalize or explain the issue/conflict away.

Methods of handling such interpersonal dissonance are to change one's behavior, justify one's present behaviors and thereby change the framing of the conflict to something other than what it was originally. Still another option would be to add another cognition. It seems plausible that Dr. Johnson added a new cognition through engagement with his mentor mediating this mental conflict or dissonance (Brehm & Cohen, 1962, 1966; Festinger, 1957; Festinger, L. & Carlsmith, J.M., 1959). Reducing the importance of the conflicting beliefs, acquiring new beliefs that change the balance, or removing the conflicting attitude or behavior can eliminate dissonance (Wickland, R. & Brehm, J., 1976).

Dr. Holton also struggled with self-confidence, learning to get over being 'star-struck' in meeting highly visible and revered authors of her graduate school textbooks, while attending a national conference of Educational Leadership. Dr. Ortega evidenced this disposition of intrinsic/guarded optimism in her pursuit of graduate education in spite of the 'red' marks she received on her papers in a very hard class, she determined to pass her course, despite the poor matriculation rates of former Latinas (Martinez, 1999) and in the face of the reminders of her Anglo/male colleagues of that reality. She continued to believe in herself. Both women evidenced a degree of reflectivity, as posited in the Self Perception Theory of Bem (1967, 1972) when this theorist asserted, "Individuals come to know their own attitudes, emotions and internal states by inferring them from observations of their own behavior and

circumstances in which they occur. When internal cues are weak, ambiguous, or uninterruptible, the individual is in the same position, as the outside observer". Self-perception theory [SPT] is an account of attitude change developed by psychologist Daryl Bem (1967, 1972). It asserts that we develop our attitudes by observing our behavior and concluding what attitudes may have caused them. The theory is counterintuitive in nature, as the conventional wisdom is that attitudes come prior to behaviors. Furthermore, the theory suggests that a person induces attitudes without accessing internal cognition and mood states. He reasons his own overt behaviors rationally in the same way he attempts to explain others' behaviors. There are numerous studies conducted by psychologists that support the self-perception theory, demonstrating that emotions do follow behaviors (Marinier & Laird, 2007; Haemmerlie, & Montgomery, 1982, 1986).

The self-perception theory was initially proposed, as an alternative to explain the experimental findings of the cognitive dissonance theory, and there were debates, as to whether people experience attitude changes, as an effort to reduce dissonance or as a result of self-perception processes. The debates were based on the belief that the self-perception theory differs from the cognitive dissonance theory in that it does not hold that people experience a "negative drive state" called "dissonance" —which they seek to relieve.

This theory specifically postulates that people decide on their own, their attitudes and feelings from watching themselves reflectively behave in various situations, utilizing even weak and confusing clues. This theory may also explain how Dr. Ortega was able to overcome being professionally intimidated, though admittedly it took several years of conference attendance, networking, scholarship validation, positive experiences, for that to happen.

For Dr. Ortega, her reflectivity positioned herself in contrast to other former Latinas

who had come into the academy only to become discouraged, abandoned their dreams of a future in academia and to quit. She would later articulate this survival strategy, often overlooked and under utilized, as well as undervalued (Jay & Johnson, 2002; Schon, 1983,1987; Gilson, 1989; Feiman-Nemser, 1990; Polanyi, 1958, 1967; Adler, 1991) though extensively researched.

Dr. Johnson evidence extrinsic optimism in working through the mixed messages sent to him by his university regarding the promised support of programmatic development and increasing his department's academic reputation through strategic personnel hires and their [the institution's/university] lack of follow through. Dr. Johnson, as reported in Chapter Four evidence such optimism by his continuation at that university, even in the face of institutional support that appeared to be more 'cheerleading' or 'window-dressing' in nature and not substantive or transformative.

Internalized and externalized guarded optimism was utilized by Dr. Holton, as she confronted her own cynicism about the future of the next generation of professors, seeking to believe in the efficacy of her own work and the work environment she chose. Her cynicism was based in part upon the current practices of many post-secondary institutions in increasing their part-time, temporary or adjunct faculty in the light of economic conditions, thereby maintaining a semblance of fiscal profitability at the expense of personnel needs of that body of staff for health insurance and other related benefits. Researchers in this field about part-time, temporary or adjunct faculty in the university levels have labeled this not only an exploitation of human resources, some have called it a human tragedy and academia's 'dirty little secret' (MacLean, D., 2005).

An Adjunct Professor is a part-time credit Faculty employee, who must live with that

very stigma, be paid only for the amount of credits taught, sign quarterly renewable contracts, be given what classes and times suit his or her "superiors", miss out on many important conferences and meetings, and suffer that unenviable limited status throughout his or her professional career.

The term *adjunct*, as delineated in Encarta (©2009) is defined as: "*A thing added to something else, but secondary or not essential to it.*" In essence, such a division or distinction can evoke a second-class academic working echelon or citizenry in the academy, possibly creating resentment among various colleagues within departments. This somehow might set the stage for the superiority/inferiority syndrome, so prevalent among community colleges versus universities today. Apart from the lack of paid benefits, seniority preference to teaching classes, and higher retirement contributions, when it comes to conflict resolution, the standard seems to be that full-timers are right and part-timers are not [if they are even allowed a voice to be heard at all]. A prevalent and *descriptive* witticism among many part-timers to the academy is a self-description of "Add-junk" faculty, for this is how many of them feel.

Oftentimes Adjunct Professors are disallowed to teach second-year classes among many colleges and within varied departments. A common example of this can be found in many English Departments across the country wherein the part-time teachers can only teach the 100-level writing and composition classes and not the coveted 200-level literature classes, for those are savored only by full-time contracted Faculty. Across many math departments throughout the nation, part-timers may only teach algebra and geometry, not the higher branches of mathematics! Much like supporting Actors or skilled workers sent out to job sites from "temp agencies"; adjunct people are simply not-always-needed add-ons, with no priority or respect given them whatsoever in the overall academic scheme of things. Ironically, a vast majority of

the superior professors nationwide are adjunct personnel.

Now, a very handy and nifty gimmick used in numerous states to cut costs is the GTF [Graduate Teaching Fellowship] program, wherein graduate students actually *take over a class* for the full-time professor so that s/he may pursue assigned research for the university in order to secure further funding of projects. On many an occasion, a recently graduated student [fresh out of his or her Bachelors Degree program] teaches the entire accredited class! Thus, an inexperienced student teacher recites the entire course while *students* lose out on their dollar's worth: instruction by a seasoned, or at least a fully trained professional in the field. Isn't this much like having a dental hygienist pulling one's tooth instead of having a fully qualified, state-licensed dentist performing the task?

Some states, like California for example, do not allow this gross miscarriage of educational justice to take place, fortunately for millions of incoming students. In fact, the State of California only allows its T.A.s [Teaching Assistants] to correct papers and to assist in class for they are, as yet, not fully qualified or sufficiently experienced to take over a class on their own. So just who pays the price? Everyone does, especially the students. A dynamic part-time teacher often has a following of students, who for understandable reasons of continuity, better learning or personal familiarity, might just want to continue with that same professor into their second year of study. There is indeed a reason why "popular" teachers are popular: they deliver a quality product, plain and simple.

Additionally, if a part-time teacher is only allowed to teach the beginning first-year classes, then how can that professor possibly have a grasp on what the over all program entails? Indeed, the students who have completed the 200-level classes end up knowing more than the part-time professor who is left out in the dark. Doesn't this diminish a department's standing?

So in cases like these, students and their “temporary professors” [for quite obvious reasons] are *not* considered a priority at all. The professor suffers by not being able to expand his/ her career, the department itself loses out in terms of professionalism, when such a professor is not allowed to teach second-year classes, and if and when an adjunct professor wants to apply elsewhere at other colleges in hopes of advancing his/her career or professional status, they are oftentimes turned down by prospective colleges due to their "lack of experience" in teaching any 200-level courses. Makes, sense?

In the end, it is the *students* who lose out, the customers of our "quality" product, while they continue paying top-dollar for their intended education. In the end, it all boils down to dollars and cents, or rather, no sense at all (The New York Times, 1988). Has the university gone to a business style of management to save dollars and cents at the cost of quality of personnel and in meeting student needs at post-secondary institutions? It is the opinion of this researcher that neither parents nor students in post-secondary institutions want just part-time faculty or adjuncts to teach all of their classes. They want tenured seeking or tenured professors to do so.

This finding was not unique to the data analysis. The above discussion, however, was added to substantiate the disclosure of the literature in Chapter Two by confirming the extant literature on the trends in the corporate management operational style take over of university administration and the subsequent recruitment of adjunct or temporary teachers in the academy based upon profitability (Anderson, 1992; Arnonowitz, S. 2001; Arnonowitz & Girouz, 1985; Carlson & Fleisher, 2002; Davis & Botkin, 1994; Ehrenberg, R. 1991; Ehrenberg, R. 2003; Ehrenberg, Kasper & Rees, 1991; Harkavy, 2004. 2006; Lampert, 2003, 2008; Smith, 1990; Wolf-Wendel & Smith (Eds.), 2005); Snyder, 1996; Wingspread Group on Higher Education,

1993; MacLean, D, 2005).

The two examples provided above focused in part on a salient issue of organizational integrity. Learning organizational theorists like Brown, Collins and Duguid (1989a) focus on organizational studies, organizational behavior, and organizational theory, which are the systematic studies and careful applications of knowledge about how people - as individuals and as groups - act within organizations. Brown (1989) further posits that at the heart of a learning organization lies the belief that enormous potential and “creativity” lies locked, undeveloped in that organization. Central to this belief is the conviction that “When all members of an organization are fully developed and exercise their essential human capacities, the resulting congruence between personal and organizational visions, goals, and objectives will release this potential.” This theoretical perspective on an organization’s purpose and function may explain in part why this was a tension point for Drs. Holton and Ortega.

Optimism appears needed, as one looks forward to the time one obtains tenure and where one’s university publicly confirms one’s scholastic fit, one’s scholarly productivity, one’s substantive and effective teaching, one’s leadership and service discharges. Dr. Johnson’s optimism for potentially experiencing such success was grounded in the pithy mentoring advice he receive from an Anglo/male colleague who advised him directly about academic success and its transparency: “there is no secret, as to what you have to do; you have to publish, period!” For Dr. Johnson, to publish meant tenure, straight and sure, but would not be so sure was where one would get his tenure.

This Anglo/male colleague, according to reference theorists (Dawson & Chatman, 2001), as well as others would say that his Anglo/colleague was in the “full” member group that Dr. Johnson was aspiring to be included within. The “insider” information from a

representative of this group encouraged Dr. Johnson to feel not only valued but also informed about the core values of the “full member” group and how one could be accepted into group through the rite of passage known as “publishing” for tenure.

This finding added further to the discourse in Chapter Two about the increase demands upon faculty members surrounding the tenure and promotion process, as it was illuminated by the distinct possibility of having to start the acquisition of tenure in one institution only to receive it in another—the promise of lifetime employment to professors who have proven themselves worthy in the areas of scholarship, teaching and service (Tierney & Rhoads, 1994).

Tenure is one of the most widely debated issues regarding university education

Not only does the subject of tenure involve faculty, but also greatly affects the students. Although there are always two sides to any argument, it seems that tenure is not living up to its end of the educational bargain. *Academic freedom, scholarly integrity and prestige are among the top issues surrounding tenure*; however, non-tenured teachers are bearing the burden of teaching more classes to more students for less money. On the other hand, tenured faculties enjoy the freedoms and financial stability that all teachers should experience. Many teachers are never given the opportunity for tenure, while other more research-minded professors, who have tenure, are forced to teach in order to maintain their status, as a researcher. Even though there are many advantages to a tenure-based system, I believe that the negatives outweigh the positives for faculty and students alike. The University of California is just one of the many educational institutions that exercise the use of tenure in its teaching/researching policy. As Keith Yohn (1998) stated in his article “Faculty Perspectives: Academic Tenure Benefits the University,” tenure in its ideal form is thought of as “a means to certain ends; specifically: (1)

Freedom of teaching and research and of extramural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability.” Although tenure is good in theory, as Keith Yohn (1998) suggests, one may argue that it is no longer serving its fundamental purpose in the educational world. A system that only favors a certain group of educators is not allowing academic freedom for everyone, but rather limiting such freedoms to specific teachers and thus specific students.

Although tenure may favor some students and faculty over others, it is not easy to attain tenure at the University of California. As discussed in the “Description of the Tenure and Faculty Review at the University of California,” members of the committee on educational policy wrote that receiving tenure is dependent on “four/five main criteria: teaching, research and creative work; professional competence and activity; and university and public service.” While all of the aforementioned principles are good for academic structure, I believe that the main goals of tenure are no longer achievable by most in academia. One realizes that teachers who have been published are not only extremely knowledgeable about the subject but also gain prestige for the university by writing such articles; however being educated and creative about a subject does not guarantee excellent teaching skills. Still, the process of gaining tenure is difficult and takes place over the course of six or seven years, once the instructor has been at the University of California. The teachers, there, have a maximum of eight years to prove academic excellence and are reviewed every two years to see if they are still on track.

Tenure is an arduous procedure to go through and ensures teachers who are published and well researched in their chosen field; however, once they have tenure, what is to keep these teachers at a high level of instruction in an environment where their employment is guaranteed? Tenure-track professors are hired knowing that they will be up for review by the board within

the eight years, that they have to prove themselves, while those not hired for tenure-track positions such as lecturers and part-time professors teach a greater number of classes to a greater number of students class size. UCLA and other universities have acknowledged such a phenomenon but have continued to ignore it. Robert Chait (2005), author of “The Questions of Tenure,” is quoted as saying “The most widespread transformation in faculty employment arrangements has been on part-time and non-tenure track faculty.” The battle between the permanent status of well-known researchers versus the temporary and often underpaid instructors is a huge issue within the economics of the university system. Research departments are provided the majority of the grants (New & Quick, 2003) and carry a higher significance among University Regents, while lesser-paid temporary teachers, who are the first to be cut in a time of budget crisis, do the majority of the teaching.

While tenure may seem unfair and biased to many, some educators and students still believe in its ideals. *Issues surrounding tenure such as academic freedom, absolute job security and well-educated/researched professors is in theory the perfect combination* for the educational setting

Faculties are not the only parties affected by tenure. Students have a huge influence on the multiple issues involving tenure. With the advent of student evaluations for professors, tenure has been greatly impacted. Robert Haskell (1997) wrote in “Academic Freedom, Tenure, and Student Evaluation of Faculty: Galloping Polls in the 21st Century” that “one study found that at least *one third of faculty respondent reported lowering their grading standards* and course level in response to their student evaluation...Faculty were also in nearly universal agreement that Student Evaluation of Faculty is important in promotion (86.6%) and tenure (88.2%) reviews.” If the faculty is inflating [grades] to gain popularity among students and

ultimately administration, then the system is evolving into a corrupt organization that will affect the standard of education for the entire university.

In these times of educational challenge and budget crises, tenure is a hot topic at the forefront of discussion. Teachers who are anchored in the tenure system of security seem to lack the ambition and drive demonstrated by non-tenured educators who are forced to refresh and renew continually to maintain the highest level of excellence in their educational forum. What is to keep the tenured professors on their toes (Alstete, 2000)? Although tenure is an ideal in its purest form of academic freedom, job security and financial stability, the injustice of the system lies within the excellent teachers, who will never reap the benefits of what tenure has to offer. Professors are no longer teaching for their students but are instead teaching for the administration, that signs their paychecks. One could feel that the real injustice of stagnant tenured teachers and fearful non-tenured teachers is in the education of the student (Parker, 1997b). UCLA is a prestigious university that is known for providing society with some of the finest leaders and intellectual minds. So perhaps the burning question is at what price are educators willing to compromise the education of tomorrow's future? What is the good in academic freedom if it is not freedom for all? (Kohn, 1998; Parberry, 1995). So how do university students critique their professors and what criteria do they use? Here is an illustration of an evaluative format from salient researched gathered, having attended college in Oregon near Oregon State University in Corvallis and in having relatives in Montana.

Student Evaluations of Professors for Tenure

The Knapp form, given to over 19,000 students by twenty-two departments to assess the effectiveness of classroom instruction in 960 classes at Montana State University each

semester, is a pretty typical instructor evaluation form. It asks students to rate the instructor [not the course] in eight categories: (a) mastery of subject matter, organization of course, (b) clarity of presentation, (c) stimulation of interest, (d) availability for assistance, (e) impartiality on grades and examinations, (f) concern for student, and (g) overall effectiveness. These items are relatively generic, and appear on most other forms used around the country; what one may say about them, then, should be of interest other professors on other campuses in the system.

The form is called the "Knapp" form because Dr. Stuart Knapp introduced it when he was Vice President for Academic Affairs at MSU (1978). He brought the form with him when he came to MSU from Oregon State University in Corvallis, Oregon. Under pressure to evaluate teaching, Dr. Knapp offered this form, as one way to do it. At the time this form was first introduced, no one ever explained why the form contained these items and not others: no one claimed that these items defined effective teaching, that they are related to student learning (Guskey, 1997) or that they were sanctioned by the best research on pedagogy. They were simply the items on an old computer-punch card that had made its way from Oregon State University to Montana State University. What did availability for assistance really mean? This item was glossed to mean "helpfulness for individual needs & problems." But many students probably understand the item to measure 'how easy it was for them to see a professor after classes? As worded, the item conveys no sense of scope; the implication is that the professor should be readily available to assist students whenever they seek assistance, that is, at their convenience. One suspects this is how some students do indeed interpret the item. How often have faculty heard students huff, "You're never in!" which means, translated from studentese, "I stopped by your office a couple of times but you weren't in." Notice that the item does not ask students, if the professor kept office hours, a more reasonable and less subjective enquiry

(Alexander, S. 1993, April 27).

This item is not only ambiguous; it is vulnerable to biasing variables. One study found that "students in larger, impersonal lecture sections are more likely to perceive their professors to be . . . unavailable outside of class" than students in smaller classes—regardless of the number of office hours the professor keeps (Shingles, 1977 p. 465; Williams & Ceci. W., 1997) [a [professor at Montana University] was able to raise his scores on "How accessible is the instructor outside of class time?" from 2.99 (Fall) to 4.06 (Spring) merely by being a more expressive lecturer in class—even though he kept "identical office hours both semesters and made himself equally available for student appointments and consultations over both semesters" (Williams & Ceci, 1997 p. 20). How available students think an instructor was, may have a tenuous relationship to reality indeed.

What does clarity of presentation mean? This item is also open to various subjective interpretations. Being "clear" when presenting material and giving directions to students is usually a good thing, if the clarity was not achieved by skirting the complexities and difficulties. This item also seems somewhat biased in favor of lecturers, and against instructors who do not so much present material, as engage students in Socratic dialogue or facilitate group discussion.

Teachers praised for their "lucid exposition," Machlup (1979) observes, sometimes produce students who perform worse than students of notoriously poor teachers. *"The teacher's performance that prompts witnesses to say he is a good teacher is not always equivalent to good teaching, if good teaching is what produces good learning"* (Machlup, 1979, p.376; italics in the original).

Machlup (1979) hypothesizes that "good" teachers who present material "with

extraordinary lucidity [so that the students hardly notice the inherent complexities of the subject and grasp easily even the most subtle interrelations among its components], gives the students a feeling of comprehension and mastery of the subject," with the result that some students conclude that they can safely neglect required or supplementary reading and direct their energies to other courses that seem harder to grasp. Ironically, an inept teacher who does not present the material clearly leaves students adrift and unable to see how things hang together. Confused, these students respond by looking for clarification in assigned readings or through study groups and discussions (Machlup, 1979, p. 378). In a nutshell, crystal clear lectures may encourage some students to skimp on out-of-class studying.

What does organization of course mean for a professor? Judging from what students have written on many narrative evaluation forms I've read over the last few years, as a T.A. in Teaching and Learning at Washington State University (2003-2005), what students seem to be evaluating with this item is the extent to what they know at the start of the semester with what will be covered in the course and during each class meeting, when exams are scheduled and assignments due, and, whether the instructor "stuck" to the syllabus. These are very important to students. As Neath (1996) advises, "Follow the syllabus. Do not try to do more. End the semester cleanly. Do not miss class. Start on time, end class on time, bring extra chalk or overhead pens to class, and keep all of your lecture notes in a three-ring binder with neatly punched holes" (Neath, 1996, p.1365). In short, be tidy.

Do we really need to find out if the instructors hired by the university are organized enough to actually teach? If there were some doubt as to an individual faculty member's ability to organize a course effectively, peers would be better judges of whether or not a course is well conceived and organized according to standards and practices within the department and field.

This item on an evaluation form garners trivial data of little interest or use.

What does Master of the Subject matter mean for a professor and who should assess whether he/she has it? There is widespread consensus among those who study these forms that the vast majority of students are in no position to determine the degree to which the instructor knows the subject or whether the instructor "has provided a complete, current, or even adequate treatment of the subject" (Franklin, Theall & Ludlow, 1991). McKeachie observes "if faculty members have doubts about an instructor's competence in the subject matter, it seems illogical for them to turn to students for such judgments" (McKeachie, 1979, p. 388; Mc Keachie, 1997).

Marques, Lane and Dorfman (1976) also believed that "it is unlikely that a student would be able to accurately assess his/her instructor's general knowledge of the field...this item must be assessed by means other than the conventional student rating scales" (p.848). Dan Bernstein, a professor of psychology at the University of Nebraska, also believes that students are unable to tell "if material is up to date, if we're knowledgeable, and if they are learning something" (Wilson, 1998, p. A14). Machlup (1979) concludes, "Students cannot be judges of the content of what they are taught" (p.377).

Research showed that this item gave rise to a bitter irony, as exemplified in a study by D. H. Elliott entitled "Characteristics and Relationships of Various Criteria of Colleges and University teaching,"— Ph. D. dissertation, Purdue University, (1949). "He found that the more the instructor knew about the subject, the lower students rated his or her teaching effectiveness!" (McKeachie, 1979, p. 392). So, from a consumer/administrator point of view, a really low score on this item may deserve a merit raise.

This item, and perhaps the whole evaluation process itself, badly distorts the intellectual relationship that is between student and teacher, inherently a relationship that is between

unequals (Platt, 1993, p. 31). How does concern for students look to a faculty member and to the student taking the course? Most instructors would argue that the real, fundamental measure of a true "concern for students" is the degree to which the instructor is committed to educating them and to developing their intellectual skills.

According to this definition, an instructor who teaches rigorously would be exemplifying a praiseworthy "concern for students." But do students think that an instructor is showing "concern" for them by requiring them to work hard and reach new levels of performance? Some of them do, certainly (Trout, 1996, p. 18; 1997a, b). But many others would not [see Trout, "Student Anti-Intellectualism", 1997]. Such students and their numbers are probably increasing; do not look fondly on instruction that increases their stresses and pressures. If allowed, such a condition is a betrayal by the academic "gate-keepers" themselves (Goldman, 1985).

Although some instructors can resist the temptation to dumb-down their courses, others will succumb to the perverse incentive to show "concern for students" *by reducing grading standards and workloads*, by being less attentive to errors in grammar, or more willing to suspend or ignore deadlines and requirements. Robert S. Owen, now an assistant professor of marketing at the State University of New York City at Oswego, learned the hard way how important it is to accommodate student demands for education 'light'. Several years ago he lost his job at Bloomsburg University of Pennsylvania, when students gave his rigorous teaching mixed reviews. Now he gives multiple-choice rather than essay exams and asks students to evaluate research papers rather than to actually write their own. And he gives extra credit to students who criticize the fairness of a question on a test, because they have at least expressed interest. "The student in college is being treated, as a customer in a retail environment," he

says, "and I have to worry about customer complaints." "If students come to my office," he says, "I have to make sure they walk out happy" (Wilson, 1988, p. A12).

As Cantor (1997/1998) observes, "More and more colleagues confess to me that they teach with course evaluation forms in mind, cutting back the reading assignments in their classes, for example, because they do not want the chairman of their department being told that they work their students too rigorous. In using course evaluation forms, we may well end up judging faculty by the wrong criteria. In many respects, course evaluation forms measure 'niceness' rather than true pedagogical competence" (pp.32-33). Impartiality on grades and examinations means exactly what to both professor and student? "Impartial" means: not partial, unprejudiced, emphasizing lack of favoritism in deciding an issue. Other synonyms are fair, just, equitable, unbiased, objective, and dispassionate. Understood this way, "impartiality" is an ethical value that should be embraced by all professional educators. Awarding grades on some basis other than student performance violates a fundamental value of education (Birnbbaum, R. 1977; Cahn, S. M., 1987). But scores less than "4" do not trigger inquiries [about the instructor's "impartiality," at any rate] because administrators, and the rest of us, know full well that students are in no position to judge whether or not the instructor was "impartial," and that the different grades students get reflect differences in background, effort, amount learned, and so forth, not the instructor's use of different grading standards for different students (March & Roche, 1997, p. 1196).

That is, everyone knows that this item indicates not whether the instructor was "impartial," but how students feel about the instructor's evaluation requirements, about the rigor of the exams, and about their grades. Because this category can and is used by some students to penalize faculty, *who have not inflated grades*, and because that threat of

punishment induces some faculty members to lower standards, this probably is the most senseless and pernicious item on the Knapp form. *Grade inflation* (Crumbley, 1995; Farley, 1995; Feldman, 1978, 1998) leads to the dumbing down of course work, causes students to work less and disables the faculty from “gate-keeping” to locate the best and brightest scholars they have for the next generation (Dresner, 2004; Wilson, B.P., 1999; Wilson, R., 1988).

What does stimulation of interest mean for both the professor and the student taking his/her course? As survey after survey indicate, increasing numbers of high-school graduates now enter college unprepared for, and "disengaged" from, the intellectual rigors of academic culture. It should not be surprising, and then, that such students find most of their courses tedious, uninteresting, irrelevant, and boring (Trout, 1996). No wonder these students value highly "exciting" and "enthusiastic" instructors who manage to "arouse" their interest in material that otherwise they find quite lame.

There appears to be reasons for this “grade inflation practice”. The following is a partial listing:

(1) Institutional pressure to retain students. The easiest way to maintain enrollment is to keep the students that are already on campus. The professors, departments, colleges, and even entire universities may implicitly believe that giving their students higher grades will improve retention and the attractiveness of their classes and courses. With students seeing themselves more as consumers of education and more eager to succeed than to learn, the pressure on institutions to provide more success can be persuasive.

(2) Increased attention and sensitivity to personal crisis situations for students. The most obvious example was the Vietnam War era. Poor grades exposed male students to the military draft. Many professors and institutions adopted liberal grading policies to minimize the

likelihood of low grades. Some sources cite this period as the genesis of recent grade inflation as the students of that era are now professors (Shulman, 1991).

(3) Higher grades used to obtain better student evaluations of teaching. In an increased effort at faculty accountability, many colleges and universities mandate frequent student evaluations of faculty that often end up being published or otherwise disseminated. These same evaluations play an increasingly important role in tenure and promotion decisions. Faculty members who find themselves in such situations may attempt to 'buy' better student evaluations of their teaching by giving higher grades. While this trade may sound intuitively appealing, most of the studies that explore that relationship have failed to find that grades [whether given or expected] play a dominant role in student evaluations of faculty (Wilson, R., 1988).

(4) The increased use of subjective or motivational factors in grading. Factors such as student effort, student persistence (Tinto, 1998), student improvement, and class attendance count in favor of the students who possess these desirable characteristics. This tends to skew grading patterns upwards.

(5) Faculty attitudes. A faculty member who believes that grades are a vehicle to please students rather than to recognize and reward performance will tend to give higher grades. Similarly a professor less willing to distinguish superior work from good or average work will tend to impart an upward bias to grades. One source places most of the blame for grade inflation on the shoulders of faculty who have failed in their traditional role of gatekeepers. The implication here is that it is easier to give a good grade than a bad grade for the instructor (Wilson, B.P., 1999).

(6) Content deflation: For large public universities, the temptation might be to lower both the expectations and demands in individual courses. A fairly liberal admissions policy, a

large number of non-traditional students, and a large number of working students, all tempt professors to lower their expectations by reducing the number of textbooks, the amount of writing, and the amount of homework in the course. The goal may be laudable in responding to the particular needs of a specific student body but the result may be inflated grades.

(7) Changing mission. It is also possible that, as some institutions de-emphasize the teaching mission in favor of the research or service component, some faculty may be unwilling or unable to spend their time on grading and evaluation. This lack of attention to grading and evaluation could result in a weakening of standards.

This study further posits the following implications for grade inflations:

The persistence of grade inflation in the last twenty years or so in American higher education has had some important implications. Some of these are:

1. A cheapening of the value and importance of both a college degree and academic honors.
2. The lack of consistent and accurate information to potential employers about the skills of a university's graduates. Consequently, employers place more emphasis on the work experience of college students in the hiring process. This forces students to work more at a job and study less in college.
3. The lack of honest responses to individual students about their academic strengths and weaknesses (Crumbley, 1995).
4. A continuing upward spiral of grades built on weakening standards, as individual faculty members have little or no incentive to fight the prevailing trend.
5. With the value of a given letter grade or even a college degree devalued by the perception of grade inflation, there will be more pressure placed on faculty and

institution to assess in other ways the performance of their students. Indeed, one can see the current trend for classroom assessment by external authorities, as an attempt to obtain again meaningful feedback on the quality of student performance. If outsiders do not trust the grades on the transcript, they may require other demonstrations of student learning (Guskey, 1997).

6. There is evidence that there is increasing disparity between the average grades in various disciplines and that students are avoiding disciplines with the reputation for more rigorous grading standards. The following researchers attest to these assertions: (Cohen, 1984; Cole, 1993; Dreyfuss, 1993; Hale, Tardy & Farley-Lucas, 1995; Franklin, Theall & Ludlow, 1991; Goldman, 1985; Hensley, 1993; Leo, 1993; Mullin, 1995; Smith, 1992; Shea, 1994; Weller, 1986).

In countering this body of scholarly evidence, Alfie Kohn (2002) argues quite persuasively, that *grade inflation* in post-secondary institutions is a myth, citing among other reasons, the lack of date-driven substantive proof that it exists by the findings of the following researchers (Cohen, 1980 Erdle & Murray, 1986; Feldman, 1998; Scriven, 1997).

There is nothing wrong, and a lot right, with teaching enthusiastically to hold the always-in-danger-of-flagging attention of students, with stimulating them to actually take an interest in the course material. But this item may unfairly discriminate against quite effective instructors who are more laid-back, serious, formal, and dry. This is not, a trivial observation, given the potential consequence of failing to sufficiently "stimulate" students. Instructors, who are skilled at the art of impression management, or who are naturally easy-going, funny, friendly, and expressive, "are likely to receive high student ratings (Howard, G. & Maxwell, 1980, 1982), Do grades contaminate student evaluations of instruction (Abrami, Leventhal &

Perry, 1982; Abrami, Perry & Leventhal, 1982; Adams, 1997; Aleamoni, 1989; Cashin, 1990; Damron, 1996; Jones, 1989; Theall, Abrami & Mets, 2001)? High scores on this item, then, may reflect effective teaching, or the very opposite. A meta-analysis of a dozen of these studies revealed "instructor expressiveness had a substantial impact on student ratings but a small impact on student achievement" (Abrami, Leventhal & Perry, 1982).

Besides providing ambiguous, if not downright vacuous in its results, this Knapp item may also contribute to the dumbing down of classroom instruction by seducing some instructors to elevate their high scores by emphasizing entertainment and razzle-dazzle over content, rigorous workloads, and high standards (Edmundson, 1997, pp. 39-40; Trout, 1996, pp.12-19 Trout, 1997 a, b, Seldin, 1993).

Notice that the Knapp form does not contain a counterbalancing item that would reward an instructor for teaching a rigorous and challenging course. What is overall effectiveness and how does it relate to both professor and student? What this summative or global item measures is the degree to which students "like" or are "satisfied" with the course. Their overall or global impression of the instructor influences how students rate the instructor on all other categories (Ferguson, 1998, pp.179-183). Since instructors are judged "effective" to the extent that they satisfy students' interests and needs, it is important to understand what those interests and needs are.

Students tend to "like" instructors who are friendly, warm, kind, generous, understanding, flexible, tolerant, easy-going, nurturing, enthusiastic, entertaining, and charismatic. They also prize instructors, whom they perceive to be prepared, interested in teaching, organized, and helpful. More pragmatically, they want instructors who explain the content to be covered and the requirements to be met [examinations, papers, etc.], who explain

assignments clearly, who are audible, and who give examinations that are directly related to material covered in lectures (McKeachie, 1979, p.395; Sheehan 1975, Pp.687-700; Marques, et. al., 1976, p. 841). While there is nothing wrong with these traits or practices, few of them have been identified, as essential to effective teaching, if that is defined, as teaching that improves the learning and performance of students (Greenwald, 1997).

According to McKeachie (1979, 1997), "many students prefer teaching that enables them to listen passively—teaching that organizes the subject matter for them and that prepares them well for tests." But cognitive and motivational research shows that students retain more, think better, and are more highly motivated when they are "more actively involved in talking, writing, and doing. The irony is that due to student preferences, some teachers get high ratings for teaching in less than ideal ways" (p. 1219).

There is another problem with this global item: it is particularly sensitive to how students feel about their grades. As Powell (1977) explains, "students rate instructors on the basis of a global impression which they form ['liking']. The present findings show that this impression . . . is strongly influenced by the grade the student receives from the instructor" (Pp. 200-01). Shingles (1977) agrees: "Students' satisfaction with the grading procedures of the professor is the only factor to have a strong, consistent relationship with all three dimensions and the overall rating; the more satisfied students are with their grades and the grading process, the more favorably they view their teachers. This one issue explains approximately 40% of the variance in the overall rating, suggesting that students' evaluations of teaching effectiveness are strongly influenced by how well they perceived they in turn are being evaluated by the instructor" (p.465).

This global item, then, does not measure in any meaningful, cogent way, the

effectiveness of the instructor, but rather the extent to which students think the instructor was effective, from their point of view and in terms of their desires. A self-proclaimed "proponent" of ratings has come to the same conclusion: "ratings are undeniably a measure of the satisfaction of learners with their learning experience . . . more than they are a direct or absolute measure of the total quality of instruction" (Theall, 1997. p. 3). Most forms are not measures of effective classroom teaching but student satisfaction surveys, though few administrators are honest enough to call them that.

Made up of ambiguous and/or trivial items, subject to all kinds of biasing variables inimical to sound teaching, invalidated yet used to help determine retention, tenure, promotion, and merit pay, the Knapp form, as an instrument for measuring effective classroom instruction, is a joke. It's a bad joke on instructors, students, and Montana taxpayers. But this really doesn't explain why administrators, faculty and students at MSU continue to engage in an enterprise so obviously harmful to classroom instruction. To understand this, one must understand how the Knapp form serves the needs of these three constituents.

Most students accept the Knapp form because it is indeed a student satisfaction survey. It gives them a chance to settle scores with "uncomfortable," "overly demanding instructors." They recognize that this form allows them to pressure instructors to go easy, give out high grades, and make things generally "comfortable" for easily stressed students.

Administrators are happy with the Knapp form for a couple of reasons. Borrowed from another school, it was cheap to institutionalize, since no one on the faculty or in the administration demanded that it undergo validation, an expensive process. Since so many departments have accepted the form, administrators have no incentive to abandon it, especially since it serves to reassure taxpayers, regents and legislators that teaching is evaluated and

"good" teaching encouraged and rewarded. A more cogent form would be too expensive to develop, and perhaps to administer. And administrators like the Knapp form for the same reason students do: it is sensitive to students' likes and dislikes.

Administrators want the students, and their tuition-paying parents, to be happy; happy students are easier to retain and deal with. What make most students happy are friendly, entertaining instructors with undemanding requirements and standards. The Knapp form, because it measures student satisfaction, is the perfect device for inducing instructors to comply with student demands. This is why the Knapp form [and almost every other evaluation form] does not ask students to rate whether the course was demanding, whether the assignments challenging, the tests difficult and probing, the standards high [all aspects of instruction linked to increased student learning] (Sheehan 1975, p. 393).

The Knapp form even serves the interests of the faculty. Most instructors figure out how to manage their behavior to maximize their scores, or at least to avoid disastrously low ones. Instructors adept at manipulating the form are able to believe that their high scores indicate that they taught well. And instructors who don't score well can blame it on a patently flawed form! Once a critical mass of instructors figures out how to manipulate the form and spin the results, there is no momentum to adopt a new, and more valid, form.

And some faculty members may not find the consequences of using the Knapp form nearly as "harmful" as some researchers claim. They may be quite willing to acquiesce to student/administrative pressures for education 'light', not only because acquiescence raises evaluation scores, but because less work for the students usually means less work for instructors, too. In the context of paltry wages and frozen raises, how many instructors really want to work harder? Though vacuous and mischievous, the Knapp form is widely accepted at

Montana State University because, in essence, it seems to serve the self-interest of students, administrators, and instructors of MSU without regard to its long term impact upon student outcomes or faculty evaluations for tenure and promotion.

Remember also, this discussion of faculty evaluation by students (Cashin, 1990; Marsh, 2007; Marsh & Roche, 1997) is also about the 'tenure process' of which Drs. Johnson, Holton and Ortega had or would experience in their careers, as they present their respective vitas and dossiers (Ory, 1991, 1993) at their annual and tenure review committees.

Dr. Robert O'Neil who is currently professor of law at the University of Virginia and director of the Thomas Jefferson Center for the Protection of Free Expression gave the following book review of Dr. Richard Chait (2002) work "The Questions of Tenure"; where Dr. Chait wrote several chapters in unpacking the issue of tenure, as it relates to faculty governance, what is actually happening to tenure-track faculty within the academic personnel system and in specifically in light of budgetary constraints and the momentum among universities to employ adjunct faculty, the experiences of institutions that have experimented with alternatives to conventional tenure, and relevant patterns of faculty employment in other developed nations around the world. Dr. O'Neil summarily described Chait's writing in this fashion:

The measured approach of this book enhances its potential value for the academic audience. Noting that there have been more than enough factually erroneous and ill-reasoned briefs for and against tenure and that neither side has a monopoly on diatribe. Chait (2002) assures the reader at the outset that his mission is to address not a single issue but rather the multi-faceted "questions of tenure" in a way that departs markedly "in substance and tone from these polemics." The ensuing chapters admirably fulfill that

promise. While doubts about tenure and analysis of alternatives understandably claim more pages than does a defense of the status quo, staunch defenders of tenure will find ample reassurance that the current system continues to enjoy the overwhelming adherence of faculty and administrators. Third, this collection of essays provides a most important and thoughtful context, in the form of Chait's own first chapter entitled "Why Tenure? Why Now?" Rather than retracing everything that has been said for and against tenure, Chait revisits the first modern debate about faculty personnel systems in the late 1960s and early 1970s. He reminds us that during and right after the turbulent Vietnam War era, there were several major studies of tenure, notably one conducted by the long-forgotten [though at the time extremely important] Keast Commission jointly established by the AAUP [American Association of University Professors] and the American Council on Education (ACE) in 1971. He also notes that there were, a quarter century ago, some notable skeptics, if not critics—Todd Furniss of the ACE; Budd Cheit of the University of California, Berkeley; Jim O'Toole of the University of Southern California; and several others, whose mildly dissenting views might now profitably be recalled. Even more important, Chait's opening chapter cogently marshals the concerns that various higher education sectors have expressed about tenure in recent times. Regardless of the extent to which a reader might concur with or dissent from any of the points raised here, the statement of the case has nowhere been made better than in this opening chapter. A section on managerial and fiduciary concerns explains clearly why governing boards should raise hard questions about tenure and then after raising them address them to seek policy changes implementations for bettering the work environments of its staff.

Dr. Robert O'Neil further posits:

Another chapter makes wholly understandable faculty concerns about tenure, even if in the end we are assured that most university professors, given the choice, still favor some form of tenure as the basic employment and personnel system. This chapter concludes with a helpful review of "the new environment," reminding us that major shifts in the academic landscape since 1970 have had substantial de facto or indirect implications for the status of tenure. In addition to the introduction, Chait (2002) contributes four immensely valuable chapters to the volume. He reports, for example, the results of a fascinating study of the relationship between tenure and faculty governance, a curiously neglected subject. Not surprisingly, the study found that faculty in non-tenure-track institutions typically "exercised less power and influence" than their counterparts at tenured campuses. The basis for that correlation, however, turns out to be subtler than the conventional wisdom might imply, and reflects, as much as anything the governance traditions at those institutions [typically senior research institutions and institutions belonging to the Association of American Universities] where tenure is usually strongest. Institutional leadership also plays a significant role, as does the general campus climate. And a pervasive sense of faculty futility about the governance system reflects factors well beyond tenure or its absence. The most helpful of Chait's chapters may be one entitled "Gleanings," which concludes the volume. Emphasizing the dazzling variety and diversity of our higher education system, it insists, "context counts." Given the consciously historical nature of the volume, Chait reminds readers that times change in ways of which we are not easily aware, when we are caught up in that process. The last two "gleanings" nicely reprise the balance with which the book

opened-on one hand, "there is no substitute for the status of tenure" although, on the other hand, "there may be a latent market for tenure reform."

Dr. O'Neil's continues describing the contributions of several coauthors enhance Chait's own writings. Cathy Trower (2002) sets the stage with an admirable survey of prevailing practices across the academic universe. Eugene Rice and Mary Deane Sorcinelli (2002) ask whether the tenure process can be improved. The question is not rhetorical, and the answer is affirmative, although their response invokes eminently reputable studies, such as those led by Ernest Boyer (1990) in his last years heading the Carnegie Foundation for the Advancement of Teaching, had some common-sense, basic-fairness proposals to make tenure more humane and equitable—as in a possible redefinition of scholarship along four domain: Responses to his book have been favorable among graduate students, who were considering the professorate as a career.

Ernest Boyer (1990) and others like Lorilee Sandmann (2003, 2007) proposed that the definition of scholarship be broadened beyond the predominant emphasis on *the scholarship of discovery* (Boyer, 1990, p. 17) to encompass *the scholarship of integration*, (Boyer, 1990, Pp. 18,19) *the scholarship of application*, (Boyer, 1990, p. 22) *the scholarship of teaching* (Chalkley, 2003; Boyer, 1990, Pp.23, 24; Felder, 2004; Healey, 2000) and *the scholarship of engagement* (Boyer, 1996). Boyer (1990) and Sandmann (2003, 2004, 2006, 2007) told us how we should do scholarship, but left unanswered whether or not if this is actually being carried out in universities and colleges across the United States. If they both would discuss with the Administrative officials and faculty at Portland State University, in Portland, Oregon, they would at least have a case study for this university has bought into Boyer's (1990) paradigm of scholarship.

Recent research on early-career faculty members and the tenure process confirms that problems and anxieties expressed by new faculty members (Fink, 1990) at many colleges and universities. For example, new faculty members often feel “under siege,” “caught between the times,” or confused by an “unpredictable and undependable” tenure and promotion process (Rice & Sorcinelli, 2000, 2002). Problems encountered by all new faculty members are often compounded for faculty of color and women. Trower and Chait (2002), suggest that the relative failure of most colleges and universities to attract and retain significant numbers of women and faculty of color stems at least in part from conflicting assumptions about how tenure should be implemented. Simply put, they argue “while there are many exceptions, academics at the dawn of their careers, as a rule, do think differently than colleagues in the twilight of their careers” (Trower & Chait, 2002). This situation may be caused from a perceived ill fit between the faculty member and an institution at the start or “dawn” of one’s career, when a new faculty member may not be perceptive about what they consider to be the unpredictable and undependable tenure and promotion processes with its demands.

Drs. Holton and Ortega expressed the transient nature of academicians in pursuit of tenure and advancement. The tenure process, both admitted, is a grueling process, as described in Chapter Two and this finding added to the discourse in not only confirming the innate struggle to obtain tenure but also provide a modicum of hope for those seeking tenure in realizing its nature (Harris, 2005). This hope for tenure acquisition resides in the possibility, if one doesn’t obtain it at the starting place of his career journey; there is a possibility somewhere else. This prospect was not guaranteed nor evidently experienced by many underrepresented potential or underrepresented faculty members, according to the extant literature on tenure rates of women and minorities, as posited in the literature review of Chapter Two (Berququist, 2004).

Dr. Holton, like Dr. Johnson had learned to de-stress in her life through the practice of guarded optimism, when confronted with the “bullshit” promises of support, and her university’s lack of following up with such support. Again, the lack of her university’s support prompted her expletively laden response. Additionally, for Dr. Holton, issues of one’s recognition on collaborative pieces of scholarship became a salient issue with dualistic outcomes. On the one hand, Dr. Holton was tapped by many female colleagues to collaborate with on a particular line of research to help write and support them, utilizing her unique slant and different perspective but on the other, the tenure review board, if one is not first author, then one doesn’t get as much credit or scholarly recognition and one’s vita doesn’t look as impressive. This dualism may be explained in part by Dawson & Chatman’s, (2001) reference group theory and the collision of values alignment of the various membership groups a faculty member may belong to [e.g. ethnicity/race, gender, discipline line of research/ranking] and the more singularly distinct aspiration group of one’s university evaluation committee.

Gelmon & Agre-kippenhan (2002) from Portland State University recommend to those seeking tenure to engage in 20 different activities/strategies in preparation for coming before their respective tenure review. As you may know, Portland State University has embraced Boyer’s (1990) view of scholarship, which besides the scholarship of discovery, the scholarships of integration, application, teaching and engagement are also valued in the development of their faculties’ professional development toward tenure and promotion.

Gelmon & Agre-kippenhan (2002) advocate the following activities/strategies for junior faculty to prepare for their tenure review committee:

- (1) Frame all your work [but especially your community service] around the mission of your department, your division, school, college and university. They

advise that this should not be done at the last moment, as you prepare your dossier but on an ongoing developing work in progress as a scholar, teacher and service provider. When it comes to writing your narrative be specific [equivalent description of your work as a scholar] and be explicit about these connections and framing.

- (2) Anticipate committee composition, that is who will be on your committee to review your work for tenure. Early on, six months prior to your review, talk with your department or division chair about who is going to compose your committee, especially if you have a split appointment across disciplinary or academic units. Verify, what freedom there is in the committee composition. Advocate for what would be most advantageous for your case
- (3) Know the guidelines by reading your university's guideline booklet and follow it closely. Follow any guidelines for your narrative and curriculum vitae. Be sure to know if your department has its own guidelines in addition to the university. Think carefully [e.g. reflectively] how your community service engages and follows the guidelines. Do not be ignorant of the fine print and agenda. Understand what is required for tenure at the Associate ranking and for promotion at Full professor ranking.
- (4) Prepare in advance. Don't wait until two weeks before the due date to begin to prepare your dossier. Inquire on your campus for any mentoring opportunities with senior members whom you respect and who can give you advice and counsel. Review other peoples' dossiers that have successfully acquired tenure and promotion to obtain ideas on how to creatively and comprehensively present

your ideas in reasonable length and fashion. Think about your narrative statement, how you will organize it, about who your external reviewers might be, and the layout of your dossier. Find out if your department can provide you with any clerical or financial support for dossier preparation.

- (5) Create linkages by making clear links in your narrative between traditional scholarship in your discipline and your work. Demonstrate how community engagement is relevant to your discipline and how this work contributes to scholarship in your field. This is an opportunity to develop a scholarly presentation or publication to demonstrate for example, how classroom focused service builds knowledge about pedagogy in your discipline and can become a scholarly work by its scholarly virtue disseminated into professional journals and presentations in meetings [professional conferences].
- (6) Brag like your mother would. You need to tell your own story. Tell how wonderful and significant your work is. If you don't tell it, then no one will hear it, so don't be afraid to brag. This is not the time to be humble and shy.
- (7) Packaging is everything. Present your materials in an easy to review format. List everything in your vitae in the format required by your university. However, be selective in what you place in the accompanying dossier. Provide a sample of only the most relevant items. Understand and follow any page limits and don't clutter it up with everything you have done, received or acquired.
- (8) Leave nothing to chance. You need to make sure that not only everything you have documented can be verified but also every interpretation your reviewers might make is based on documentable fact. This is not the time for intuition or

hearsay. You want to ensure in all that you can that all review deliberations are fact driven. Do not assume that your reviewers have knowledge about you and your work. If the guidelines for review have changed since you have been there, you need to be explicit as to which guidelines are governing your presentation.

- (9) Cross-reference with your dossier Prepare your dossier so that it is complete and easy to follow. A table of contents is quite helpful. Most guidelines make a distinction between required and supporting materials. Make sure your dossier has both. In particular for supporting materials, provide a brief introductory narrative and perhaps even copies of relevant parts of your vitae.
- (10) Seek strong letters of support. Carefully select professional colleagues within and without your institution, community partners, student and alumni [from all the programs which you teach and all the projects you have worked on] to write letters of support for your dossier. These are not the people who will make up the formal reviewers but those who can provide you with informal support. Verify with them what is an acceptable letter of support, in line with your university's protocol. These people may not know all that you have done so target specific areas of contribution that you have made that you would like them to concentrate on. Select a representative sample of these letters and provide a listing for your dossier.
- (11) Court your committee chair by offering to help in anyway you can to help the review process along. It may involve making multiple copies or photocopying as long it doesn't interfere with the process. Your committee chair may want to keep his/her distance to remain objective and not compromise the review

process.

- (12) Behave well. Be careful not to offend anyone who is part of the review process. Self monitor yourself and your spouse at social events, for even a comment in jest may come back with negative consequences.
- (13) Recommend strong external reviewers. Help your committee by identifying strong external reviewers who can give you unbiased, fair, and well-informed reviews. Be sure these reviewers know your community involvement and contribution. Some institutions have requirements like an earned doctorate, or a faculty member with a certain rank. Make sure you know what these prerequisites are. If allowable or required, provide a brief biographical statement of the reviewer, as to why he/she is appropriate. You can also categorize these reviewers to assist the committee in their selection as one who is an expert in teaching and learning, an expert in community based research, an expert in disciplinary research. Most institutions will not allow co-authors, dissertation committee members, research collaborators or others with a close association with you to be an external reviewer. Invite these people to write letters of support for your dossier. Most institutions will add other external reviewers, so be on guard about conflicts of interest from those sets of reviewers and decline a reviewer before they are appointed.
- (14) Be your own advocate and champion. In going through the tenure process, no one cares about it as much as you do; it is much like your dissertation. So, you must advocate, encourage, cajole and promote, as needed seeing everything moves forward in a timely fashion [if it somehow gets bogged down]. You must

also know your rights and your due process whether through a faculty union (Scheuerman, 1998), as in the American Association of University Professors or other appropriate organizations.

- (15) Match your work to the reviewer's expertise. Your review committee will select particular materials to be sent to each external reviewer based upon that reviewer's area of expertise. Assist your committee by identifying what parts of your dossier should be reviewed by what external reviewer.
- (16) Do extra work to save your review committee time. This can be accomplished by providing multiple copies of relevant materials where necessary or by preparing summaries of course evaluations to support the sample syllabi you include thereby saving your committee the time and effort in doing that.
- (17) Be honest, candid and gracious. Don't misrepresent your work or overstate your accomplishments. Let your letters sing your praises. This is an opportunity to be reflective. In your narration, be open about your mistakes; described how you learned from them and subsequently made improvements. Be open in describing areas where your reviewers may perceive weakness [e.g. lack of community service on university committees]. You may have overlooked something in your preparing your materials. And your committee may bring this to mind. Be gracious in receiving their critique and respond to this deficit for subsequent levels of review within your institution.
- (18) Know the timetable. Learn the university's deadlines and be attentive to the milestones where you should receive responses from your [department, school or college, provost or president]. Know, if and when you might have to review

and sign documents, and be sure to be available at those times. Find out the timetable for review and submission of updates to your documentation.

- (19) Follow the letter of the law. If your guidelines ask you to provide a certain number of copies, provide them with the exact number, no more and no less. If a certain format is prescribed, use it. Don't violate the rules for the sake of being creative. Review guidelines should provide a clear process of appeal; specify eligible situations and relevant levels of appeal. Timelines of appeal are very strict, so adhere to them strictly. And make sure you know what your opportunities are.
- (20) Be calm. This is a lengthy process that often takes an entire year. Despite the multiple milestones along the way, it will not be over until you get the final letter. This is a good time to check in with others at your university who has made a similar journey; no doubt you will find them empathetic and understanding.

After perusing their strategies, one can see how Portland State University has diffused some of the issues of scholarship by accepting a redefinition of it in a more holistic format from just peer reviewed, refereed written manuscripts. This institution's view of scholarship is realistic about scholarship production, teaching and service. Tension points of professional values, personal interest in lines of certain kinds of research and the acceptance of collaborative scholarship efforts still remain in many institutions, while others like Portland State University have mediated those tension points by asking for significant amount of documentation, where one played a key collaborative role or where one played a leadership role on that collaborative team. Such documentation would provide evidence for the tenure review committee to make

informed decisions about the candidate's fitness for tenure and promotion (Eisner, 1984, 1985, 1991; Sanders & Horn, 1994).

Two scholars (Bronstein, P. & Ramaley, 2002) succinctly opined:

The promotion and tenure review has basically three components: *the documentation* that the candidate provides, *the materials* that the committee collects, and *the process* by which the committee reviews these materials and conducts its deliberations. A well-prepared faculty member can go a long way in making his or her "case" by providing strong context and solid documentation for the committee to consider.

The culture of the academy seemed at odds with Dr. Holton's professional choice for collaboration. Collaboration (Avinger & Tighe, 1994; Dennis, Counts, Beard, 1990; Corner et.al. 1996; Mantle-Bromley, 1998; Phillips et. al., 2000; Sanders & Horn, 1994; Sandholtz & Finan, 1998; Saunders, 1998) takes collegial effort and involves many more activities than meets the eyes at first glance. Notice its focus on team building, relationships, support, shared objectives and the sharing of credits. It is a professional skill of balancing tasks with collegial relationships and key stakeholders by promoting trust and sharing salient information germane to the tasks, issues or problem(s) being addressed.

Collaboration as a Scholastic Strategy for Scholarship

Working effectively and cooperatively with others toward shared objectives; establishing and maintaining principle-centered working relationships.

Shows respect for others:

- Establishes good interpersonal relationships by valuing the knowledge, roles, and diversity of others (enhances self-esteem, communicates, empathizes, involves, discloses, supports); offers suggestions for achieving group objectives.

Subordinates personal agenda:

- Places higher priority on team or organization objectives than on own agenda.
- Support and continue to advocate for group decisions even when not in total agreement.
- Shares credit for accomplishments with peers, team members, and/or others.

Volunteers assistance:

- Offer to provide appropriate assistance on a task for which you are not responsible because it will help a co-worker, the unit/department/organization.

Builds / maintains relationships:

- Demonstrates ability to balance or focus on task with attention to relationships.
- Identifies and cultivates relationships with key stakeholders representing a broad range of functions and levels.
- Establishes and promotes trust to facilitate collaboration; shares information with others.

My questions to Dr. Holton's university tenure review committee are "What is so wrong with these professional practices and why don't they deserve recognition in the pursuit of scholarship, teaching and service providing?"

Dr. Ortega, while not emotive about this issue, recognized its current implications and impact on many of her colleagues. Dr. Johnson was somewhat silent about this type of scholarship.

She herself countered this tension point about collaboration (Teacher-to-Teacher Collaboration, 2006) by adopting a focus on producing scholarship in alignment to the dominant paradigm used currently in her university and generally recognized in the academy as being primarily solo author, peer reviewed and referred. Her behaviors appeared assimilative,

as described by Jablin's (1982, 1994, 2001) Organizational assimilation theory. Having a sense of belonging within an organization [e.g., with co-workers, within a particular department, with the supervisor, etc] is an important necessity in organizational life because it raises self-esteem and provides support for members.

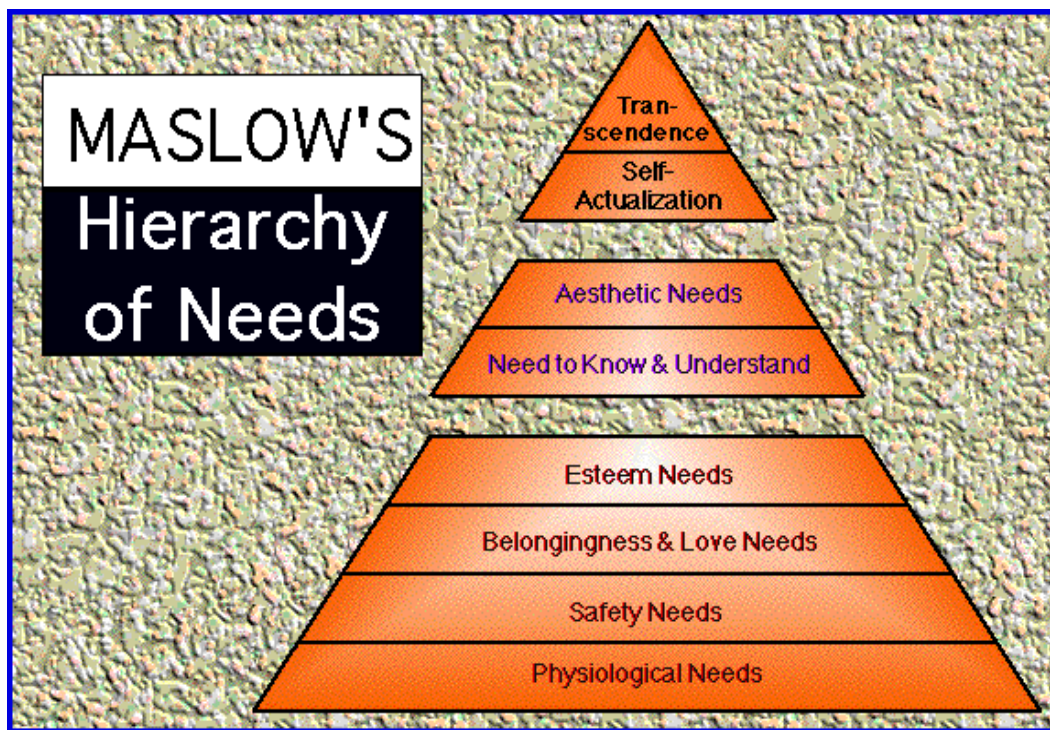
Maslow (1971) argues that having a sense of belonging is a basic need. However, integrating into a particular organization or knowing your identity within a respective organization is a process. It takes time and energy to assimilate into a new organization because it requires making sense of unfamiliar experiences. Below is a brief description of Maslow's theory:

Abraham Maslow (1954) attempted to synthesize a large body of research related to human motivation. Prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs, and sustains human behavior. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. The first four levels are:

- 1) Physiological: hunger, thirst, bodily comforts, etc.
- 2) Safety/security: out of danger.
- 3) Belonginess and Love: affiliate with others, be accepted; and
- 4) Esteem: to achieve, be competent, gain approval and recognition.

According to Maslow, an individual is ready to act upon the growth needs, if and only if, the deficiency needs are met. Maslow's initial conceptualization included only one

growth need--self-actualization. Self-actualized people are characterized by: 1) being problem-focused; 2) incorporating an ongoing freshness of appreciation of life; 3) a concern about personal growth; and 4) the ability to have peak experiences. Maslow later differentiated the growth need of self-actualization; specifically naming two lower-level growth needs prior to general level of self-actualization (Maslow & Lowery, 1998) and one beyond that level (Maslow, 1971).



(Daniels, 2001) Maslow's concept of self-actualization. Retrieved February (2004), from <http://www.mdani.demon.co.uk/archive/MDMaslow.htm>.

They are:

- 5) Cognitive: to know, to understand, and explore.
- 6) Aesthetic: symmetry, order, and beauty.
- 7) Self-actualization: to find self-fulfillment and realize one's potential, and
- 8) Self-transcendence: to connect to something beyond the ego or to help others find self-

fulfillment and realize their potential-could this speaks of altruism or a spirituality of sorts?

Maslow's basic position is that as one becomes more self-actualized and self-transcendent, one becomes wise [develops wisdom] and automatically knows what to do in a wide variety of situations. Daniels (2001) suggests that Maslow's ultimate conclusion that the highest levels of self-actualization are transcendent in their nature may be one of his most important contributions to the study of human behavior and motivation. Knowing your identity within an organization is also a process because it requires maneuvering through different situations that are often unknown. Sense making is a continuous life-long process in which an individual attempts to understand the unknown elements [e.g., the actors, actions and norms pertinent to cultural values, etc.] of a given communicative situation that s/he will be in for some time (Starbuck & Milliken 1988; Weick, 1969, 1979, 1993, 1995, 2000; Weick & Sutcliffe, 2005, 2006, 2007).

Minority/majority identity development takes place along a series of stages that track an individual's sense of either belonging to a non dominant group or the majority group and their subsequent relationships with members of other groups (Hardiman, 1994; Martin & Nakayama, 2000; Martin, et. al., 1999). Weick (1969, 1979, 1993, 1995, and 2000) refers to sense making, as making sense of uncertainties in environments through interaction. He applies this theory to demonstrate how members of organizations make choices [or are forced to make choices] when uncertainty arises. Weick (1995) argues that sense making examines the critical issues of organizational behavior and also the meanings that are constructed with/within organizations. We have to make sense with/within organizations because organizations are complex entities that have unpredictable environments, as one behavior is different from another behavior. Sense making is the

ability to discern, over time, key factors [e.g., beliefs, cultures, norms, relationships, values, etc.] within everyday life. It is a cognitive process that starts from birth all within the context of one's own schemata and person prototypes that one has gained through her/his experiences.

Sense making is a way of life Weick & Sutcliffe, (2005, and 2006) which one has to endure time and time again, because making sense of unfamiliar phenomena is a reoccurring process. The definition of sense making needs to be expanded from work/organizations to other facets of one's life, as we are always making sense during our everyday experiences. Because unfamiliarity forces an individual to make sense, it is a continuous process that one faces at home, work and during creative/leisure time. While sense making is a process that one goes through continuously in life, it is also a process that helps in terms of identity development. The minority/identity development and majority/identity development models explicitly demonstrate how one's sense of identity changes at various points of life. Within large cultures, there tends to be smaller cultures of people who have similarities. This feeling is universal within larger contexts because individuals belonging to the same culture feel more comfortable with one another, even through they may be a small representative of a larger culture. Moreover, one individual's epistemological sense of knowing or coming to terms with her/his identity will be different than the next person.

Minority identity development is how an individual constructs identity when s/he is not part of the majority (Ponterotto & Pedersen, 1993). There are four stages of minority identity development and each one represents a way of assimilating [e.g., Jablin 1982, 1994, 2001] into a particular group that also helps to constitute one's identity.

Stage one is unexamined identity. Ponterotto & Pedersen, (1993) explained that unexamined identity is the "lack of exploration of ethnicity" (p.130). It should be noted that while ethnicity is one of the foci of their research, it could be interchangeable with others contained within minority groups [e.g., class, gender, sexuality, etc.]. To discuss each one would be a time consuming discussion that is outside the scope for this dissertation. Stage two is conformity. In this stage, there is a strong negative value associated with one's identity. This may/may not lead to negative attitudes about oneself and their respective ethnic group at large. But, one incident that may lead to negative attitudes is the harsh labeling of individual ethnic groups, as in the United States [e.g., "Oreos"-African Americans, "Bananas"-Asian Americans, "Apples"-Native Americans, etc.].

While labeling and self-labeling changes over time, something that is consistent is that groups are labeled in terms of another group (Martin et.al, 1999). Stage three is resistance and separatism. This stage is more personal, as it occurs, when somebody questions a person's identity. Stage four is integration. "A person who has reached this stage has a strong sense of his or her own group identity, as based on gender, race, ethnicity, sexual orientation, and so on" (Martin & Nakayama 2000, p.131). From one's perspective, this stage can occur at any point in one's life and is not always guaranteed to happen. It all depends on the personal history of the individual and what has led one to this stage.

First, sense making and minority/majority identity development are process oriented. That is, individuals do not all of a sudden come to a realization of what is going on and the relationship of their identity to it in a given situation. Specifically, individuals go through certain procedural stages [depending on which model is being used] to determine what is going on and where they stand in terms of their identity. More specifically, there are stages involved

in both theories that individuals maneuver through. For example, when a new member is entering an organization [e.g., a new work environment] for the first time, s/he needs to make sense of the unfamiliar surroundings and also her/his own identity. Jablin's (1982, 1994, and 2001) organizational assimilation theory outlines these steps in our discipline. The organizational assimilation process includes "conscious and unconscious, behavioral, affective and cognitive processes" that affect an individual who joins, assimilates, and exits the organization (Jablin 1994, p.31). They are the following stages: anticipatory socialization, encounter, metamorphosis, and disengagement/exit.

The anticipatory socialization stage is most relevant to this part of the discussion. In this stage the new member has to make sense of what is going on in the new environment with different cultural norms and codes [e.g., dress, hierarchical relationships, productivity, what can be said /what cannot be said and so forth]. Making sense of the environment impacts the member's identity because it depends on how s/he acts in different situations. In order to move to the encounter stage, an individual must be more comfortable, than when first entering the organization. Even though a new member may know existing members, and they may have extensive knowledge about the organization, the new member does not know/understand exactly everything that is going on until s/he is immersed in the culture. Encounters also occur during organizational socialization.

Organizational socialization is learning specific strategies to know how to manage and accept the behavior that is expected within an organization and its specific roles. Specifically, it is learning knowledge, skills, and strategy in order to maintain in the organization (Van Maanen & Schein 1979; Wanous 1980, 1992; Wanous & Colella, 1989). In this process, individuals learn how to become members of the organization. A situation occurs that can also

affect this process as well. Some individuals learn what strategies are accepted/not accepted, after trying them out.

An individual's socialization within a particular organization will have a direct impact upon that person's success within that organization. Therefore, to be assimilated into the academic culture, one is socialized in a particular fashion for particular expected outcomes. The organizational theory of Jablin (1982, 1994, 2001) seems to coalesce with Moreland and Levine's Socialization Theory (2001), where assimilation to the organization or group is part of the process of being accepted from being a new member to being a "full" member in good standing and therefore successfully included [see Appendix E].

Dr. Johnson's optimism seemed nested in the potential acquisition of tenure, as a new faculty member. Dr. Holton's guarded optimism seemed nested in a potential career move to the next ranking of 'full' professor. Yet even here, her optimism is diffused by her idiosyncratic and conflicted self-reflections about the impact such a career move to 'full' professorship would have upon her personhood. This stands in stark contrast to Dr. Ortega, already a 'full professor', who had her optimism nested or grounded in influencing the next generation of graduate students and potential faculty members to succeed—especially underrepresented graduate students and faculty members, along the pre-tenured ranks.

Dr. Ortega's optimism was contextualized in her current involvement with her professional association, as in contrast with Dr. Johnson's optimism being centered upon his departments' and colleagues' professional approval of (a) his scholarship—his research line of inquiry, his productivity in crafting, writing, editing and rewriting articles, manuscripts, chapters in books for publication and presentations at conferences (b) His teaching, his development of syllabi, course descriptions, teaching and delivery style, the promotion of rigor

in his course work, his own personal enthusiasm for what he was teaching, his interaction with his students in and outside the classroom, his ability to make clear the complexities of the concepts he was teaching, his availability to construct and teach new course within his field, his student evaluations and the type of work he expected his students to engage and how he would assess their learning, (c) his service to his department as a “good citizen”, as he served on various committees, representing his “race” giving his thoughtful considered opinions about ‘diversity’ issues when called upon, and (d) his collegiality with his departmental colleague [mostly female], his university, his community and to a professional organization as in XYZ or UVW.

Optimism about one’s career is one thing; optimism about the organization one is involved in is another item altogether. Dr. Johnson’s narrative mentioned little about this disposition of optimism in regards to his involvement at the conference in explicit terms, though one could infer in his collegiality with both an Anglo/male senior professor, who he got along with and told him about the process of getting tenure and the other ‘brothers’ provided him with needed optimism in being recognized, as a scholar by providing necessary information and networking. Drs. Holton and Ortega, on the other hand, expressed explicitly, guarded optimism about their respective institutions with Dr. Holton more concerned about the impact of the academic culture upon herself, if she were promoted to ‘full’ ranking.

Their respective conflictual issues and dispositions seem reminiscent of Gass and Seiter’s (1999) *Epistemological Weighting Hypothesis*, which articulates that when one’s views and perspectives differ from the group’s views and perspectives, this results in conflicts with one another. The degree to which an individual will conform to group norms depends on the ‘weighing’ an individual places between personal and social/group knowledge. The cost in

assimilation of the individual is the giving up of one's personal knowledge, view, and perspective for the gaining of the social knowledge of the group. The benefit of assimilation is the acquisition of social knowledge that could inform one's personal knowledge thereby increasing one's capacity and ability to work within that system.

Dr. Ortega, of the three, seemed most concerned about the professional association, indicating that her current perspectives, passions or energies had been diverted to "her" conference, as a wider national focus than just her department, college, university confines. Her bifurcated focus may be explained in part by an organizational socialization theory, which we have discussed already somewhat fully. Researchers Moreland and Levine (2001) in their Socialization model [see Appendix E] assert that one's relationship/commitment with any organization over time changes, as to the primary factor of commitment by the person to the organization and the organization to the person and this may explain in part Teresa's diverted interest in her professional organization.

Moreland and Levine (2001) would also identify Dr. Ortega's behavior—her diverted interest—as typical of one's stage progress in an organization. Once an individual reaches the divergence stage in his/her commitment to the organization, commitment, it is never the same [see Appendix E]. They may be re-socialized, re-accommodated, re-assimilated to the 'full' member but may be ready to exit with multiple foci of remembrances, traditions acquired and reminiscences. Moreland and Levine (2001) further argue that members can be committed to more than one organization [e.g., as in the case with Dr. Ortega] at the same time. Reference theorists like Merton and Kit (1950) would concur, if having multiple memberships means being members of groups conceptually similar to the primary one.

Dr. Ortega's optimism seemed singularly focused upon her professional association.

This singularity of focus was evidenced in her expressions of guarded optimism primarily about her professional association's current and future efficacy to influence local, regional, national and international arenas in (a) its university-based leadership programs for university faculty, (b) the current programmatic quality of Educational Leadership programs currently delivered at research one institutions, which are members of this association, (c) the national visibility and political impact of her association upon the national discourse of Educational Leadership, (d) her association's current and apparent disconnection with state officials and school-district personnel, (e) the ongoing debate about institutional membership in her association and (f) her own legacy as a scholar, as revealed in a scholars' program named after her, providing diversity impetus for her association in reaching out to underrepresented graduate students and faculty members. Her optimism expressed itself in a sort of professional altruism. Altruism [from Latin: *alter*: the other] is the deliberate pursuit of the interests or welfare of others or the public interest (Neusner, 2005). Dr. Holton felt a similar but yet tempered *altruistic* optimism regarding her professional association. Dr. Johnson added nothing to this discourse.

These findings emerged from the data analysis of Chapter Four and provided added dimensions to the discourse about dispositions and their cultivation for professional success and career achievement in the literature review of Chapter Two (Ladson-Billings, 1994,1995,1997). These supplementary attitudinal dimensions brought needed clarity and complexity to the discourse expressed in the literature in Chapter Two, while giving voice to the perceptions of the under representative faculty of this study (Wallace, 2003).

A Professional Development Mechanism

The extant literature on professional development in general (Abdal-Haqq, 1998; Austin & Baldwin, 1991; Bredeson, 2003; Cytrynbaum, Lee & Wadner, 1982; Hinson, et. al., 2005; Hofstede, 1981, 1991; MacLean, 2002; Remelius, 2004) in Chapter Two and in particular the conferences of discipline specific professional associations like YYS was somewhat limited. Nonetheless, as a mechanism, the professional conferences were utilized by the underrepresented and non-underrepresented informants of this study to promote their professional development in obtaining tenure and promotion, along the ranks of the professorate. This mechanism is considered a ‘process’ for success in the academy [see Appendix A & J].

Drs. Johnson, Holton and Ortega, utilized the conference to be socialized to the professorate in general and more specifically, as a faculty person in the field of Educational Leadership/Administration. What roles they played and what activities they engaged in while at the conference were largely self-selected among the many offered sessions, meetings and scheduled social times. Rank, institutional support and professional disciplines often influenced the degree and kinds of participatory roles one assumed. Longevity in the professorate and repeated attendance at one’s professional conference seemed to promote a deeper degree of involvement, as well as professional reflectivity on one’s roles, productivity in scholarship and knowledge crafting; as well as one’s rank, scholarship, teaching, leadership and service within one’s department, university, community and professional association (Appel, 1996).

Dr. Johnson attended the conferences primarily to (a) receive orientation about his profession—knowing the culture of academia, (b) learn the current substantive discussion

(s) in Educational Leadership around key issues like social justice, leadership development, school reform and other salient educational issues, (c) present papers and enter into substantive discourse about the contents of those presentations (d) seek opportunities for his research to be published (Banks, 1981, 1997; Connelly & Clandinin, 1990, 1999, 2000; Counts, 1930, 1932 a, b ; DuBois, 1903; Frenzel, 2009) (e) showcase his work and make important professional connections with others through substantive dialogue and discourse, (f) engage in scholastic alliances through research collaboration, (g) network to learn about the publication processes, places for publication, timelines for publications, types of publications that are being currently sought (Teute, 2001) and (h) network to promote one's line of scholarship (Mintzberg, 1979), positioning oneself, as a scholar, and obtaining external validation from one's colleagues and the professional association itself.

Similarly, Drs. Holton and Ortega utilized this professional development mechanism/process for furthering their careers toward that goal deemed 'successes in the academy [see Appendix A & J]. However, both female professors assumed greater leadership roles within the governance section of the association, as their identity as scholars had become more solidified and stable. While role theory may explain in part the distinctions of activities between Dr. Johnson and Drs. Holton and Ortega, another theory called Deindividuation Theory posited by Festinger, Pepitone & Newcomb (1952), Festinger, (1957), and Festinger & Carlsmith, (1959), may explain in part the difference. Simply put, these theorists conjecture that engrossing oneself [e.g. in a preoccupied fashion] in an all consuming task, like scholarship production, takes our sense of individual identity, which is carried personally with us and enables us to relate well with others around us, and exchanges it for a social identity of being involved in a group or all consuming group task.

At that point, the individual assumes the identity of either the group or the task of the group in some fashion, as the axis concerning his/her identity or in which h/she is preoccupied.

All three had become ‘good’ citizens of not only their respective universities, departments; they had become ‘good’ citizens of their professional association as well. The scant literature on service at a conference (Ward, 2003; Twale & Shannon, 1996) described this role of citizenship as ‘cosmopolitan’ in nature. These findings agreed with the limited extant literature in Chapter Two about professional development (Bredeson, 2003) and its link with a professional conference for underrepresented and non-underrepresented faculty members of a research one institutions (Carnegie Foundation, 2005). Adding to this finding, contextually, Dr. Ortega’s comment about one finding in the conference structure a proverbial “buffet of ideas, individuals and opportunities to choose from” seems to signify a wide variety of provision for faculty and graduate student attending, as scholastic consumers seeking mental and social stimulation for their own line of research, networking, socializing or mentoring to increase one’s awareness of substantive issues around Educational Leadership/Administration and a variety of opportunities to listen to crafted thought by scholars at the general and tracked sessions. Such a mechanism would encourage one to present your own scholarship, be part of a symposia, as either chair, co-chair or discussant over pertinent issues, leadership responsibilities, as a governance session representative from your school to exercising leadership on the executive committee. Embedded within all these opportunities are formal and informal social opportunities, lunch breaks and dinners. Added to this list would be current job listings of open positions for faculty wanting to make a move, sessions on salient job related skills and professional networks (Sproull & Kiesler, 1991) to positioning oneself for hire, crafting one’s

scholarship for tenure and promotion at the place you are currently serving, as a pre-tenured faculty person or at another university.

Dr. Ortega's socially constructed role, as a researcher/scholar, teacher and service provider would enable her to perceive these provisions at the conference in this fashion [see Appendix-theme #5].

Her perceptions of her conference's provisions may be possibly explained in part by Adam's (1965) Equity Theory, which suggests that *one's experience of equity within an organization enables one to perceive resources available to discharge the expected tasks with those perceived resources*. Such enabling would trace itself back to her university and her department, her classes, her colleagues, her college and her division within the department.

Drs. Holton and Ortega, as described in their respective narrations in Chapter Four, found their ideas, for the most part, accepted and their thinking(s) about their research agenda enlarged, as a result of conference attendance. Dr. Johnson, at his stage of career development was beginning the construction of his line of research. Drs. Holton and Ortega both commented about how the conference promoted and encouraged them to continue their scholarly investigations along particular lines of interest. Both women spoke of their interaction with the conference in personal and holistic terms as "my conference" and "it's small and intimate" and "it's a hospitable place" and "it's being community." (Furman, 2003, 2004) These perceived notions of the conference countered the inhospitable climate of their departments or university setting, as in Dr. Holton's case narrated in Chapter Four.

Drs Holton and Ortega's perspectives may be explained in part by Taylor and Koivumaki's (1976) Positivity Effect theory, which posits that members in a group make

situation attributions about their colleagues' negative behaviors and dispositional attributions about their positive behaviors. When considering people we like [including ourselves], we tend to make situational attributions about their negative behaviors and dispositional attributions about their positive behaviors.

We probably do the reverse for people we do not like. This may well be because of the dissonance between liking a person and seeing them behave negatively. The contextualized statements of “small, intimate, hospitable, community” seem dispositional in nature, as being attributed to the professional organization, like XYZ within its conference setting by Drs. Holton and Ortega (Furman, 2003, 2004).

Dr. Johnson would agree in part, as he found himself not quite so underrepresented at conferences, when he found other African-American male scholars. However, even there, Dr. Johnson noted, African-American male scholars still remained underrepresented and in a substantive minority, as a cohort. His perceptions, though similar to Drs. Ortega and Holton's may be more reflective of Pettigrew's (1979) Ultimate Attribution Error who asserted that often a member of an organization or group may have assumptions of a group and its members/organization's disposition based upon limited information or stereotypical thinking. Examples of this type of thinking are: Little old ladies are assumed to be kind, Jews assumed avaricious, children assumed to be innocent, etc. [of course, these are not true]. So how do you use this theory according to Pettigrew (1979)? Make positive attributions about everyone who does what you want them to do, and negative attributions about contrasting groups. Encourage others to do the same. This finding added further to the discourse in Chapter Two on under representation in the academy showing its pervasive nature in association to the academy itself, even in professional conferences that are supportive of all faculties. This finding further

highlights the attribution exercised by underrepresented faculty members within their professional organizations, as they perceive themselves to be underrepresented and in a substantive minority.

Leadership and service were highly valued components for Drs. Ortega and Holton in particular, as they spoke often of the conferences in terms of their active participation in the governance sector. Dr. Johnson did not as much for he had not yet served in that capacity. The difference again seems related to rank, experience and longevity in academia. The difference spoken about here was not expressed nor experienced by all assistant professors of this study. Some Anglo/male counterparts of Dr. Johnson experienced quite early on, deep involvement in the governance sector of the professional association. Dr. Johnson's activity was essentially limited to proposal presentations, professional collaborations (Teacher-to-Teacher Collaboration, 2006) and getting his name known through networking. Drs. Holton and Ortega's names were already established to a greater degree than Dr. Johnson with Dr Ortega's name carrying the official endorsement of this professional association in a recognized scholars program established in her name for the benefit of underrepresented future scholars of the academy.

The impact of the conference varied based upon one's expectations and experiences within the conference structure. Dr. Johnson's experiences were generally positive with expressed disappointment in (a) the intense scheduling, (b) the lack of consistent 'best practice' for adult learning in the keynote sessions and some of the other tracked sessions he attended; (Apple, 2006; Brookfield, 1992, 1987; 1986; Cross, 1981; Draves, 1984; Edward & Usher, 2001; Imel, 1995, 1998; Knowles, 1950, 1962, 1980; Merrifield, 1998; Ortiz, 1995; Sandmann, 1999; Tice, 1997) for adults need to be actively engaged, see practical implications to their

learning, not be just passive recipients of knowledge, be able to connect the new learning with their experiences and see the benefit of this “new” teaching(s) in a timely fashion for they lead busy lives, (c) the lack of passion or enthusiasm expressed in the deliverance of several keynote presenters’ addresses, (d) the lack of a feedback mechanism to evaluate the overall performance of the conference event [e.g. he didn’t see one and one was never mentioned or made visible] and (e) the hidden costs of attending prompted by departmental expectations and their lack of fiscal support.

Expectancy theory by Vroom (1964) or Valence-Instrumentality-Expectancy Theory/ VIE theory is a theory of *motivation* stating that the level of effort individuals will exert in any task can be computed from three variables: *expectancy*, or the belief that action or effort will lead to a successful outcome; *instrumentality*, or the belief that success will bring rewards; and *valence*, or the *desirability* of the rewards on offer. This theoretical concept seems to explain in part, Dr. Johnson’s deep disappointments in terms of predicting the outcomes regarding his participation in the association’s conference.

According to VIE theory, we constantly are predicting likely current and futures outcomes; we create expectations about current and future events. If things seem reasonably likely and attractive, we know how to get there and we believe we can 'make the difference' then this will motivate us to act to make this current situation a positive one or the future come true. When an individual’s expectations are circumvented by his negative experiences in the current situation, then disappointment sets in and h/she is de-motivated or disillusioned.

Dr. Johnson’s expectancies were diffused by his disappointments and he didn’t experience the rewards of what he desired in attending the conference—reasonable scheduling, best adult practice, enthusiast presenters of germane topics of interest regarding his scholarship,

career pursuits, a mechanism to provide salient feedback to those in charge about such deficiencies, and a reasonable return on his dollar/effort in attendance/time that he spent in getting to the conference since his department didn't financially cover his trip. He was a disappointed professional consumer.

Drs. Holton and Ortega mentioned none of these concerns but did express some reservations about (a) their own personal sense of efficacy in serving on the governance sector of the association, (b) the overall impact of the conference on a national level, as a spokesman for Educational Leadership/Administration providers, in contrast to one's own professional career on the more local or regional level, (c) how the conference was effectively tackling conceptual issues of importance and relevance to Educational Leadership/Administration and (d) how the association itself was handling its own controversies about its own organizational identity, centered upon membership. Again Vroom's (1964) VIE model, may in part offer an explanation for their concerns. Dr. Johnson did not mention these four issues, as his perspective seemed limited to the cultivation of his own professional life. Again, Drs. Holton and Ortega's viewpoints seemed more holistic, including both personal and organization concerns in their respective links and connections. These findings from the data analysis of Chapter Four provided further discussion points to supplement the limited literature on the impact of professional associations and their impact upon the lives and professional work of university faculty that attend as both institutional and association members (Ward, 2003).

Overcoming Challenges

A contextualized central finding of the data analysis in Chapter Four was identified, as 'overcoming' [see Appendix J] In the original but limited parsimonious model [with only 8

variables, 4 in the process quadrant, and 4 in the measures quadrant, ‘overcoming’ was placed in the process quadrant], as opposed to the emergent-conceptual model [see Appendix A] where there are 10 variables, five in the process quadrant and five in the measures quadrant—overcoming was not listed in the process quadrant of the emergent conceptual model. Processes in the emergent conceptual model included three of the original processes in the parsimonious model [see Appendix J] but in the emergent conceptual model, as described [see Appendix A] included training and mentoring, while excluding overcoming. This doesn’t devalue the process in the slightest but places it contextually embedded in the “lived” experiences and perceptions of the underrepresented faculty of this study rather than in a conceptual model itself, in explaining their “lived” experiences.

Overcoming speaks of struggle or conflict and one’s ability to prevail over that struggle or conflict, so as to achieve, and ultimately win. In one’s progress toward tenure and promotion, a faculty member must overcome many obstacles and challenges.

This is especially true of underrepresented faculty within the walls of academia across all disciplines, colleges and departments, as conveyed in the extant literature on under representation in Chapter Two. The structural and cultural barriers have already been noted in the extant literature, as posited in Chapter Two (Caplan, 2001; Curry, 2002; Dallimore, 2003; Quezada & Louque, 2004).

This is being addressed again to develop culturally proficient Educational Leadership/ Administration leaders. Higher Education institutions need to increase the representation of ethnically and culturally diverse faculty within their ranks. Through reviews of research and practice, the article by (Quezada & Louque, 2004) [see references above] proposes factors to consider in the recruitment, retention (Landry, 2002/2003) and evaluation of faculty of color in

Educational Leadership programs. The purposes of their articles were to provide an understanding of the barriers and the needed strategies to enhance the representation of a diverse faculty in Educational Administration programs in colleges of Education. So the need of overcoming is not just an issue for underrepresented faculty alone because they are in the minority, it's an organizational issue for research universities (Carnegie Foundation, 2005), a college issue of diversity, a departmental issue nested within the research universities that provide some of the Educational Leadership/Administration programs in academe across our nation.

Challenges are one dimension of the concept of overcoming; as there are the barriers or conditions, one must face and prevail over. What is not explicitly evident in the literature, as posited in Chapter Two, about the structural and cultural barriers that underrepresented graduate students and faculty members have to face daily were the strategies, support systems and provisions provided, found and used to overcome these barriers. In other words, the tools/provisions these graduate students and faculty members utilized in assisting their progress toward obtaining their Ph.D. or progress toward the acquisition of tenure and promotion.

Another dimension of overcoming appears to be the outcomes resultant from such a process of support. Support conceptually is a multi-dimensional concept caring the adjacent concepts of (a) bearing, (b) maintaining, (c) furnishing, (d) satisfying and (f) providing. While it is often used to mean supplies, stock or provisions, it also has a relational dimension or component, where one takes the place of another, as in substituting oneself for another. While it can refer to substituting for one's person [e.g. substitute teacher], it may also suggest re-distributing one's time, energy and work. This coalesces with the twin concepts of socialization and mentoring [see Appendix H & I parts 1-2] related to faculty and in particular to new

underrepresented pre-tenured faculty.

As we unpack the concept of support we discover further dimensions that describe support, as the ability to (a) sustain, (b) maintain, (c) uphold or advocate for, (e) corroborate with, (f) tolerate, (g) brace or prop up. One that supports is often referred to, as an (a) adherent, (b) leader, (c) backer, (d) mentor, (e) guide, (f) advocate and (e) helper. The twin concepts of socialization and mentoring by senior faculty of pre-tenured junior faculty seem to fit within this operational definition and description.

Dr. Johnson overcame his initial hesitancy to become a professor because of the support of a mentor, who suggested the idea of the professorate and provided him with direct guidance and follow through, when he was only a Master's student. His subsequent advisors promoted his continuation in the Ph.D. program to persevere and obtain his terminal degree and enter the academy. While in the academy, he received further socialization and mentoring.

Dr. Ortega likewise experienced support, coming not so much from her mentors and advisors but her colleagues. Dr. Holton's support came primarily from her prior professional experiences, as a very successful educational practitioner and mentor in her own right. Dr. Ortega likewise utilized her past professional experiences, the lessons learned from former employment, the people skills developed and the handling of pressures in the field prior to coming to the academy and while in academe. This support allowed both women to do well in graduate school and following, as they both entered the academy and became established in the professorate.

The Belief Persistence theory of Ross, Lepper, and Hubbard (1975) may explain in part how Drs. Johnson, Holton and Ortega persisted. This theory posits that once a person believes something about him/herself, one tends to believe even in the face of conflicting or

disconfirming evidence. Drs. Holton and Ortega self-beliefs were grounded in successful past professional experiences, in the field of education, where they had developed relational skills, which honed, and had formed collegial relationships that had provided them with feedback about their roles, as educational practitioners and now, as scholars in their own right.

Dr. Johnson's metamorphosis seemed not so anchored, as much in his past prior practitioner experiences, and he had them, as 'teacher of the year, lead professional development faculty person for his district', but rather in the advising and the support he received from his dissertation chair(s) and fellow graduate students and now from other faculty who checked in on him periodically, as a junior member of the departmental team.

What is not explicit are the influences of his home and family members upon his success in the pursuit of a terminal degree and beyond toward tenure. We know that his mother was proud of him but little is mentioned in his narrative or made explicit. It seems reasonable to assume, that many underrepresented faculty use "community", as a personal and professional anchor for themselves, as they enter and seek to survive and thrive the rigors of academic life, as pre-tenured faculty facing huge challenges of retention (Landry, 2002/2003) and progress in their tripartite roles and in the development of scholarship that is linked to those roles of researcher, teacher and service provider. This "community" anchor was in part revealed in Dr. Johnson's brief narrative involving his church and immediate family. For Dr. Ortega, it seemed to involve her immediate family and her professional association. Dr. Holton's anchor was definitely not her department but the association and its conference, her colleagues at the conference, and her family, as described in Chapter Four.

Dr. Johnson was married and had a family prior to coming to the academy. Drs Holton and Ortega did not marry young, like Dr. Johnson. Dr. Holton and Ortega married later due to

the demands of the academy to secure tenure on the tenure “time-table at the expense of their personal lives and their ‘biological clock.’ (de Wet & de Wet, 1995, 1997; Herbold, 1995; Katterman, 1995; Tomorrow’s Professor List serve, 2000; Wilson, R., 2003).

Colleges and universities are arguably among the most enlightened and progressive institutions in America. So when it comes to maternity and career policies, one would expect that they’d be at the forefront of similarly progressive accommodation practices. Not necessarily so.

Princeton University, however, is taking steps to ease the burden for assistant professors. The university recognized that junior faculty must cope with the added stress of ticking clocks — not just the biological clock, but the tenure clock as well. It’s hard enough to edit one’s dissertation into a book, while also teaching, advising and working on committees. Add in twice-daily runs to the daycare center and trips to the pediatrician and what was already stressful quickly becomes a time-management nightmare.

Many colleges and universities, very aware of the problem, have adopted policies allowing faculty to request an extension of the tenure clock, but it’s usually not automatic (Valdata, 2005).

The anecdotal evidence is that women are reluctant to ask for an extension of the tenure clock for fear it may have negative consequences, says Dr. Jane Buck, president of the American Association of University Professors. Both men and women told us they were reluctant to use it, because they didn’t know how the request for an extension would be viewed. Dr. Girgus [professor of psychology and special assistant to the dean of faculty] says. “This was even more prevalent and was said with greater feeling by the women in the survey [a task force conducted a study in 2003 on the status of female faculty in the natural sciences and

engineering]. There was a lot of concern that requesting the extension would be viewed as a sign of weakness. They thought that was worse than having to deal with the absence of time and no sleep” (Valdata, 2005).

One former Princeton professor noted in her survey response, “During my pregnancy [my last year on the tenure clock] I was never given the option of an additional year. In fact, once I had the child, I was harassed by the chair to return to work, which I did two weeks after my child was born.” Another commented, “I have not met a woman who is a leader in my field and who had babies prior to tenure” (Valdata, 2005)

The anxiety and questions about the policy led the task force to recommend making the extension of the tenure clock automatic. The university approved the recommendation, making Princeton the first in the nation to do so, Dr. Girgus believes. “We didn’t know that when we did it,” she says. “We didn’t ask ourselves whether other people had done it or were doing it; we simply had our own internal data about usage of the old policy and survey data about people’s anxieties, and that pushed us forward” No Limits! (Valdata, 2005).

Our sense here is that both men and women, when they have new family obligations, while they are facing these tenure pressures, really need extra time to be able to do both well,” Dr. Girgus says. Among the first to benefit from the new policy were Dr. Jennifer Pitts and her husband, Dr. Sankar Muthu, both assistant professors in the politics department. Drs. Pitts and Muthu had their first child, a daughter, in June. “I think the decision to make the tenure extension automatic was an especially enlightened one,” Pitts says. “I’ve spoken to colleagues at other universities with tenure extension policies that are not automatic, and there can be subtle pressures not to take the extensions, or parental leave, under those circumstances” (Valdata, 2005).

Pitts had received advice from elder female faculty elsewhere that having a child before achieving tenure was not a good career move. Since the pre-tenure years often coincide with a woman's prime childbearing years, younger female faculties often have to make a difficult choice. Some give up on tenure in order to have a family. Some do not have children at all.

Others postpone having children until they have an established career. But postponing conception can result in fertility problems or a higher-risk pregnancy. "By making the extension automatic, Princeton relieves new parents from having to make exceptions of them or appears to be demanding special treatment," Pitts says. "It eases the worry that you'll be seen as less productive or somehow sacrificing your career in order to have a child." (© Copyright 2005 by Diverse Education. Com.).

About half of the Princeton faculty who have young children reported experiencing scheduling conflicts between their family and faculty obligations, according to the task force report. The university offers on-campus childcare, but the spaces are limited and the waiting lists are long. "We have two affiliated daycare centers that are on campus in university buildings," Dr. Girgus stated, "Between them they accommodate approximately 150 children, mostly between the ages of two and five. We're very short on spaces for infants and toddlers." According to Dr. Girgus, the university has a childcare working group that is exploring ways to double that number, but she expects the process to take three to five years. Dr. Dobkin [dean of faculty] agrees that Princeton needs to improve its daycare capacity, which he believes will help the university recruit and retain younger faculty (© 2005 by Diverse Education. Com.).

"The difficulty with child care is that you end up hurting the most vulnerable people, the post-docs and junior faculty," Dr. Dobkin says. "So we are looking into that with the expectation of making changes here." In the meantime, the automatic tenure extension policy

reflects Princeton's current focus on improving policies for faculty, especially women. Increasing the number of female department chairs, hiring more female faculty in the natural sciences and engineering and eliminating any gender gaps in faculty salaries were all recommendations by the task force. "This is the way the world ought to be in the 21st century, and universities ought to lead," Dr. Dobkin says. "Princeton is acknowledging that childbirth and adoption have an impact on careers. Our goal really is not to give people extra time by going from six years to seven, but to have them realize on their own that taking a year out of their seven years to spend time with their family was ultimately a good thing all around." (©2005, Diverse Education. Com).

Drs. Johnson and Ortega's support from their respective departments were more deliberate, as Dr. Johnson reports experiencing team mentoring from his colleagues and Dr. Ortega had extensive support from her deans in providing adequate office space that was centrally located as well, as well as protection from unnecessary demands, as a pre-tenured faculty member (Newman, 2009). Her deans provided structural support. Dr. Holton did not report such departmental—structural support. Challenges facing Dr. Holton seemed focused on the nature of her scholarship, the value of differing types of scholarship [e.g. Boyer's 1990 paradigm] and her institutions reward system for scholarship endeavors. Other challenges reported also involved how fairly [e.g. in her perceptions] Dr. Holton's tripartite roles were evaluated in her department's review committee according to departmental protocols and procedures.

On the other hand, Dr. Johnson found challenges in being regarded as competent as a teacher within the classroom [by his students] and he also had issues about service obligations [exacerbated by senior faculty members "dumping" committee assignments on him, so they

could pursue other faculty duties] that at times overwhelmed him, making him feel he was being taken advantage of, by his colleagues.

Support needs for Dr. Johnson seemed to revolve around adjusting to the intense work of course preparation, the creation of syllabi, lectures and presentation, the finding of salient readings and the crafting and utilization of technology in his presentations within the classroom to make the learning experience engaging for his students and the challenges of teaching outside one's area of interest. Support needs also seemed to be focused on his service obligations and leadership opportunities that crowded into his already busy life, as a beginning researcher, teacher and service provider.

Some of the challenges faced by Dr. Johnson and his responses may in part be explained in part, as being descriptive of the Out-Group Homogeneity theory, as articulated by Linville, Fischer and Salovey (1989). These theorists observed that people tend to classify others who are not in their 'in' group as being similar to others not in their 'in group'. Such tendency is to use a set of stereotypes or generalizations and apply them to specific cases or situations [e.g., Anglo/male, senior ranked professors dumping their service obligations on a Black, untenured professor]. These generalizations often lead one to discriminate uniformly across specific contexts.

Dr. Holton appeared to experience the least relational support of her department than either Drs. Johnson or Ortega, as she was verbally assaulted, alongside other female faculty within her department, while attending a committee meeting. Being yelled at, publicly demeaned in front of senior colleagues, the dean and your colleagues has no place in academic life and produces a toxic environment which has residual impact upon those 'dumped' on and such toxicity lingers for a long time in the departmental culture, hidden in fear, silence, anger

and a desire to get revenge. In response to this toxicity, she sought solace/ professional and personal comfort and validation in collegial fashion from other female faculty members outside her university either by phone or the utilization of the professional conference, who assisted her to detoxify the residual impact of such verbal abuse of role and power by her senior Anglo/male counterparts. The biggest challenge seemed for female faculty like Drs. Holton and Ortega were the working conditions or environments, in which basic, clear and easy-to follow understood principles of equity, justice, democracy, meritocracy (Caudraz, 1993) and fair-play coupled with respect, and thoroughly understood and applied to all faculty involved were being undermined by their Anglo/male or non-Anglo/male counterparts.

In summation, overcoming appears to be a choice by each of the faculty members of this study, yet overcoming meant accessing support provisions that were strategic, timely, and necessary because of the challenges, some aversive and long lasting assumptions, such as stereotypical thinking, sexism and racism in all its forms both subtle and blatant, still remained (Dovidio, Gaertner & Bachman, 2000; Green & Scott, 2003).

Dr. Ortega had obviously overcome; Dr. Olton had overcome to the point of tenure acquisition and the result of Dr. Johnson's journey was still pending, but he seemed positioned well to overcome, given the mentoring and structural support he had with his department and his own professionalism. The successes he had experienced at his conference, in spite of his disappointments, and his own conation of perseverance had so positioned him. Of the three, Dr. Holton seemed at the greater risk in not overcoming, due to the relational conflicts she experienced in her department because of blatant sexism. These contextual findings support the extant literature in Chapter Two about challenges particularly faced by female faculty as the "other" in the academy (DelaPaz, 2002; Grappa & MacDermid, 1997).

Dr. Johnson sought and found some assistance in a department context. Dr. Holton also found structural support from the conferences she attended, with resources to discharge her tripartite duties of researcher; teacher and service provider but very little collegial support from her senior Anglo/male colleagues. Dr. Ortega, like Dr. Holton had to work within a predominantly Anglo/male culture and she became very astute at forecasting potential conflict or trouble. Even when Dr. Ortega had underrepresented male faculty to work with her on an assignment of scholarly importance, she preferred to work with the Anglo/males because in her own words, “they were more predictable and more rationale.” Dr. Ortega, like Drs. Holton and Johnson analyzed their surroundings and sought to pick their battles, not fight every one of them. Dr. Johnson specifically employed this strategy, when faced with the inequitable job loads of teaching, service and being a ‘good’ citizen of the department and university. Dr. Johnson, like Drs. Holton and Ortega learned to become their own advocates, regarding this time management utilization of their energies, and scholarly pursuits within the academy. These informants’ responses to conflict may be explained in part by Conflict theorists like (Collins, 1974 a b, 2008; McClelland, 2007) who say that conflict is typical and when it arises and support is needed, as a normative response by those individuals experiencing the conflict, due to a system’s limited resources [e.g. support structures], then one starts on a search for support for a sense of satisfaction, while avoiding dissatisfactions. Conflict theory (McClelland, 2007) also assumes that the dominant ones in a social group utilize their advantages in accumulating resource, while simultaneously preventing others from having easy access to those same resources.

Yes, in spite of these limitations, competitions, and disadvantages, everyone, regardless of their status and supply of resources is always seeking ways to find a way to the core of the

greatest immediate reward (Collins, 1974 a, b).

Across all three ranks, the professional conference seems to provide a needed, inseparable and multifaceted support system and structure for their respective advancement toward tenure; career achievement and ultimately academic success as described [see Appendix A]. The conference offered ideological support for not only one's research line and agenda but also for developing one's identity as a scholar through networking, presenting papers, involvement in symposia, leadership on the governance board, socializing with other colleagues from different universities with similar research interest, and mentoring. These processes would enable each professor to overcome and continue to do so.

Drs. Johnson, Holton and Ortega experienced different measures of overcoming, as reported in the data. The conference also offered a lens to explain the structure of their particular institution, their tripartite roles they played within those institutions, as well as assist them to critically evaluate and assesses their own department's efficacy for Educational Leadership/Administration program offerings. It also enabled them to reflect on their own contributions to those programs' impact the very students they taught. This was in addition to a reflective component of self-assessment, as to their progress as a scholar/teacher/service provider (Jay & Johnson, 2002).

Revisiting Reflection, as practice to battle the status quo

So what is reflective practice? Reflection means: to literally "bend back", as what a mirror does in providing an image of the one standing in front of the mirror...enabling that one to see himself for what h/she is (Encarta, ©2009). Reflection is more than emotive expressions

of sharing but substantive opportunity to learn from one's experience(s). In regard to service learning, reflection assists in the cultivation of a service attitude, if we stop and think about what we are doing.

Questioning what we take for granted involves more than thinking about how privileged we might be compared to others in a diverse community. We need to look at the mundane world around us. Donald Schon, in his widely read book entitled, *The Reflective Practitioner: How Professionals Think in Action* (1983), calls for professionals to better understand their actions by thinking about their actions. Schon suggests several properties related to thinking:

1. There are actions, recognitions, and judgments, which we know how to carry out spontaneously; we do not have to think about them prior to or during their performance.
2. We are often unaware of having to learn to do these things; we simply find ourselves doing them.
3. In some cases, we were once aware of the understandings, which were subsequently internalized, in our feeling for the stuff of action. In other cases, we may never have been aware of them. In both cases, however, we are usually unable to describe the knowing which our action reveals. (Schon, 1983. p. 54).

Schon argues, "As practice becomes more repetitive and routine...the practitioner may miss important opportunities to think about what he is doing... He learns, as often happens, to be selectively inattentive to phenomena that do not fit the categories of his, knowing-in-action, then he may suffer from boredom or 'burn-out' and afflict [the people around him] with the consequences of his narrowness and rigidity." (Schon, 1983, p.61).

In Schon's assessment, one can see that reflectivity, as we unpack some of its

dimensions, focuses on what one does in community, considers the privileges we have, if we are Anglo/male in a predominantly Anglo/male influenced culture, as in the academia or government, one therefore, must reflect upon what activities one engages in, while discovering that such actions and the knowledge those actions create, for the importance of doing those actions has been lost or cannot be now explained. Additionally, there are repetitive or routine actions and these actions may lead a learner to miss opportunities to learn about why h/she does them. Such action according to Schon (1983/4) doesn't fit his definition of 'knowing in action' because in sharing this type of unexamined activity and its value, when usually shared with others, results in narrowness and rigidity of thinking rather than broadening one's mind, as to other possibilities.

Underrepresented Scholars confront Sexism and Racism

Drs. Johnson and Holton reported episodes of racism or sexism directed at them. Sexism (Brittan, 1984; Sadker & Sadker, 1990; Gabriel & Smithson, 1990) is a term coined in the mid-20th century and refers to the belief or attitude that one's gender or sex is inferior to, less competent, or less valuable than the other. It can also refer to hatred of, or prejudice towards, either sex, as a whole [see misogyny and misandry], or the application of stereotypes of masculinity in relation to men, or of femininity in relation to women. It is also called male and female chauvinism.

Historically and across many cultures, *sexism* has resulted in the subjugation of women to men. Many men and women, espousing feminism, or masculine selfishness (Wenger, 2007) and other ideologies, have worked toward dispelling sexist beliefs. As it plays out in education, Women in the past have been excluded from higher education (Solomon & Nicholson, 1995;

Belkhir, 1996; Gollnick, 1995). When women were admitted to higher education, they were encouraged to major in subjects that were considered less intellectual; the study of English literature in English and U.S. colleges and universities was in fact instituted, as a field of study considered suitable to women's "lesser intellects"(Eagleton, 1983). Research studies have found that discrimination continues today. Boys receive more attention and praise in the classroom in grade school, (Halpern, 1997) and "this pattern of more active teacher attention directed at male students continues at the postsecondary level."(Sadker & Sadker, 1990). Over time, female students speak less and less in classroom settings (Sadker & Sadker, 1990).

Racism, as defined by (Encarta, © 2009) is the animosity toward other races: prejudice or animosity against people, who belong to other races, as well as a belief in racial superiority: It is the belief that people of different races have different qualities and abilities, and that some races are inherently superior or inferior. Does this exist in the academy? Many underrepresented faculty members and graduate students think so. Drs Johnson and Ortega admittedly had experienced, what they perceived to be racism expressed in statements toward them and assumptions made about them by their Anglo/male counterparts. Dr. Ortega recalls a racially loaded question by an Anglo professor when she was asked, "What are you doing here?" Dr. Johnson recalled an incident, where he had to set an Anglo/female student straight, when she referred to him by his skin color rather than his name, showing not only her rudeness but also insensitivity and a lack of understanding about the social dynamics (Eliou, 1988) of such conversation. A now deceased African-male associate professor informant of this study called this the "rip" of racism. Scholars like Aguirre (2000b); Aisenberg & Harrington (1988); Aleman (1995), Allport (1954); Astin (1997); Baez (2000) all attest to these "ripped" experiences among underrepresented pre-tenured faculty, graduate students and even post-

tenured female and minority faculty. Dr. Ortega reported her “ripped” experiences, somewhat moderately, though still angered about the persistence of the ‘good-ole-boys’ network and the existence of White privilege, as it impacts academia specifically and society collectively. Part of the difference in her moderated reporting, may be do in part to her focus and framing, as to what is really important to her. Drs. Johnson, Holton and Ortega’s reported experiences, may be explained in part by the Social Dominance theory posited by Drs. Sidanius and Pratto (1999). The key principles of their theory are that age, sex and group stratify societies. These group divisions are based on ethnicity, religion, nationality, and so on.

Human social hierarchies consist of a hegemonic group at the top and negative reference groups at the bottom. More powerful social roles are increasingly likely to be occupied by a hegemonic group member [e.g. an older Anglo/male]. Males are more often than not, dominant than females (MacLean, 2004b) and they possess more political power [the iron law of andrarchy].

Males hold most high-status positions (Sidanius & Pratto, 1999). *Prejudiced beliefs such as racism, sexism, nationalism and classism are all manifestations of this same principle of an unhealthy social hierarchy.* The origin of social hierarchies is given an evolutionary explanation: prehistoric human societies organized in hierarchies were more efficient at combat than non-hierarchical groups, giving a competitive advantage to groups disposed towards social hierarchies (Sidanius & Pratto, 1999; Sidanius et. al., 2000a; Sidanius, et. al., 1991; Snyder & Miene, 1994). Sidanius and Pratto (1999) alongside these other theorists propose that all human societies with surplus wealth are group-based hierarchies with differing status positions among male, female and minorities within that society (Dallmayer, 2002; Krugman, 2004; Sidanius & Veniegas, 2000b).

These researchers also observed that there is a more dominate group of hegemonic group members [e.g. older Anglo/male] who control others with a form of political power. Most of the high status positions [e.g. usually Associate to Full professors in the academy—[see Appendix C, under rankings and ethnicity/race] are held by Anglo/males. Such gender and ethnic domination within the academy may lead to the above-mentioned inequities of racism, sexism, nationalism and classism.

Groups formed in such hierarchies were more astute at combat and the dominant group at the top is usually characterized by a possession and control over a disproportionately large share of the materials and symbolic goods people within that group desire. Most forms of group conflict between the dominant members and non-dominate members and the oppression of one group towards another resulting in racism, sexism, classism and oppression, are manifestations of humans' predispositions toward these social hierarchies. This theory ties in with Collins (1974 a, b) works on Conflict Sociology and the basics of Conflict Theory (McClelland, 2007).

Underrepresented Faculty confront Tokenism

Dr. Johnson, as a new and budding scholar had a primary focus on his department and his networking with others within that context and so his work-world dealt with issues of relational respect, fairness (Sadker & Sadker, 1999) and load sharing in a collaborative fashion. While he experienced some issues of gender clashing, as being the only African-male in his all female department, his focus seemed moderately positive, though he did struggle with *tokenism* (Neimann, 1999) related to committee work. What does *tokenism* (Neimann, 1999) mean to an African-American faculty (Sutherland, 1990) member like Dr. Johnson? *Tokenism* is defined as: symbolic effort only: the practice of making only a symbolic effort at something, especially

in order to meet the minimum requirements of the law (Encarta, © 2009). Below is one example of tokenism in a post-secondary university setting of recruiting, socializing, retaining, and promoting underrepresented female and scholars of color.

A nearly completed student center sits in the heart of The University of Memphis. It's a campus, which is home to a diverse student population. "Extremely diverse," says student Toya Butcher. But she has just one professor who is not white. "There's one lady in the nutrition department that's of color," says Butcher. Professor Larry Moore believes diversity among the university's faculty gets a failing grade.

"And if you're not treating your faculty right, then nothing else really matters," says Dr. Moore. Within two years of retirement, Dr. Moore tells Action News 5 out of Memphis, Tennessee, he's taking his concerns to a new level. He's calling attention to what he says is a history of not rewarding, promoting, or encouraging African-American faculty members (Sutherland, 1990) in his department and overall. "There's not been a Black hired or tenured in the last 18 years in the business school," says Dr. Moore. Here are portions of a scathing letter sent to members of the Shelby County Legislative Delegation: "While most major universities are aggressively trying to recruit, retain, and promote qualified black faculty and graduate students, the University of Memphis, under this current administration, appears to operate under a 1960's form of tokenism." (Cousins, 2009).

"As a University whose nationwide name and reputation has been built on the substantial contribution of Black male athletes, the fact that there is not one American Black male in either a faculty role or graduate student position in the PE department is a disgrace." "I love this school," says Moore. "I was cheering for this school, when some faculty members couldn't find Memphis on a map." Moore hopes his letter initiates an investigation

or, at least, exposes what he considers a pervasive problem (Cousins, 2009).

How does 'tokenism' affect female scholars or a female feminist educational practitioner? As a Latina (Martinez, 2002), she asserts, "Let's talk about tokenism (Neimann, 1999). Let's talk about how it happens everywhere and everyday. Let's talk about the flip side of tokenism and that is oppression. Let's talk about how it makes me question every award I receive, every job I get, every person who emails me, every opportunity I've ever had. Let's talk about how often I make a joke out of my own presence to call attention to the hidden thought in the room before someone else does. Let's talk about how it makes me feel, like I can only talk about a certain set of issues, which I have to be the one and only representative of an entire community. Let's talk about how I don't need to be publicly reminded of something I think about every day (Perez, 2007).

Miriam Zoila Perez is the Advocacy Associate at the National Latina Institute for Reproductive Health. She is Cuban and a graduated from Swarthmore College in (2006) with degrees in Anthropology and Spanish, with a focus on the study of birth practices in United States hospitals. Her future plans include midwifery, progressive journalism, and avoiding graduate school, as long as possible. So one can see readily another impact point that tokenism has upon an underrepresented female Latina feminist educator/practitioner.—the avoidance of graduate school, as long as possible for the obtaining of that terminal degree. One would wonder what Dr. Ortega would think of this perspective, of another Latina, as a Latina Professor? (Perez, 2007).

Another underrepresented scholar of distinction is Dr. Reginald Clark, who was awarded in (1990), \$1,000,000 in a 'bias' suit against Claremont University, by a jury which determined the institution had discriminated against him due to his ethnicity/color

(Dovidio, Gaertner & Bachmann, 2000; McGraw-Hill, 1990 © Los Angeles Times) "The decision is a triumph over the old boys' system," attorney Godfrey Issac, who represented the professor, Dr. Reginald Clark. The lawyer said he believes it is one of the first judgments of its kind regarding tenure of an African-American professor. Tenure is the coveted lifetime appointment that protects the academic freedom of university faculty members. Dr. Clark, now an instructor at Cal State Fullerton, added:

I feel good. Claremont is an apartheid institution disguising itself by *tokenism hiring*. I hope this sends a message throughout the country that this must stop.

The plaintiffs argued in the three-week Los Angeles Superior Court trial that the issues raised by Dr. Clark symbolized the maze of discriminatory hurdles that most minority members face, when they seek tenure. They pointed out that, at the time of Dr. Clark's dismissal from the 60-year-old Claremont institution, there had never been a tenured African-American, Asian or Latino professor. The school is part of the Claremont University Center group of colleges. Attorney Ms. Catherine Hagen, who defended Claremont, said the school would appeal the decision because certain information was not allowed into evidence. She added that there were "problems" with the jury instructions but would not elaborate. (McGraw-Hill 1990 © Los Angeles Times; LaNoue & Lee, 1987).

Dr. Clark, who had previously taught at Chicago State University, had been at Claremont five years, when he applied for tenure. He testified that he had overheard racist remarks, while the school's tenure committee was debating his professional future at the school in (1984). He was reviewing a training film in an adjacent room, when he heard argumentative voices coming through an air duct. As he listened, he realized that

members of the tenured faculty, who were in closed deliberations, were discussing his promotion. Dr. Clark testified that he heard such remarks, as: "I don't know if I want to work on a permanent basis with a Black man"; "We don't have to worry, we are a private college, we are not under obligation to have any [minorities]" and "White people have rights too." The defendants acknowledged in court testimony that the latter statement was made, but they denied the others. (McGraw-Hill, 1990 © Los Angeles Times).

Claremont President John MacGuire, who said he had been one of Dr. Martin Luther King Jr.'s freedom riders in the (1960s) and was a board member of the National Association for the Advancement of Colored People, testified that he had conducted an investigation of the *racism* charges. He said that the words uttered by one of the instructors were "inappropriate" and that the individual had been reprimanded. However, President MacGuire contended that the school had not discriminated against Dr. Clark in refusing him tenure. A subcommittee of faculty members voted 5 to 4 in favor of tenure. But the full tenure committee voted 4 to 1 against it. The school argued that the reason Dr. Clark was denied a permanent post was because the professor had a meager publication record, an important part of the tenure process. (McGraw-Hill, 1990 © Los Angeles Times).

School officials testified also that a survey was sent to 100 of Clark's students and 12 of the 50 or 24% that were returned, contained remarks critical of him. This meant that 76% were either neutral or in favor. Also, Dr. Clark needed to have several articles published in professional journals—articles that are printed only after rigorous review by a panel of peer scholars.

If he had had those, he might have been granted tenure, Ms. Hagen argued.

However, the plaintiffs countered, that Dr. Clark was considered an expert on multicultural education and had received national attention for his research on black children's struggles in the education system. He is the solo author of "Family Life and School Achievement: Why Poor Black Children Succeed or Fail," published by the University of Chicago Press (1983). In this book Dr. Clark (1983) states:

This qualitative study describes those aspects of African-American family life that have an impact on children's school success. The author notes that even within poor urban families differences occur in the quality of family life that families are able to provide. The book describes specific aspects of family organization, interaction, and cohesiveness that contribute to high attainment. In detailed case studies, the author specifies the attitudes, knowledge, skills, and behaviors that students must develop if they are to succeed in school. Additionally, the author describes in detail the types of activities, interactional styles, and support systems that are found in the homes of successful students.

"The book was a trailblazer in its field," Issac told the jury. "He is a man of vision." The jury, after two days of deliberation, voted 9 to 3 to award Clark \$1 million in compensatory damages for the loss of salary and for emotional distress. It voted to award punitive damages also. In that second phase of the trial, Issac asked the jury to "send a message to Claremont . . . that people should be judged on who they are and not on the color of their face."

A school accountant testified that the graduate school had \$79 million in assets and \$10 million in liabilities. Hagen told the jury "\$1 million is a whole lot for the school. You already sent them a message, and they have been humbled and saddened by it. Please

don't punish them any more." The jurors spent another 45 minutes deliberating and then voted 11 to 1 to award Dr. Clark an additional \$16,237 in punitive damages—the amount Claremont had in its cash account. They said later, in interviews, that they heeded Hagen's warning that the school would have to raise students' tuition to pay for any punitive damages. Such awards are not covered by any liability insurance, which the school may hold. "We didn't want to increase tuitions for students," Jury foreman, Sean Reaney, a 23-year-old airline flight attendant, said. "So we thought that, by draining the college's active cash account, they would get the message." Issac said that Dr. Clark's real desire would have been to have his job at Claremont back. "But, in our system, unfortunately, only monetary judgments can be won," the lawyer, said. (McGraw-Hill, 1990; © Los Angeles Times).

You have been given three examples of *tokenism* (Neimann, 1999) in academia with Drs Moore and Clark and Ms. Perez—a feminist educational practitioner. All are underrepresented members of the educational community; one being a Latina/feminist, the other two are African-American/ male professors. The evidence of tokenism is obvious in their stories, as well, as in the narratives of Drs. Johnson, Holton and Ortega.

Dr. Holton had horrific departmental experiences with senior Anglo/male egos surrounding her scholarship line of research, and therefore faced challenges about intuitional and collegial support within her department—this included the annual evaluation process of her tripartite roles of scholar, teacher and service providers, which seemed arbitrary and ambiguously communicated to her, as to expectations and then applied to her, as an associate professor with tenure and in the light of poor student evaluations, her “light” solo scholarship publication record, her mentoring of graduate

students and collaboration with them on their dissertations.

Dr Holton's focus, somewhat like Dr. Ortega's, seemed shifted from her department to another arena. For Dr. Holton, it would not be in her current university or her department but in other communities, as in her professional conference where her line of research and scholarship could have a positive impact. Dr. Ortega's focus seemed more embedded in her ties with her association. Having already secured her *niche* as a 'full' professor of Educational Leadership/Administration, she found another in her professional association. Dr. Johnson was still seeking his *niche* of scholarship and knowledge crafting, teaching and service, primarily through his university and somewhat through participation in his professional associations.

Dr. Holton, in having obtained tenure, as an associate professor, was questioning whether she wanted to continue on to the next level of 'full' professorship. Dr. Holton's quandary seemed about her continuation in being promoted to that ranking was primarily based upon fit, not of scholarship, but of one's personal or core values. Given such challenging working conditions to tolerate and overcome, the utilization of a professional conference seem to mediate the impacts of the many structural, and cultural impediments found in academia for underrepresented faculty, thereby diffusing the impact of those impediments on one's journey toward tenure acquisition and career achievement, making such seemingly more reasonable and plausible, as well as professionally prudent.

Conference Support for underrepresented Faculty to Overcome

The data analysis of Chapter Four emerged 13 essential provisions that conceptualized the conference structure and what support it provided. These provisions were (a) *professional*

acceptance for one's scholarly work, (b) *socialization* by other faculty members, deans, colleagues and the conference itself, (c) *recognition given and advice offered* by those one networked with about lines of research, teaching, personal issues and service, (d) *validation or approval* for one's contribution(s) to the field, (e) *shared or collective vision*, as one gathered in 'community' with other Educational Leadership/Administrative scholars (Furman, 2003, 2004), (f) *renewal* and re-energizing one's professional batteries for the task that lay ahead, as seen in and experienced by validation, social networking, positive experiences that promote intrinsic value of one's role in the academy (g) *modeling of professional behaviors*, norms and expectations by the more senior staff, which would be effectively impacting through socializing and mentoring, what is expected of all association members representing the member schools of the association or visitors and graduate students coming for the first time, (h) *professional, social connections* that would enable a faculty member to construct and deepen their research line of thinking, when confronted with new ways of thinking, reflective practices, current paradigms and models under substantive discussion, (i) *hot topic issues*, as in social justice and feminism discourse (Cooper et. al. 1999; Cooper, 2002) including collegial connections with faculty from across the country, you would not otherwise see, being primarily immersed in your own university and department's culture, (j) *stimulation on a mental, conceptual, emotional and psychological levels* through the various keynote addresses, tracked sessions, personal conversations with other colleagues, including involvement with the governance sector of the association, looking at possible job listing for future openings, presenting one's paper in a session, being a discussant in a plenum session or in chairing one and other notable activities of professional development, (k) *surprises*, the unexpected serendipitous occurrences and events that happen, when you least expect it, new

learning, disappointments, unexpected disconnections (l) *current issues facing the discipline of Educational Leadership/Administration*, as articulated by the association in its attempt at addressing these critical issues of membership and national and political impact, as well as substantive dialogue about the place research one institutions play in providing Educational Leadership/Administrative programmatic provisions in contrast to other providers of Educational Leadership/Administrative programs that are not research institutions and (m) *other on going issues impacting Educational Leadership/Administration regarding school reform* (Comer et. al., 1996, 1999) and student learning (Guskey, 1997), adult learning, diversity issues, professional development issues, training of effective school leaders to be more than managers but rather transformative leaders of their school, thereby enhancing the school experience of every student, every adult, every faculty member involved in the process.

All of these provisions seemed linked to promote an embedded professional and substantive connectivity, which would enable Drs. Johnson, Holton and Ortega to become successful, as career faculty toward tenure and promotion within academia. The dimension of connectivity, as it emerged from the data analysis in Chapter Four involved social components designed to (a) promote change (b) promote intellectual development, (c) promote conceptual understanding, (d) promote a national network for Educational Leadership/Administration faculty, (e) promote collaboration, (f) share significant events across institutional boundaries and communities, (g) explore and develop further the knowledge base of Educational Leadership/Administration to deepen the base with further reflective insights indicative of adult learners fully engaged and (h) make one's professional journey easier.

The conference, as a support structure for these three differently ranked faculty members provided them with numerous ideas, opportunities, and individuals to enlighten,

encourage, and assist each of them find their *niche*. This is how Dr. Ortega envisioned it. Drs. Ortega, Holton and Johnson saw this process of connectivity and the provisions the conference provided them as ‘consumer’ faculty members—a specialized form of professional development.

The literature review in Chapter Two admitted its limitations concerning the support systems and their impact upon faculty seeking tenure and advancement in academia (McMillan & Berberet, 2002). The idiosyncratic contextualized findings from the data analysis in Chapter Four informed the current discourse about how a faculty member can overcome in his/her pursuit of tenure and promotion and to achieve what is considered success in the academy.

Revisiting Measures of Success

The measures of academic success as conceptualized and compiled in the literature review of Chapter Two were originally identified as (a) tenure and promotion, (b) knowledge acquisition and dissemination, (c) teaching effectiveness (Connelly & Clandinin, 1987), (d) research and research funding, (e) a national/international persona [see Appendix A]. The parsimonious model [see Appendix J] contained the measures of (a) networks, (b) validation (c) national/international person and (d) tenure and promotion. The conceptual emergent model had five measures for success, while the parsimonious model only contained four measures of success. The term parsimonious carries the meaning of: a method for choosing the simplest explanation among a variety of possible explanations for phenomena, when decisive evidence is unavailable (Baker, 2004).

Networks and Networking

A contextualized central factor regarded, as a measurement for success not found explicitly in the extant literature in Chapter Two were networks. This contextualized finding emerged from the data analysis of Chapter Four. An operational definition for networks is: a system of people or things: a large and widely distributed group of people or things, such as stores, colleges, or churches that *communicate with* one another and *work together, as a unit or system* While networking or ‘netting’ [an intransitive verb] means: *maintain relationships with people: to build up or maintain informal relationships, especially with people whose friendship could bring advantages*, such as job or business opportunities. In our discourse we will use the word networking to connote the same thing, as netting, but developed with other particularized dimensions. (Encarta, © 2009). If you are truly networking, *you are building resources, acquiring information, and offering assistance to others all at the same time*. Unfortunately, networking is not an instinctive skill. Networking is the art of building relationships for the purpose of acquiring and disseminating information; it can be done informally and naturally every time you interact with another professional (Encarta, ©2009). When you network, your objective is to learn about the other individual and to seek their advice on your project. Some of the best networking can be simply talking to people you know. Once you’ve made the transition from informal to more formal contacts, assess whether it is better to call or write to request a meeting based on the nature of your relationship with that individual. In some cases, you may want to do both—send a letter or e-mail messages, then follow up with a phone call. Whatever the medium, you can set the tone for the meeting and provide your contact with some general background, if you include the following points:

- Opening lines that express interest in this person and a reference to the last time you

met

- A brief update on your professional status
- A statement about your interest in investigating a new career direction
- A request to discuss these ideas and obtain some advice on your endeavor

The questions you ask depend on the nature of your career investigation and the person with whom you are networking. You may ask or discuss the following:

- The key skills and core competencies that employers are looking for in the field
- The hottest sectors of the job market for this type of work
- Three to five of the most important issues currently being addressed in the field
- The professional resources used by the movers and shakers in the field
- Changes that could impact the field and industry
- How to gain field or industry status and recognition

If you are networking, while currently employed, you might want to set a goal of five networking conversations per month. These could occur in person or over the phone. If you are actively job-hunting, you should aim at having several networking conversations per week.

Very quickly you'll find that you will need a tracking system to record names of initial contacts, referrals obtained from those contacts, e-mail addresses, phone numbers, and mailing addresses. You'll also want to note the source for each referral dates, when you've made contact, and any follow-up conversations you plan to have with that individual (Encarta, ©2009).

While networking seemed to be part of socialization involving new faculty [e.g. especially underrepresented faculty] in the academy, as well as faculty in general, this socialization seemed to be focused on preparing one for tenure and promotion. It seems

networking, as a concept, is a process differing from networks, as a product/system for a group to communicate and work together. Both concepts are inseparably linked. As already highlighted, networks are groups or systems that are interrelated and linked together over a large area. Networks in our study can refer to an association or community of individuals that have common interests, who communicate with one another, provide mutual assistance and information. A verb form of networks is networking, which has been partially unpacked in the informal sharing of information of oneself and possibly the service one can provide to other groups or individuals linked by a common interest. Again, one appears to be a process, the other an outcome.

A professional association's conference was the context of this study. Within the context of this study, the interactions of Educational Leadership/Administration faculties' perceptions were explored, while in attendance at a professional association's annual conference.

The professional association and its conference could, by a broadening of the term, be considered a network of professional people from research one universities, colleges and other Educational Leadership member and invited non-member institution providers involved in the discharge of Educational Leadership/Administration programs to the students and practitioners within their respective colleges of Education. It is at these conferences, which Drs. Johnson, Holton and Ortega connect with other like-minded faculty members from member institutions of this professional association. The network, as a social construct, with other faculty members from across the nation in Educational Leadership, at various ranks, enables these faculty members to make and sustain differing kinds of professional connections on various levels of need. For Dr. Johnson, this meant making connections with session leaders [e.g. in his field of

interest and expertise] would train him in how to publish articles and in creating and deepen his research agenda. For Dr. Holton, it meant meeting people with similar interest in her research line as well. For Dr. Ortega, making connections meant experiencing camaraderie because not everyone belongs; some are still outside the main Anglo/male dominant group, if you happen to be a woman, a minority, and a feminist. Dr. Ortega's description suggests a "friendship" factor that she found within the association, in spite of being a Latina full professor of distinction. Dr. Ortega saw her networks (Sproull & Kiesler, 1991), as embracing colleagues not part of her department or university institution. She also saw this social process, as a professional outcome and a normative experience within her association.

Dr. Ortega additionally explained that networks (Sproull & Kiesler, 1991) were people with similar interests and programs with similar mandates. Dr. Holton, likewise saw that there were differing types of networks, some informal, as with others whose research agendas that were similar to hers and others more formal with people involved within the governance structure of the association. Networks were not friendships according to Dr. Holton, but professional associations with others to help one do his/her work to discharge his/her tripartite roles of researcher, teacher and service provider. Dr. Holton different slightly from Dr. Ortega in her perspective, as Dr. Ortega saw networks, as primarily friendships based on camaraderie or goodwill and lighthearted rapport between or among friends or a feeling of close friendship and trust among a group of 'like-minded people' (Encarta, © 2009)

According to Drs. Holton and Ortega, the lines somehow became blurred, as personal and professional sharing of one's life just happened. Networks seemed places where both the private and professional dimensions of faculties' lives mix, as in shared communication. What can be noted is the "egalitarian" positioning of certain types of networks around common

interests or project involvements. Egalitarian suggests maintaining, relating to [others] based on a belief that all people are, in principle, equal and should enjoy equal social, political, and economic rights and opportunities (Encarta, © 2009).

Dr. Ortega's primary network was a "mentor" colleague, a senior peer and this relationship provides a counterpoint to the above-mentioned framing of egalitarian collegiality. Her "mentor" colleague took a more dominant posture or role, "as she sat taking notes...like a graduate student." Dr. Ortega perceived her "mentor" colleague, as more senior and a better scholar, even though she was a 'full' professor herself.

What seem highlighted in the various expressions about networks and networking is the "human" collectivity, mutuality, reciprocity and relational assistance within the social construct of a network and networking within a conference setting, among faculty who were normatively specialists, often isolated and alone in their respective departments and within their colleges and their respective universities. This was expressed quite aptly by all underrepresented faculty members of this study and even by some non-underrepresented faculty members. The blending of one's professional and private lives may in part be explained by the Network theory seminally posited by Barnes (1954) and further developed by Scott (1991, 2000).

The power of social network theory stems from its difference from traditional sociological studies, which assume that it is the attributes of individual actors—whether they are friendly or unfriendly, smart or dumb—that matters. Social network theory produces an alternate view, where the attributes of individuals are less important than their relationships and ties with other actors within the network. This approach has turned out to be useful for explaining many real-world phenomena, but leaves less room for individual agency, the ability for individuals to influence their success; so much of it rests within the structure of their

network (Barnes, 1954; Ferguson, 2001; Freeman, 1979; Freeman & Freeman, 1979; White, Burton & Dow, 1981; White, 1993; Meyer, 1994; Monge & Contractor, 2003; Scott, 1991, 2000; Watts, 1997, 1999, 2001; Ibarra & Andrews, 1993).

Barnes (1954), being the first to coin the term “social network”, saw social networks as a map of the relationships between individuals, indicating the ways in which they were connected through various social familiarities, ranging from casual acquaintances to close familial bonds.

It seems that professional associations and their respective conferences are incubators for networks (Freeman, White & Romney, 1992), which provide professional educators with a reminder of what community can be like in spite of the challenges, the structural and cultural barriers that divide, isolate and keep them apart. This contextualized finding from the data analysis of Chapter Four added further to the discourse about measures for success in the literature review of Chapter Two. The measure was the central factor identified as networks (Barnes, 1954; Freeman, 1979; Freeman, White & Romney, 1992; Meyer, 1994; Monge & Contractor, 2003; Scott, 2000; Watts, 1999; Ibarra & Andrews, 1993).

Validation

Tenure acquisition is a process on the part of the faculty member over a period of time. How long of a time is that? It can vary widely. Assuming one is hired as an Assistant Professor step 2 [at one institution, Assistant 1 is only used for questionable hires] and spends two years at steps 2, 3 and 4, a typical Professor can reach Associate step 1 [tenure] in six years. An excellent professor can accelerate, and even skip a step, whereas someone whose research or teaching needs work, may only move up a half step at each review [two years]—or one can

even go beyond Assistant 4 to Assistant 5 or even 6, if they are doing good work, but not quite ready for tenure. (Bankston & Zhao, 2002) It can go as quickly, as four years, or others not make it after 12 years of trying. There can be many variations within university and college departments ending up with a large number of pre-tenured professors, so there may be a division wide effort to get as many tenured, as quickly as possible. Other universities only promote to tenure in exceptional or distinguished cases.

Based upon this narrative one could conjecture that it takes at least 6-7 years in research one institutions for pre-tenured faculty to obtain tenure and perhaps longer, if a female faculty member takes a maternity leave and that university has a provision for a leave of absence or half time position allowing up to 10 years to obtain tenure or so. It depends on the institution itself and what its policies are surrounding the tenure process/clock and the “Biological clock”.

Dr. Holton described the tenure process, as an “inordinate amount of time, taking her days and nights and weekends” in fulfilling her roles of researcher, teacher and service provider, producing and publishing scholarship, mentoring students, writing and collaborating with her students or colleagues in producing works that would be later reviewed by her institution’s tenure review board made up of senior faculty, external reviewers, who would look at her vitae and her dossier and see if it matches up to the criterion established by the university. Securing tenure is a tenuous and arduous process, which many under represent pre-tenured faculty attempt but few underrepresented faculty achieve this, according to their representation in the academy (Census Bureau, 2003).

Tenure has been called “a rite of passage” for the professional faculty member in the academy. If successfully negotiated, one receives institutional recognition of one’s work, one’s fit and one’s scholarship and one’s ongoing influence, as related to that institution. The

bestowal or institutional recognition or sanction may be thought of as validation. Validation has the following four meanings:

- Confirm truthfulness of something: to confirm or establish the truthfulness or soundness of something
- LAW: make something legal: to declare or render something legal or binding; validate a passport
- Register something formally: to register something formally and have its use officially sanctioned
- Make somebody feel valued: to make somebody feel valued, as a person or feel that his or her ideas or opinions are worthwhile (Encarta, © 2009).

Tenure bestowal could then be seen, as the official sanctioning of a faculty member's scholastic contributions by the university in accordance to their prescribed standards and protocols. Universities, like accreditation agencies provide that service of official confirmation or in this case a specialized validation. Their confirmation asserts that a school or faculty person has met certain criteria valued by that organization and evidenced certain needful scholarly products and professional qualifications attested to by student, peer and external reviewers.

Prior to this “rite of passage” of institutional validation, a contextual finding from this study, proposed that validation was sought by pre-tenured faculty all along the way toward tenure, not just at the annual reviews or at the 6-7 year tenure review mark. Additionally, validation was sought, not just from one's institution, but also one's colleagues and peers and professional associations. This is a type of validation centers upon making one feel valued and that their opinions, ideas [research line] are also valued and appreciated.

Dr. Ortega spoke explicitly about validation, as revealed in the data analysis in Chapter Four. She spoke more about it than Drs. Johnson and Holton, while Drs. Johnson and Holton experienced validation in a similar fashion. Validation for Dr. Ortega was grounded in her understanding(s) of relationship and commitment. She found validation for herself, as a woman, a minority and a scholar in relationship to her association and arguably to her university and department. More specifically, Dr. Ortega saw her peers at the conference and their feedback, as personally and professionally validating.

Dr. Ortega described professional validation, as (a) one's research line/work valued being good enough, (b) to be accepted because of one's scholarship, (c) to be recognized by the best in the field of Educational Leadership/Administration and (d) to be encouraged to continue what one had started. Drs. Johnson and Holton seemingly concurred though not as articulately stated.

Dr. Ortega next spoke about personal validation using the metaphor of a "dance" of validation to illustrate the social intimacy, humanity and sensitivity needed to encourage another faculty, professionally, to go on and take further risks. For Dr. Ortega, such personal validation happened at these conferences and not at her university or department. To some extent, Drs. Holton and Johnson implicitly agreed as well. The experiences of other participants of this study confirmed the need of validation, while often not experiencing such a "dance".

Validation for Dr. Ortega also came from being invited to run for an association office. Neither Drs. Johnson nor Holton spoke of this dimension of validation and its connection with leadership. Furthermore, validation for Dr. Ortega had a cost and that was when she had to give a keynote address at her conference. Dr. Ortega had to get to a point where she didn't care anymore about what others thought or even if they would listen to what she had to bring in her

presidential address. So, validation at this juncture had to be more internalized in guiding her actions, thoughts and behaviors in preparing for this once-in-a-lifetime-opportunity, as an Educational Leadership/Administration keynote speaker, among her conference peers and guests. This narrative about Dr. Ortega reveals two types of validation, one extrinsic, in which one is the recipient in a passive fashion, as in peer or collegial approval and one is intrinsic, as to what one thinks of his/her efforts. Finally, validation for Dr. Ortega was provided by being named a founder for a scholars' program within her association, a program named after her, bringing her further professional recognition of the soundness of her scholarship, efforts and relationship with the association that began with the acquisition of her Ph.D. following her dissertation, through her being tenured within the usual time framework and criterion of research one institutions and her being promoted along the ranks of assistant to "full" professor. Her publication record/work spoke for itself and spoke for her. She let her work speak for her. This public recognition of her scholarship and professional contribution to the field promoted a further sense of efficacy and desire to help other underrepresented graduate students and faculty members succeed either at the post-secondary level or in leadership levels in the K-12 sector as teachers, administrators and superintendents (Ortiz, 1982, 1995, 2000). Dr. Ortega's scholarship agenda and line of research focused on women in Educational Leadership/Administration, Latina superintendents and minority school achievement. One of her initially crafted works of scholarship entitled "*Career Patterns in Education: Women, Men, and Minorities in Public School Administration*", is considered a seminal work in the area of Educational Leadership/Administration (Ortiz, 1982, 2000, 2001).

Validation found through a Learning Community

Drs. Johnson and Holton had no such public validation experience to that extent or

depth except in either presenting a paper, or being part of a governance session, as an active participant. These examples of both extrinsic and intrinsic validation, may in part be explained by the theoretical work of Wenger, McDermott and Snyder (2002) on learning communities. These theorists articulated that learning communities or communities of practice are different from a *business or functional unit* in that such a community defines itself in the doing, as members of that community develop among themselves through collaboration, communication, consensus building and constructive conceptual understanding(s) of what their practice are about and how such would look and how such would be implemented. This relationally interactivity among members of a community of practice results in a much richer experience for the members, deeper understandings and more effective results than from a more formalized institutional or organizational mandate. These theorists also address the issue on “why” of having learning communities.

They posit:

In a variety of institutional settings and in a number of forms, learning communities have been shown to increase students’ retention and academic achievement, increase student involvement and motivation, improve students’ time to degree completion, and enhance students’ intellectual development. Students involved in learning communities become more intellectually mature and responsible for their own learning and develop the capacity to care about the learning of their peers. Faculty members involved in learning communities that facilitate cross-faculty collaboration are expanding their repertoire of teaching approaches, continually revising their course content, and acquiring new scholarly interests. Learning community faculty members are also building mentoring relationships with each other and are more frequently engaging with

beginning students and general education offerings. Institutions use learning communities, as sites for testing out new curricular approaches and strategies for strengthening teaching and learning.

These programs offer more coherent opportunities for the teaching of literacy skills, such as reading, writing, and speaking, and more coherent pathways for students to engage in the general education curriculum.

They also offer a robust way to address interdisciplinary ideas and offer a more coordinated platform for study in the major. Partnerships between student and academic affairs divisions are strengthened, as these organizations work to develop and maintain learning communities (Bos-Ciussi, M, Augier, M, & Rosner, G, 2008) and these programs are a relatively low cost method for accomplishing all of the above.

Learning community programs (Wright, 2004) also address a variety of societal and psychological issues, such as the increasing fragmentation of information and student alienation toward participation and engagement. With an emphasis on interpersonal dialogue, collaboration, and experiential learning within the context of diversity, these programs address the decreasing sense of community and connection and allow students to relate their college-level learning to larger personal, psychological and global questions.

Community Psychologists, such as McMillan and Chavis (1986) and McMillan (1996) state that there are four key factors that defined a sense of community: “(1) membership, (2) influence, (3) fulfillment of individuals needs and (4) shared events and emotional connections. So, the participants of a learning community must feel some sense of loyalty and beyond to the group [*membership*] that drive their desire to keep working and helping others, also the things that the participant does must affect what happens in the community, that means, an active and

not just a reactive performance [*influence*]. Besides a learning community must give the chance to the participants to meet particular needs [*fulfillment*], by expressing personal opinions, asking for help or specific information and share stories of events with particular issue included [*emotional connections*] emotional experiences (McMillan, 1996; McMillan & Chavis, 1986). In (1974), Psychologist Samuel Sarason's (1974) seminal book introduced the concept of "psychological sense of community," and proposed that it become the conceptual center for the psychology of community, asserting that psychological sense of community "is one of the major bases for self-definition" (p. 157).

McMillan & Chavis (1986) propose that the sense of Community is composed of four elements. Membership is the first. The first aspect of a sense of Community is membership in that community. In reviewing relevant literature on particular dimensions of membership, McMillan & Chavis (1986) identified five attributes: (a) Boundaries (b) Emotional safety (c) A sense of belonging and identification (d) Personal investment and (e) A common symbol system.

Such things as language, dress, and ritual mark "Boundaries", indicating who belongs and who does not. Especially in groups that have boundaries that are less than clearly obvious, deviants or outsiders may be held in lower regard or even denounced or punished. The authors acknowledge that "boundaries" are the most troublesome feature of the "membership" portion of the definition, but point out that "While much sympathetic interest in and research on the deviant have been generated, group members' legitimate needs for boundaries to protect their intimate social connections have often been overlooked" (p. 9).

The other four attributes of membership are "emotional safety" [or, more broadly, security; willingness to reveal how one really feels], "a sense of belonging and identification"

[expectation or faith that I will belong, and acceptance by the community], "personal investment" [e.g. cognitive dissonance theorists], and "a common symbol system." Regarding this fifth attribute, the authors McMillan & Chavis (1986) quote Nisbet & Perrin (1977), asserting that:

Understanding common symbol systems is a prerequisite to understanding community.

"The symbol is to the social world what the cell is to the biotic world and the atom to the physical world.... The symbol is the beginning of the social world, as we know it" (Nisbet & Perrin, 1977, p. 47).

The authors then go on to cite examples in the literature of various important functions that symbols perform at a number of social levels. At the level of the neighborhood, for example, symbols might be found in its name, a landmark, a logo, or in architectural style; the integrative role of national symbols is mentioned, such as the flag, holidays, a national language; in citing Rappaport (1977), the authors even offer basic archetypes, as symbols uniting humankind. Groups use symbols such as rituals, ceremonies, rites of passage, forms of speech, and dress to indicate boundaries of who is or is not as a member. In (1996), McMillan updated and expanded what he had written in (1986), with regard to membership, by placing greater emphasis on the "spirit" of community deriving from "the spark of friendship" (p. 315).

McMillan & Chavis (1986) jointly point out that influence in a community is bi-directional: members of a group must feel empowered to have influence over what a group does [otherwise they would not be motivated to participate], and group cohesiveness depends upon the group having some influence over its members. The authors cite several studies that suggest that these two apparently contradictory forces can be at work simultaneously, and assert that:

People who acknowledge that others' needs, values, and opinions matter to them are often the most influential group members, while those who always push to influence, try to dominate others, and ignore the wishes and opinions of others are often the least powerful members (p. 11).

The authors refer to a review by Lott & Lott (1965) in which the major finding was a positive correlation between group cohesiveness and pressure to conform. On the other hand, the authors also discussed the "consensual validation" research, which "demonstrates that the force toward uniformity is transactional -- that it comes from the person, as well as from the group" (McMillan & Chavis, 1986, p. 11), thereby providing members with reassurances that they are experiencing things similarly to other group members. Therefore, there is "equity" of experience by all in the group (Adams, 1963).

In 1996, McMillan discusses this element primarily from the standpoint of "trust," pointing out that it is the salient ingredient in influence (p. 318). He also summarizes the earlier (1986) discussion of the role of power and influence within a community in a single sentence: "This process [of bi-directional influence] occurs all at the same time because order, authority, and justice create the atmosphere for the exchange of power" (1996, p. 319).

McMillan & Chavis (1996) employ the word "needs" here [as is commonly used among psychologists, though perhaps somewhat inaccurately] to mean more than survival and other needs, as such, but to include also that which is desired and valued. Members of groups are seen as being rewarded in various ways for their participation, which Rappaport (1977) calls person-environment fit. Cited research indicates that this would include the status of being a member, as well as the benefits that might accrue from the competence of other members. "Shared values" is discussed as a concept that can give direction to the issue of which "needs"

beyond survival will be pursued.

McMillan & Chavis's (1986) summary statement on shared emotional connection includes the assertion that "it seems to be the definitive element for true community" (1986, p. 14). They mention the role of shared history (participation in or at least identification with it). In 1996 (p. 322) McMillan adds, "shared history becomes the community's story symbolized in *art*" [in a very broad sense]. McMillan & Chavis (1986) list seven important features of shared emotional connection, citing relevant research for each.

- a. Contact hypothesis. Greater personal interaction increases the likelihood that people will become close.
- b. Quality of interaction.
- c. Closure to events. Ambiguous interaction and unresolved tasks inhibit group cohesiveness.
- d. Shared valence event hypothesis. Increased importance of a shared event (i.e., crises) facilitates a group bond.
- e. Investment. Beyond boundary maintenance and cognitive dissonance, the community becomes more important to someone who has given more time and energy to it.
- f. Effect of honor and humiliation on community members. Someone who has been rewarded in front of a community feels more attracted to that community, and if humiliated feels less attraction.
- g. Spiritual bond. The authors admit that this quality is difficult to describe, but maintain that it is "present to some degree in all communities" (p. 14), and give the example of the concept of "soul" in the formation of a national Black community in the United States.

Finally, the authors McMillan and Chavis (1986) offer a formulistic explanation to the dynamics of “emotional connectedness” in the following format:

Formula 1: Shared emotional connection = contact + high-quality interaction

Formula 2: High-quality interaction = [events with successful closure – ambiguity] x [event valence x sharedness of the event] + amount of honor given to members - amount of humiliation.

In their conclusion section, McMillan & Chavis suggest ways in which a well defined, empirically validated understanding of a sense of Community might help creators and planners of programs of various kinds, including the positive impact of a high-quality community on processes that might normally unfold in a one-on-one context or in a context where the community dimension is largely ignored. The most widely used and broadly validated measure of a Psychological Sense of Community is the Sense of Community Index (SCI) instrument designed by Chavis et. al., (1986) developed concurrently with the theory, summarized above and published at the same time (1986). Thus one can in a community of learners, experience “lived” experiences of practice or situated learning in communities of practice (Lave & Wenger 1991)

Therefore, validation experiences, as narrated and explained above within the context of community provide not only promote personal growth, but group and organizational maturation and growth, as well. It seems reasonable to also assert that validation appears to have many other social, and occupational dimensions ranging from (a) regarding one’s own voice and the voices of others in expressing one’s own thoughts and opinions and listening to others to interactive communication, (b) one’s own career path, (c) one’s own scholarship agenda or line of research, (d) one’s pursuit of tenure and its innate institutional recognition of scholarly

achievement, (e) one's professional development, (f) one's professional association, as a mechanism for that professional development in providing an arena for community and (g) one's sense of legacy to the profession. This sense of having a legacy segues into an ultimate measure of success—the cultivation of a National/International persona [see Appendix A & J].

This contextualized finding of validation adds to the substantive discourse of Chapter Two about measures of success positing additional insight about the needs and perceptions of faculty for validation in a more personal and continuous fashion, as they journey toward tenure acquisition and promotion within the academy (Boice, 1991).

A National/International Persona

An expected and ultimate measurement of success for a faculty member in the academy and listed in the five measurements within the emergent model [see Appendix A] is the cultivation of a national/international persona, as a scholar in a particular field of research. This is arrived at in process of securing tenure and promotion, within one's own university, as the chief accreditation organization for its full-time tenured faculty. In securing such organizational “validation” for one's scholarly output in research and research funding, effective teaching, strategically proffered, in meeting the academic needs of one's students, and service providing to one's university, one's department and one's professional association, and hopefully one's community, there is also implied a certain level of knowledge acquisition and dissemination and involvement in the salient processes for success of training, socializing, mentoring of others [e.g. graduate students, pre-tenured faculty, minority faculty], being professionally developed and cultivating a professional attitude germane to academia. Such protracted engagement over time enables a faculty member, underrepresented or non-underrepresented, to

find one's professional *niche*, cultivate that *niche*, and then sculpture one's personality around that research *niche*. Such also provides opportunities to wrestle with research issues.

This career process was seminally illustrated by Dr. Johnson's state of career development toward tenure, when his name became associated with published pieces of scholarship and when those same manuscripts, articles, chapters in books began to be read and cited by others. This was pivotal in launching the genesis of national recognition, as he hoped for along a certain research line of scholarship. Similarly, Drs. Holton and Ortega knew of this process as well, realizing the work, the devotion and sometimes the plain luck involved to become nationally known in a particular research field. Additionally, in presenting his research at conferences, Dr. Johnson's exposure *to an essentially national audience* at his professional conference would provide him with other platforms to present his scholarly interests. These other platforms were with *other scholars at different universities* doing similar or complimentary work to his research. It may also involve in *being invited to another university, as a guest speaker on a panel pertaining to his research line of interest*.

Within the conference context of his professional association, Dr. Johnson would meet other professional from other universities similar and/or dissimilar to his own, but nonetheless he would have (a) *a readership audience* for his scholarship, (b) *a listening audience*, if he presents in sessions, (c) *a discussant audience* in plenum sessions, where he would lead the discussion, as chair or co-chair and (d) *university and department colleagues that could provide him an audience for substantive critique for his work*. In acquiring a national/international persona, increasing one's audience base in readership, interest, discourse and critique seem vital and critical for professional growth and development. Embedded within these audiences are the "invisible" graduate students" and not so invisible colleagues, one would or could

mentor. The conference structure seems to provide and promote the nexus or linkage of such groups (Encarta. © 2009; Young, 2009).

Drs. Holton and Ortega would substantively agree that being a scholar is not just about ideas; it's about people connected together and this connection for them meant being connected at a professional conference. Drs. Holton and Ortega understood experientially these dimensions, as well as others, including stakeholders outside of academia, school boards, PTA's, K-12 administrators and superintendents, civic leaders interested in educational affairs, community of educational practitioners, that would never attend those professional association sessions but nonetheless needed the support and professional connectivity of these professionals, as in a consultant's role. This role also seemed feasible to promote one's national/international persona.

Dr. Ortega, had lived long enough, served long enough, approximately 30+ years at the time of this dissertation, to perceive another audience developed and that would be a generational audience of former students she had successfully mentored to acquire a terminal degree at her institution and who had gone on to start out and progress in their respective careers, some outside of academe. These former students now were serving successfully in established careers of their own in similar and other professional capacities both here in the United States and overseas. For Dr. Ortega, it was this audience that seemed the most important at this stage in her life, when she saw the years of her professional life contract. (Ward, 2003) observed that the association has a way of turning a local faculty member into a cosmopolitan with a more national/ global vision, than institutional or regional perspective, interest or identity.

Her professional contacts at home and abroad would also promote her recognition, as a

professional colleague, scholar mentor, not just a writer of ideas or researcher along a particular agenda. Dr. Johnson noted this finding in part as well, as Dr. Holton concerning the value of such partnerships. Dr. Johnson's partnerships were limited, being focused and centered on his scholarship interests, while Dr. Holton's were a mixture, involving both graduate students advising, teaching, as well as conference collaboration around her research agenda. In contrast to both, Dr. Ortega spoke of whom she had mentored over time and about their work. For Dr. Ortega, having a national/international persona was not just about being professionally successful, but seeing others succeed as well (McKenzie & Hoyle, 2008a; O'Banion, 1995, 1996; Shor, 1996). She had cultivated a professional altruism for others in "cheering" them on (Curwin, 1993; Neusner, 2005).

Creating a national/international persona came with both benefits and costs. Dr. Johnson saw the initial benefit in terms of personal recognition, as a scholar. Dr. Johnson experienced further professional validation through invitations for partnerships and collaboration (Saunders, 1998) and so framed validation through a personal touch. Dr. Holton likewise, experienced the benefit of validation of her professional persona more through her conference structure of networking with others.

Dr Ortega's national/international persona was extended through a scholars program named after her and which was focused on the future needs of minority students and potential minority faculty in the academy. Coupled with her former students' success and her work with them and now with this program in place to develop future faculty in the academy within the field of Educational Leadership/Administration or similar discipline spoke not of notoriety but of legacy, as a benefit to one's professional reputation and image. The focus was not upon the monies she had accrued as a professor over time or the monies she brought to her university

through book and journal publications, grant writing, her speaking engagements nor was it about how her reputation could be a draw for students to her own university, it seemed more altruistic than that (Curwin, 1993; Neusner, 2005).

Dr Johnson's legacy was yet to be realized as Dr. Ortega's was actualized in part within this scholar's program. Dr. Holton's legacy seemed limited due in part to some conflictual thinking she would have regarding her collegial interactions with the Anglo/male members of her department and with in herself, as a woman who didn't know whether she wanted to pay the price of ascending yet another rung up the academic ladder to full professor because of potential conflicts between her core values as a person committed to diversity and the structural and cultural barriers and norms she saw still in place being predominantly Anglo/male.

The costs of cultivating a national/international persona seemed to be evident in the time, effort, monies and energy expended, to start over in a new career path, a risk taking experience, as all three did. All had had successful careers prior to coming to the Academy. Furthermore, costs seemed to be embedded in overcoming the tenuous and risky conditions of the tenure and promotion process, as posited in the literature review in Chapter Two (Tierney, 2004; Tierney & Rhoads, 1994) and explained more fully earlier in this in this chapter.

Furthermore, there were emotional costs as seen in the mental and emotional energies expended, over time, to achieve that professional goal of tenure. This national/international persona reputation seemed conceived and nurtured in terms of time, emotion and effort extended. Dr. Ortega, as successful, as she was, as an exceptional Educational Leadership faculty member in her 30+ years of investment in scholarship, leadership, social justice advocacy, the mentoring of many Ph.D. students who had their own successful careers, the writer of many journal articles and books about school reform, the superintendency and

effective pedagogy for children, still had doubts about how worthwhile such a pursuit of a national/international reputation would be when such could be at odds to one's core values. Dr. Holton's angst about becoming a "full" professor also reflected some of this point of tension. One's image, while important with the academic community, may not be the most important item to focus on. It may be more important to reflect upon whom it is we are serving and making successful in alignment to whom we are as a person.

The data analysis findings of Chapter Four, while confirming the reality of a national/international persona as a measure of success in the academy also added contextually to the literature review in Chapter Two. The idiosyncratic findings also added to further the discourse on this measure of success (Perley, 1997; Tierney, 2004) illustrating dimensions and possibilities of points of tension for faculty members.

Of the three, Dr. Holton and Ortega had successfully negotiated those rites of passage known as tenure and promotion and had achieved a national/international reputation [Dr. Ortega more so than Dr. Holton]. Though Dr. Johnson had yet to be tenured, he seemed to be positioned to succeed. Yet again that was no guarantee, as both Drs. Ortega and Holton both knew the reality of the "shifting bar" of requisites being fostered upon pre-tenured faculty in the shifting realities of increase demands for success with limited resources of support within today's universities. They both knew that even those who were tenured under the old system of tenure would have a very hard time making tenure today and achieving a national/international persona, as a scholar within a certain discipline in a certain field or fields of research interest. As you remember, Dr. Ortega stated that she would not be able to make it today given the increase demands for further productivity. This also appeared to be a "hidden" challenge for any pre-tenured track faculty member, but especially those who were under-represented due to

the structural and cultural barriers of the academy. This “hidden” cost appeared to be a “hidden” challenge; the cost of uncertainty, where being “good” is not “good” enough, even for a 30+ year old veteran (Ehrenberg, 1991; Ehrenberg & Zhang, 2004; Ehrenberg, Kasper & Rees, 1991; Felder, 1994; Snyder, 1996)

The construction of a national/international persona may provide one with a platform to speak about issues of interest and to express one’s passion. Yet, Dr. Ortega would say it more candidly by admitting, “It is an issue about making a difference in other’s lives not just the sharing of one’s ideas at conferences or in publications. Dr. Ortega further opined:

While a national/international platform may provide one with professional recognition and regard it doesn’t guarantee a deep a private sense of efficacy, unless one’s work connects to a bigger picture, a higher cause, as greater good in making another’s life better because of one’s expertise.

These contextualized findings confirmed the extant literature in Chapter Two while adding further to the discourse about the measurement of success found in the cultivation of a national/international persona (Bateson, 1989).

Summary

The preceding discussion articulated the similarities and differences between the conceptual emergent model derived from the literature review on academic success [see Appendix A] and the contextualized parsimonious model derived from the data analysis [see Appendix J] and the way the factors of the models played out across the lives of Drs. Johnson, Holton and Ortega. Although the experiences and perceptions of the informants were idiosyncratic, the analysis revealed common themes, which cut across gender, race, ethnicity,

experience, and status as to ranking in the academy.

The findings, although limited by the focus and the nature of the study, have profound implications for higher education regarding the professional development of underrepresented faculty through the processes of socializing, mentoring, persistence, retention (Landry, 2002/2003) and career advancement that is obtainable, if those in positions of influence and power would glean from this study the need for a more humane approach to cultivating their underrepresented faculty, thereby assisting them to achieve their terminal degree and foster in them a desire to stay in the academy within the dynamic field of Educational Leadership/Administration for the benefit of future school leaders in the K-12 sector and other arenas of academic and scholastic endeavors.

In the following section I will discuss some of the practical ramifications of the implications of these findings relating first to the practical and then to the policy considerations.

Practical Implications

Tentative results from this study suggest several practical implications for the practices of higher education in regards to their faculty. The implications are about the following: (a) professional development of faculties, (b) mentoring issues, strategies, personnel utilization and practices [see Appendix H], (c) faculty assessment practices, evaluation criterion for tenure and promotion on the production of scholarship, research, research funding, knowledge acquisition and dissemination, effective teaching, service to one's department, university community and professional organizations, (d) acquiring needed training in technology (Bousquet & Wills (Eds.), 2004) and other skills to enhance ones networking, socializing, and mentoring and

assisting graduate students to fulfill their aspirations for a terminal degree, (e) revisiting institutional culture, its barriers to underrepresented graduate students/faculty, its assumptions about “how things are and should be” and whether or not there should be some significant paradigm shifts in how one looks at scholarship (Boyer, 1990), (f) the place of “community” within an organizational structure like a research universities committed to academic rigor, high level scholarship that is peer reviewed and referred and (g) how “community” can coexist with perceived value within a top-down managerial hierarchy that is more corporate in nature.

Higher education expends inordinate amounts of time, energy, thinking, planning, strategizing to recruit new faculty, some of which are underrepresented, as to gender, race or ethnicity, yet it seems to fail to invest any further in the well being and development of the same faculty along the 6-7 years those pre-tenured faculty work laboriously to obtain tenure and promotion. Spending monies to recruit faculty without a strategic plan to follow up in supporting those faculty seems excessively wasteful. Not only is it wasteful, but also willfully ignorant given the examples found in business where many corporations are already heavily investing in family friendly and professional development measures for their employees.

Nested in an article from a magazine entitled *Working Mother* © 2009, McGraw-Hill, one reads the following excerpt:

When Mary Bynum first interviewed at State Farm 16 years ago, she didn't even ask about diversity programs at the nationwide insurer. Bynum, who was born in Thailand but grew up in upstate New York, was one of the only multiracial kids in her hometown. But when colleagues suggested starting up an Asian affinity network, she was eager to help. Before she knew it, she was also convening a monthly lunch for women and mentoring another network, this one for young professionals. These days,

Bynum's groups are only a few of the slew that now serve 11 distinct demographics as part of state farm's diversity initiative, including groups for military families and working parents. At college recruiting fairs, Bynum, 38—now an operations manager in Newark, OH, and a mother of an 8-year-old daughter—tells young candidates there's a group for everyone. "I think it's great," she says, "that everyone can feel included." Inclusion is the latest buzzword in corporate diversity. Over the past five years, large, forward-thinking U.S. employers have quietly expanded their definition of multiculturalism beyond the traditional parameters of race and gender to include workers with different sexual orientations, religious affiliations, and physical abilities and even work styles.

It's an updated idea of diversity that seems to fit the times; as President Obama took office, many pundits declared this moment a "post racial" era, a time when America had finally moved beyond race (Wildman & Grillo, 1991, 1995, 2000) to value people for their skills. But this new view of diversity also fits our increasingly global marketplace—a Hispanic woman is not a minority in, say, a company's Mexico City offices. "It's about so much more than gender and race," says Maria Ferris, director of workforce diversity at IBM. "It's about cultural competence, about geography, about experience. It's about diversity of thought" (Finnigan et al., 2009, as cited in *Working Mother*).

What it's not about, these employers insist, is taking resources away from a longtime beneficiary of diversity programs and policies: multicultural women. Nevertheless, some experts are skeptical, arguing that multicultural women should remain the focal point of these efforts. After all, women of color are nowhere near achieving equality in the workplace. They still earn far less than Anglo/males, with Hispanic women earning, as little as 52 cents on the

dollar. Even across the *Working Mother* 20 Best Companies for Multicultural Women, women of color make up only 9 percent of senior executives and managers, compared with 27 percent for Anglo/females, while 8 percent rank among the winners' top 20 percent of earners, compared with 24 percent for Anglo/females. Even more alarming: Multicultural women hold only 4 percent of our winners' board seats, although that number is up from 3 percent in 2007.

And PepsiCo Chairman and CEO, Indra Nooyi --is only the second multicultural woman [behind Avon's Andrea Jung] to lead a Fortune 500 company, ever. Can multicultural women afford to share the diversity pie—especially, as the crumbling economy takes a giant bite out of it? IBM, State Farm and Ernst & Young, among other companies, think so. IBM, for one, has evolved its diversity strategy over the past three decades, as it has steadily upped its quotient of women. (IBM cites a 500 percent increase in female executives, over a ten-year period, to more than 1,000 in (2007) from 185 in (1997.) As the Armonk, NY-based technology giant sees it, its Diversity 1.0 approach focused primarily on compliance with equal opportunity legislation, while Diversity 2.0 worked on breaking down barriers for its minorities. These days, says Ferris, the company has moved on to Diversity 3.0, “in which we begin leveraging our differences for innovation and client success”(Finnigan, et.al., 2009, as cited in *Working Mother*).

What that means, says Ferris, is paying more attention to IBM's 400,000 employees in 170 countries—as well as some 10,500 women-of-color staffers in the United States. Consider, for example, IBM's taking the Stage series on public speaking. The company has long offered the skill-building tool to multicultural women in the United States, who watch videos and attend discussions to learn how to communicate with confidence. But as the company has grown increasingly global, the diversity office has found that the course also resonates with

workers of both genders in East Asia and Latin America, who are now encouraged to participate. “*It’s all about helping our people to find a voice*” explains Ferris, “and we found that there’s a need for that in other populations.” Sounds familiar to what Drs. Holton and Ortega sought.

But while some employers have achieved clear gains from years of efforts aimed at improving opportunities for minority women, studies show there’s still much work to be done. Research by Catalyst, a nonprofit research firm that works to expand women’s opportunities in the workplace, *found that multicultural women still feel a disconnect in the workplace and report negative stereotyping and a lack of mentors and role models. How others perceive multicultural women in the workplace remains troubling, too.* A study originating from the Kellogg school of Management at Northwestern University found that Americans tend to see Anglo business leaders as more effective than minorities. Yet there are limited dollars budgeted for diversity education and training—an estimated \$300 million or so a year among United States companies—which could get spread thin, if diverted to additional groups. Experts like Carmen van Kerckhove, president of the diversity education firm new demographic, worry that the effectiveness of the efforts could suffer. “*When you say that race and gender aren’t what’s so important but that it’s also important to have diversity of perspective, is that really an excuse not to deal with these harder issues?*” she asks. “*Are you broadening efforts or diluting?*”

Indeed, some scholars on women and race view the new corporate take on diversity with a skeptical eye. “I’m not opposed to broadening the definition of diversity,” says Anita Hill, a professor at Brandeis University, who is working on a book about racial and gender identity. “*What concerns me is that this effort to move beyond race and gender is based on the*

false sense that we no longer need to think about those issues in the workplace. Let's not forget that the culture is still not one that is conducive to a satisfactory workplace for a variety of people, including women of color" (Hill, 2005).

One thing's for sure: as the economic downturn forces companies to rethink every business policy, including their approach to diversity, corporations will also need to defend every budget outlay with measurable results on the bottom line. If the newly inclusive diversity programs help business, they'll stay; if not, they'll go. *Multicultural women will be among the hardest hit by sweeping layoffs and subsequent financial hardships*, adds Hill (2005), because they are often the ones who took on sub prime mortgages, who support extended families and who have the least savings. "Many corporations and governments have been making efforts to advance women—now is the time to accelerate those efforts," added Turley in an Ernst & Young report issued at a forum. She added "*it's time to place renewed emphasis on women's advancement and women's perspectives as a key tool in moving businesses and economies ahead.*" In other words, diversity is the key to good business—maybe even to survival, explains Billie Williamson, Americas Inclusiveness Officer at Ernst & Young. "*Our only asset is our people,*" she says. "We are very focused on building our top talent and having that talent come in different shapes and sizes and genders because that's how we provide better service and solutions to our clients." And that's a clear mandate for an economic turnaround (Finnigan, et. al., 2009 as cited in *Working Mother*).

This pharmaceutical firm [Abbott] strives to support working parents throughout their children's lives. Mothers-to-be receive infertility counseling and prenatal breastfeeding education, while those who've given birth, used a surrogate or adopted receive up to six weeks of fully paid maternity leave. Back at the office, breastfeeding staffers can access "lactation

stations,” phone 24-hour nursing consultants and receive discounts on pumps, diaper bags and baby formula to help ease their financial burden. A massive on-site child-care center at the firm’s Abbott Park, IL, headquarters looks after kids from birth through kindergarten. All parents receive discounts at more than 2,600 U.S. child-care centers (generating a total of \$280,000 in savings last year) and can stash cash in a pretax childcare account to help pay for it. Coaching on securing scholarships is available to staffers with older kids (Finnigan et. al., 2009 as cited in *Working Mother*).

It’s a Fact! 41% of all new executive jobs at Allstate went to women last year. Employees numbered 36,326 and Women composed 59% of that workforce. When this Northbrook, IL, financial services giant recently surveyed employees about whether they thought their managers supported work/ life balance, a whopping 90% said yes. With women making up more than half of the firm’s staff and one third of its officers, it’s no surprise that flexible arrangements are on the rise. Today, nearly all workers flex their hours, part-time and seasonal schedules are common, and health benefits are available to anyone working 19.25 hours per week. In 2008, 12% of employees compressed their schedules, while 35% worked off-site. “During my pregnancy, I worked from home on the days I had a doctor’s appointment,” recalls technical consultant Anagha Khanolkar, who has been telecommuting twice a week since her daughter was born two years ago. “The flexibility is a great incentive.” It’s a Fact! 53% of all managers and execs at American Express are women. Their total number of employees numbered 29,916 with women making up 66% of the work force (Finnigan et. al., 2009 as cited in *Working Mother*).

Juggling a busy schedule and the birth of a first child can be tricky, but new moms who work for this financial firm quickly learn how to handle it all, thanks to their employer’s

interactive Parenting 101 seminars. Professional parenting coaches demonstrate various child-care approaches and explain how to handle challenging situations, providing advice from pregnancy through age 3. But that's just the start of how this New York City-based firm, American Express— steps up to assist its working-mother employees: It also provides them with up to six paid weeks of time off after a birth or adoption and 20 free visits to a childcare center (or in-home visits) for backup care each year (Finnigan et. al., 2009 as cited in *Working Mother*). Last January, service center employees in Fort Lauderdale, FL, rejoiced when the firm opened a backup-care facility on-site; it now serves more than 1,300 children less than 13 years of age.

We have only looked at just a few of the 100 companies that are seeking to deal effectively with issues surround diversity, gender, multiculturalism, family in effective manners. The partial list includes in no particular order of importance (a) American Express, (b) Allstate, (c) Abbott, (d) IBM, (e) State Farm, (f) Ernst and Young, (g) Avon and (h) Pepsi Co. While not a complete list, this shows the attention corporate America is giving to its work force and in particular to the women that comprise that work force with their multiple roles of service with their companies and family obligations. Diversity of personnel, inclusion, and thought seem to be paramount to these corporations' idea of what will help them succeed even in a time of economic downturn. They are not without their problems and economic factors weigh significantly concerning the continuation of such programs (Finnigan et. al., 2009 as cited in *Working Mother*).

However, even in the face of those uncertainties, Academia could learn a little from corporate America in how to make the working environment for their female staff with children more family friendly, as these underrepresented faculty members seek tenure and juggle the

decisions of having and raising children, as they race the biological clock alongside the tenure clock toward tenure and promotion.

This tension of the biological clock and the tenure clock, as you remember, was highlighted by Dr. Ortega's comments about her personal choices to marry later and not have children, until she had established her career. She then married and had stepchildren. Her stepdaughter in contrast had her children first and then entered the professorate. Dr. Ortega suggested that in cases like her daughter's, that the university should provide a provision of an time extension given for the pregnancy, provide child-care, if possible, assist the pre-tenured faculty member to assume a part-time role, until she is able to take on her full-time duties, extend the time limit of tenure acquisition from the normative 6-7 years to 10 years, if needed, for the acquisition of tenure. This type of support takes vision, understanding, money, which now seems limited in the coffers of most research institutions. It takes the willingness of Anglo/male professors and administrative staff, who are senior in rank to step up to the plate and admit they have an advantage and seek to support their female counterparts during these life transitions and that they experience life differently. They must seek to also understand that the later a woman waits to have a child the more likely there will be complications in the birth of the child, either miscarried or suffering from Down syndrome disorders. Research on faculty women's biological clock versus the tenure clock has proven statistically this to be true (Cunningham et al., 1997).

There are two rungs on the ladder where women proportionally leave the discipline at a higher rate than men. One is continuing on to obtain a Ph.D.; the other is prior to, or at tenure (deWet, C.B., Ashley & Kegel, G.M., 2002). The present time frame for achieving tenure and promotion was established by men, for men, decades ago. Such a time frame is incompatible

with women's biologic reproductive constraints, and as such, puts an unequal level of pressure and stress on women relative to their male professional counterparts. The overlap in biological and professional imperatives lasts for only a minor portion of a woman's life, perhaps only 6 years out of a 35-year career span. There are three broad issues that face women who delay childbearing.

The first issue is pregnancy outcome. The most widely publicized aspect of this is the positive correlation between maternal age and chromosomal abnormalities. Down syndrome is the most common chromosomal abnormality in live born children. The risk of giving birth to a child with Down syndrome at age 35 is ~1:270 (1:350 for 1988 data by Hook et al.,) but that compilation shows a 1:275 incidence of Down syndrome for age 36 (Hook et al., 1988; Hook, Cross & Schreinemachers, 1983; Brody, 2002). By age 40, this risk is 1:106 or (1:100 in Hook et al., 1988 data; Brody, 2002). Lethal chromosomal abnormalities are also more common with advanced maternal age, and increased risk of miscarriage is a significant concern (Cunningham et al., 1997; Cunningham and Leveno, 1995). Only ~10% of woman under the age of 20 experience spontaneous abortion. By age 40, this risk has more than doubled, to almost 34% (Brody, 2002; Hook et.al, 1988; Hook, Cross, Schreinemachers, 1983).

The second issue is the unavoidable decline in fertility with advancing age. Information about age and fertility comes from a study of the Hutterites, a religious sect in South Dakota with two characteristics that make the study of population fertility valid: (1) contraception is condemned, and (2) the Hutterites live communally, so there is no incentive to limit the size of a family due to economic reasons. The average age of the last pregnancy was 40.9 years. Eleven percent of the women had no children after age 34. By age 40, fully one-third of the women were naturally infertile, and 87% were infertile by age 45 (Thompson, McInnes &

Willard, 1991).

The third issue for women is that the natural incidence of chronic illnesses that Complicate pregnancy increases with a correlation, between a significant rise in the risk of Down syndrome and miscarriage with the pre-tenure years in an academic career. Common conditions such as diabetes and chronic hypertension increase both maternal and fetal risks (Speroff, Glass & Kase, 1994a 1994b; Cunningham & Leveno, 1995). Potentially serious bleeding complications of pregnancy such as abruptio placenta and placenta previa are more frequent among older women (Cunningham et al., 1997; Cunningham and Leveno, 1995). The occurrence of cesarean delivery is at least twice as high in women over age 35 (Cunningham and Leveno, 1995). These conditions can affect functioning at work and make pregnancy and childbirth more difficult.

Biological differences do matter. Pregnancy and the desire to nurture young are deeply rooted biological processes that affect women. Pregnancy, possible complications, nursing, children's illnesses, and emotional commitment are all factors that sap women's energy and time (Fort, 1993). However, these issues affect women disproportionately for a relatively short part of their professional lives.

Other biological issues may be more difficult to pin down, but may nonetheless have a nontrivial impact on whether a woman decides to leave the academic system. For example, men and women's different approaches to sexual attraction may impact mentoring and supervisory roles (Herbold, 1995). It may make working in research groups difficult. Women may not be taken as seriously, as their male counterparts (Zuckerman, Cole & Bruer, 1991; Fort, 1993).

Hormonal differences have consequences that may affect women's competitiveness and assertiveness (Silver, 1998). As people move through academic ranks, they make decisions

based on lifestyle choices. A significant number of female students and junior faculty leave academia because they perceive that (1) conditions in the workplace are frequently incompatible with their needs and priorities (Cole, 1981; Fort, 1993); and (2) the work itself is based on a model that implicitly or explicitly identifies characteristically male ways of doing things as the "scientific way" and denigrates other styles, as unscientific (Cole, 1981; Fort, 1993; Goldberg, 1998).

The first few years in academia are notoriously difficult. The new faculty member is designing courses, writing lectures, learning how to teach effectively, and establishing a research program while simultaneously being evaluated by student evaluations, third-year review processes, or the like. There are few rewards during those early years. Salary increases are small, publications come out slowly on new material, and citations and awards are typically given to senior or established scientists. For women, adding the additional emotional and physical issues of pregnancy, childbearing, and infant care, the load becomes staggering, and a satisfying career may seem unattainable. There are on-the-job conflicts that primarily affect women more than men. Many of these conflicts seem to come down to either/or situations that have lifelong consequences. For example, does a woman choose to have healthy babies or publish during her early-to-middle thirties? Does a woman preserve her marriage to her science professional spouse, when both seek employment [statistically, the woman's career rarely takes precedence]? And does a woman put up with subtle or overt bias (Dovidio, Gaertner & Bachmann, 2000) and discrimination, so as to not jeopardize her chances of getting tenure?

Most women in senior faculty roles today either had no female mentors or role models, or had ones whose survival skills were to "be quietly competent and not make waves". Discrimination in hiring, promotion and salary inequities (Ness, 2000) is gradually being

elimination by legal action [often by class action suites]. Differential treatment such as stereotyping, tokenism, condescension and sexual innuendos may undermine women's ability to work productively and compete effectively with male peers (Yentsch & Sindermann, 1992). Female and male scientists' responses to how they view themselves relative to six aspects of their lives showcase this. The significant differences in perspectives reflect on how women and men view their careers, families, and role in society. The male perspective closely reflects traditional perceptions about priorities for a successful career in science. This ranking is based on interview questions from *The Woman Scientist*, (1992), © McMillan Press and the research of Yentsch & Sindermann, (1992).

Academic institutions need a "sea change" in their approach to retaining and promoting women faculty. One of the most important changes would be institutional recognition of time problems by granting extended leave time (beyond the federally mandated time), stopping the tenure clock, or allowing women to work part time on a monthly or yearly basis (de Wet and de Wet, 1995, 1997; Wilson, 2002). The Statement of Principles on Family Responsibilities and Academic Work (American Association of University Professors 1940, 2001) outlines specific steps that institutions can take to change the tone and tempo of science on their campuses. For example, family leaves, modified teaching schedules, stopping the tenure clock, and institutional assistance for family responsibilities are suggested. Many of the suggestions could be instituted based on an individual needs basis, subject to revision, when those needs change. The benefits, that six months off, would afford a woman who is starting a family, would be repaid in increased productivity and contentment, as her time crunch lessened (Mason, M.A. & Goulden, M., 2002; Wilson, R. 2002, 2003). Another strategy is for women to work in collaborative research groups that foster cooperation and support rather than competition. If

one member of the group needs to reduce her commitment for a given time period, the other members of the group can take up the slack, knowing that they may need that flexibility in the future. The reduced commitment need not be only for childbearing, but for elder care, or for some other serious issue that requires considerable time, but only for a finite period. The group approach would enable the researcher to continue to publish, but her main contribution might come later. Tenure and promotion criteria could be modified from being based on the number of publications and the size of grants (New & Quick, 2003), to include quality of science, creativity, long-term projects and collaborative efforts. Such a new paradigm requires that deans, provosts, and others who evaluate scholarship be receptive to change. Stopping the tenure clock, allowing part-time work for given time periods, and encouraging split positions are policies that already exist in some institutions. More responsive, flexible schemes for integrating work and family are essential to ensure women's full participation in higher education (Baldwin, & Chronister, 2001; Brody, 2002).

With the salient discussion about corporate America's sensitivity to diversity, especially to its female employees and their respective family needs, their needs for leadership and placement in key leadership positions and the giving of voice and for representation in cutting edge businesses decisions that are making an impact upon our lives, followed by the subsequent substantive discourse about the special biological challenges of underrepresented female faculty, as they try to cope with the ticking of their biological clock and the tenure clock and their differing perspectives concerning what constitutes success, it seems that research one universities need to revisit what steps they are taking to make the lives of their women faculty more humane, holistic and less frustrated due to competing demands upon their times and energies which impact greatly their significant choices in career decisions and childbearing or

the raising of a family. We have looked briefly at some of the dangers of women waiting too long to have children and the risks inherent in pregnancies that are in one's later years.

Given also the realities of structural and cultural challenges identified in the literature review of Chapter Two and contextually posited by Drs Johnson, Holton and Ortega, there are significant and practical implications emerging from this study for higher education, if heeded, could improve the quality of life and subsequently the professional achievement and development of both underrepresented and non underrepresented faculties. One of them would be to develop a strategic, adult sensitive systemic professional development program that would promote growth of faculty in such a manner, containing personal development, collegial development and increased organizational development in a Systems' capacity (Bredeson, 2003).

Professional Development

Professional development plays a critical role in the development of faculty. Higher education in theory and in practice has seemed to ignore this reality in an historical sense and in its current practices, as posited in Chapter Two. Corporations in business and in contrast have "...invested heavily in family and professional development measures for their employees...providing mentoring...leadership and multi-cultural training, as well as evaluations for their managers, partly on how they hire and promote and the advancement of non-traditional employees"(Moody, 2000a, p. 113).

The data from this study seemingly confirms higher education's contrastive lack of effective professional development as an embodied practice in the academy. Where the informants of this study engaged in quality professional development was through their

discipline specific professional association, neither in their departments nor universities.

Drs, Johnson Holton and Ortega attended professional conferences for their professional development, not their universities. The conference seemed to be the primary mechanism for professional development for these faculty members. Yet, the downside of their attendance was that it was more often at their expense and not their university's or department's. It was however, through this mechanism of a professional conference, that a professional faculty member, be they underrepresented or non-underrepresented, according to their status, obtained the needed orientation, training, skill acquisition, socialization, mentoring, opportunities to learn about the nature of their scholarship line or agenda through collaboration with other like-minded scholars, thereby deepening their knowledge base (Goodson & Cole, 1993; Giroux, 1988; Saunders, 1998) and increased their abilities for future dissemination of that knowledge, at an university level or the education field, subsequently, broadening their own understanding(s) about their particularized research topic by making other connections with other similar, complimentary or differing lines of research pursuits (Revelle & Anderson, 1992; Arnonowitz, 2001; Arnonowitz & Girouz, 1985).

They would also learn and re-learn, more about how to write and craft a research grant, to enter into substantive discourse with others like/ not like themselves [e.g. underrepresented faculty alongside non-underrepresented faculty] in a non-toxic atmosphere, for the most part, and to learn to cultivate professional attitudes of awareness of issues as (Silin, 1995) integrity, fidelity (Noddings, 1992.1986), flexibility, altruism (Curwin, 1993; Neusner, 2005), honesty, collegiality, cooperation, assertiveness, determination, fairness or justice (Glanzer, 1998) in being moral, civil and ethical in action in character (Bok, 1982; Cohen, 1995; Colson, 1995,1996; Etzioni, 1996; Rawls, 1996a, 1999b, 2001, Sergiovanni, 1992), and being open to

change (Harris, 2005).

Such positioning would enable them to receive validation for their work(s) and roles, as an often overworked tripartite citizen of their university and department [e.g. researcher, teacher, service provider] and to increase their own learning about best practices in effective teaching (Ellsworth, 1997a, Murphy & Lick, 2001, 2005; MacLean, 2002; Kiltz, Danzig & Szecsy, 2004), thereby impacting their students' needs', multiple intelligences and learning styles (Capper, Frattura & Keys, 2000; Gardner, 1993) through utilizing researched based and proven models, concepts, theoretical constructs that seem plausible and germane to their specific situations, while exploring the meaning of "communities" of practice (Furman, 2003, 2004; Wenger, 1998, 1999, 2002, 2007a; Sarason, 1974; Skyrme, 2002; Habhab, 2008; Harkavy, 2006; Hooks, 2003; Kohn, 1996/2006; McMillan & Chavez, 1986; McMillan, 1996; Nisbet & Perrin, 1977; Pounder, Reitzug & Young, 2002; Rappaport, 1977; Putnam, 1993; Chavis et.al., 1986; Ward, 2000), where one works with others on substantive projects rather than being isolated in an academic silo, thereby learning how to listen to differing voices (Miller, 1990; Weis & Fine (Eds.), 1993) and to confront one's own prejudices on diversity issues within the classroom and educational environment surrounding, gender, race, ethnicity, ageism, sexism and sexual orientation (Gabriel & Smithson (Eds), 1990).

Additionally, such attendance would enable one to become more engaged in the learning of ones craft, as a scholar, by possible participation in the governance structure of the association, thereby accessing "insider" information and make a substantive difference in one's life and others we are supposed to serve, in actually supporting and mentoring others who need our assistance, as in the invisible graduate student or junior female/male underrepresented per-tenured faculty individual. Such intensive engagement would encourage one to learn to present

substantive works of research and receive and give salient critique aimed at improvement, not to attack one's personhood, but rather, to learn to listen to others with differing perspectives. Such engagement would enable one to become aware of regional and national issues of educational trends of importance, to meet other colleagues from outside one's own little departmental *niche* in a different setting, thereby affording the possibility of "letting one's hair down" [e.g. being socially intimate with a colleague about some special concerns and issues plaguing him/ her] (Wynne & Walberg, 1985, 1995). As Dr. Holton described it, such engagement would enable one to learn more about one's professional association from other scholars who have attended there before and have an embedded knowledge of the complexities and issues facing the association surrounding institutional membership, its national persona and influence or lack therein on the national level in impacting educational policy in the United States government, thereby being exposed to the latest research from around the nation in various forms of books, journals, manuscripts that are made available and to be given access to job listings for advertised job opening at other universities that may meet a professional need of transferring in one's academic career for a host of reasons. Such engagement would help the faculty grow in providing service and leadership opportunities regarding one's own involvement at the conference within various venues, such as a governance representative from one's institution, as a member, being invited to serve on the executive committee which is the governance core group of the XYZ association and to help determine through substantive discourse issues surround the deliverance of Educational Leadership/Administration programmatic programs (Feiman-Nemser, 1990; Pounder, Reitzug & Young, 2002; Murphy, Hawley & Young, 2005; Murphy, 2002; Rehberg, 1994; Sergiovanni, 1992, 1995; Williams, 1993) at university institutions.

Such engagement would enable a faculty member to become involved with others in promoting further inquiry and questioning, as to what constitute effective Educational leadership (Jackson, 2002; Kiltz, Danzig & Szecsy, 2004; Murphy, 2002; Murphy, Hawley & Young, 2005; Pounder, Reitzug & Young, 2002), and inquiry of the state of our school systems and thereby inform one's own teaching to one's own constituency [professional practitioners, graduate students, who are intending to matriculate, upon the reception of their terminal degree into the K-12 pipeline of education, as curricular specialists(Butler, 2005; Kinchloe & Pinar (Eds.), 1991; Pinar, 1994; Ukpokodu, 2007) or lead teachers, at the forefront of educational reform and practice or administrators, that are transformational in leading their increasing burgeoning schools populations and staffs, often plagued by inadequate structures, social inequities, budgetary constraints, political injustices against certain groups or superintendents, who represent the pervasive social diversity of our day, as to gender and race, ethnicity, differing leadership styles and agendas for school reform for the benefit all children regardless of whether they are mainstreamed, in special educational classes (Dallimore & Hertenstein & Pratt, 2004) or ESL and bilingual classes (Ovando & Collier, 1988; Grogan, 1996; Ortiz, 1982, 1995; Page, 1995; Colson, 1995, 1996; Connelly & Clandinin, 1990, 1999, 2000).

This just makes sense that Educational Leadership would seek to address these varied and complex issues and that the professional conference, as a professional development mechanism, is the mechanism that is currently working, addressing these complex issues of the field in a variety of scholarly avenues (Powers, 1988; Weick, 1995, Young, 2009) and unfolding the attending needs of inquiry, questioning, exploration of these ideas, ambiguities, complexities and issues (Britzman, 1998; Eisner, 1991; Noordhoff & Kleinfeld, 1988; Schwandt, 1997).

If Dr. Johnson's perceptions are an accurate picture of the current practices and conditions within the academy in providing an inadequate base of professional development, then the academy needs to revisit its commitment to its adult faculties, in a similar way corporations have learned to do so, by investment. There are several considerations that need to be addressed here. One is the need of the adult learner, as Dr. Johnson alluded to, that not even in his conference was there provided a 'climate' for effective adult teaching (Merrifield, 1998).

Adult learners are practical, self directed learners that need to be engaged with the process of learning and they need to see the acquisition of new knowledge in practical ways (Brockett, 1988; Brockett & Hiemstra, 1991; Brookfield, 1992; Edwards & Usher, 1996; Imel, 1995, 1998; Knowles, 1950, 1962, 1980; Tice, 1997). Professional Development practices must take the needs of the adult learner in mind, as a person and as part of a social group (Murphy & Lick, 2001, 2005; MacLean, 2002) network that has as its main objective in professional development the meeting of "student needs". A secondary consideration is for colleges and universities to rethink budgetary allocation guidelines and practices, when it comes to faculty development (Cytrynbaum, Wadner & Lee, 1981; Cytrynbaum, Lee & Wadner, 1982; Nelson, 1980; William, 1980/81) and their future success. An investment focus for the long haul [e.g. 30 years] seems best considering the nature of tenure [e.g. 6-7 year process with subsequent service following if the candidate meets university or college requisites for tenure and promotion] and the organization maintenance of the university, as an organization of its prime resource, its personnel. Such an investment on the part of the university or college would have tremendous impact upon all its faculties, especially those who are underrepresented and the students which the faculty daily influence.

Additionally, if the university, college, and departments of a specific discipline are

going to demand or require service obligations in attending professional conferences, as part of the requisites for tenure and promotion, without providing on-site professional development opportunities, then they should ethically and morally provide the funding necessary for faculty needing professional development to be able to attend these conference in forms of monies for travel, fees for entrance into the conference, even monies for food and lodging. Given the realities of the increasing prices of travel, food, conference fees, and membership fees by the institutions, hotel rooms, this would not be a small allocation on the part of the university, college, department or division within a specific discipline. As previously argued, this is an ethical issue that the university needs to address, not so much from a corporate style approach but a “care-based” approach or Systems’ approach rather than an “ends means” approach or even a rules/policy based approach. The university should invest in their faculties as a professional expression of support and belief in their future growth and success. On the other hand, given the budget constraints most departments, colleges and universities are subject to, the one-shot-approach of a an annual conference and the rising costs embedded in conference attendance and membership may raise further considerations and questions about fiscal propriety and responsibility by the institution, college or department.

Bredeson (2003) and Duffy (2002) among others would argue that an organization’s “investment in one’s personnel not only increases the facilities intellectual capacities but also the intellectual capacities of the organization itself.” For post-secondary institutions, this seems to be wise counsel and a smart investment that provides multiple returns. On site professional development utilizing a Systems’ approach wedded to telecommunication technologies may be a way to keep costs down and provide both a humane and cost efficient means of providing relevant opportunities for orientation, training, mentoring and knowledge acquisition that is

sensitive to the needs of the adult learner as well as reflectivity in one's professional practice. Such a paradigm of a Systems' approach wedded to technology (Moody, et.al., 2003) could provide satellite campuses of the main university access to invited specialists and keep professional development close to home, thereby reducing costs of travel, room and board etc. The downside would be a lack of participation by faculty at the university's national conferences, where the faculties' publications could be showcased in a personal manner rather than over a teleprompter. It would be at those conferences that they would have a chance of collegial interaction in being socialized to the professorate or a professional leadership position in K-12, as an administrator, superintendent or educational specialist (MacLean, 2004 a, b).

Professional development often refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities, situated in practice. It has been described as intensive and collaborative, ideally, incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance. Professional Development can take some of these forms other than a conference setting:

- Case Study Method - The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem (Hammond 1976, Yin 1984, 1989a, 1993, 1994, 2003).
- Consultation - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.
- Coaching - to enhance a person's competencies in a specific skill area by providing a

process of observation, **reflection**, and action.

- Communities of Practice - to improve professional practice by engaging in *shared inquiry and learning with people who have a common goal*.
- Lesson Study - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice.
- Mentoring - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for **reflection** and observation [see Appendix H & I].
- **Reflective** Supervision - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry *that encourages their understanding and articulation of the rationale for their own practices*.
- Technical Assistance - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts.

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. *At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge. The 21st century has seen a significant growth in online professional development with technology.* Content providers incorporate collaborative platforms such as discussion boards and wikis, thereby encouraging and facilitating interaction, and optimizing training effectiveness (Moody, et. al., 2003; Wikipedia, The free Encyclopedia, © 2008).

Systems' thinking is a framework that is based on the belief that the component parts of a system can best be understood in the context of relationships with each other and with other

systems, rather than in isolation. The only way to fully understand why a problem or element occurs and persists is to understand the part in relation to the whole (Wikipedia, The free Encyclopedia, © 2008). If this is applied to our above working definition of professional development, then one needs to address questions about the efficacy of the discrete methods described above in relationship to the definition of Professional Development posited, as skills and knowledge acquisition for professional and career growth and achievement in an environment that is described, as intensive and collaborative and which contains an evaluative component. What skills and knowledge are germane to faculties at research one institutions, especially those that are underrepresented faculty according to gender, race, and ethnicity? The methods listed above would provide only a partial answer to this substantive inquiry.

Professional development to be effective would involve a faculty member, as a learner, by assuming a role in facing a case [set of circumstance, people and events embedded with a complexity of a dilemma] and therefore be thrust into the role of a problem solver seeking a solution to that dilemma. This role involves critical thinking, analysis and choice making in approaching the case as one evaluates all parts and the ramifications or implications embedded. For a scholar, the development of one's intellect is vitally important in being able to think analyze, collect, code, synthesize data and make informed decisions based upon that data. An example of a Case Study comes from the XYZ data bank of cases studies (Young, 2009) wherein, they publish in their magazine entitled: *Journal of Cases in Educational Leadership* describing the following:

A large, urban public school district has been engaged in high school reform over several years. The reform involves creating small learning communities (SLC) from large under-performing neighborhood high schools. In many cases, brand new

principals have been chosen to found and lead the SLC schools into reform. The district has had some difficulty with providing support to principals in these roles. This case is designed to highlight issues of providing support and mentoring in a structured way to individuals new to the principalship. The case can be used in courses on the principalship, as well as courses that prepare central office leaders (Peters, 2008; Young, 2009).

So the dilemma, in this case, is the lack of perceived support a newly minted professional in the field of Educational Leadership/Administration acknowledges from the central office within his urban school district, as he was hired to lead the SLC schools in needed reform. There is obviously a disconnect of support between the central office and the new administrator, when it comes to providing support and help. The issues rising from this one case alone are germane to graduate students' thinking about becoming administrators, professionals, who may be already administrators and are taking the class or superintendents in the class and of their responsibilities, as part of the central office, to provide those new to the principalship, the needed support and mentoring that is not only structured and contextualized by the specific situation but to be effective on a professional level. One could envision a lively discussion about what kinds of support and mentoring would be required alone. Another question raised would be where this professional practitioner would go for consultation, if the main office doesn't support him in mentoring him, as to addressing and clarifying his immediate needs. Does the fledgling administrator need coaching in the development of a specific set of skills to be more effective and who would help facilitate that for him within his district? What are the skills needed, as related to the problems of reform advancement and the lack support experienced by this administrator?

Or would another professional development method listed be better suited, as described as “community of practice”, for learning is central to human identity (Gonzalez, 2003). A primary focus of Wenger’s work (1998) is on learning as social participation – the individual as an active participant in the practices of social communities, and in the construction of his/her identity through these communities. From this understanding develops the concept of the “community of practice”: a group of individuals participating in communal activity, and experiencing/continuously creating their shared identity through engaging in and contributing to the practices of their communities. Wenger, E. (1998, 1999, 2002, 2007a), Wenger, E., McDermott, R. & Snyder, W. (2002), Grant & Zeichner, (2001), Lesser, E. L. & Storck, J., (2001) posit:

Organizational learning of the deep conceptual type is best facilitated, if the realities of “communities of practice” are recognized, when the change process is designed. “For organizations, ... learning is an issue of sustaining the interconnected communities of practice through which an organization knows what it knows and thus becomes effective and valuable as an organization” (Wegner, 1998, p. 8).

Wegner (1998) describes the “negotiation of meaning”, as how we experience the world and our engagement in it as meaningful. If all change involves a process of learning, then effective change processes consciously facilitate negotiation of meaning. In her model, that negotiation consists of two interrelated components.

- *Reification*: He describes this process as central to every practice. It involves taking that, which is abstract and turning it into a “congealed” form, represented for example in documents and symbols [e.g. scholarship productivity in manuscripts and journal

articles and presentations etc]. Reification is essential for preventing fluid and informal group activity from getting in the way of co-ordination and mutual understanding.

Reification on its own, and insufficiently supported, is not able to support the learning process, however.

“But the power of reification – its succinctness, its portability, its potential physical presence, its focusing effect – is also its danger ... Procedures can hide broader meanings in blind sequences of operations. And the knowledge of a formula can lead to the illusion that one fully understands the processes it describes.” (Wenger 1998, p. 61)

- *Participation*: Participation, the second element in the negotiation of meaning, requires active involvement in social processes. It involves participants not just in translating the reified description/prescription into embodied experience, but in recontextualising its meaning. Wenger describes participation as essential for getting around the potential stiffness [or, alternatively, the ambiguity] of reification.

“... If we believe that people in organizations contribute to organizational goals by participating inventively in practices that can never be fully captured by institutionalized processes. We will have to value the work of community building and make sure that participants have access to the resources necessary to learn what they need to learn in order to take actions and make decisions that fully engage their own knowledgeability.” (Wenger 1998, p. 10).

So in this case, how would this new principal be able to take actions and make decisions that fully engage his own knowledgeability? One could speculate, he would not unless he was in a community of like minded individuals, where there is trust to share, reflect and learn together over a mutual task or goal. Crucially, Wenger describes the relationship between

reification and participation, as a dialectical one: neither element can be considered in isolation, if the learning/change process is to be helpfully understood.

“Explicit knowledge is ... not freed from the tacit. Formal processes are not freed from the informal. In fact, in terms of meaningfulness, the opposite is more likely ... In general, viewed as reification; a more abstract formulation will require more intense and specific participation to remain meaningful, not less.” (Wenger 1998, p. 67).

Wenger calls the successful interaction of reification and participation the “alignment” of individuals with the communal learning task. Alignment requires the ability to co-ordinate perspectives and actions in order to direct energies to a common purpose. The challenge of alignment, Wenger suggests, is to connect local efforts to broader styles and discourses in ways that allow learners to invest their energy in them.

“Alignment requires specific forms of participation and reification to support the required co-ordination ... With insufficient participation, our relations to broader enterprises tend to remain literal and procedural: our co-ordination tends to be based on compliance rather than participation in meaning ... With insufficient reification, co-ordination across time and space may depend too much on the partiality of specific participants, or it may simply be too vague, illusory or contentious to create alignment.” (Wenger 1998, p. 187).

To the extent that a deep conceptual change involves importing practices and perspectives from one “community of practice” into another, such change involves what Wenger calls “boundary encounters.” Such encounters change the way each community defines its own identity and practice. Crucial to the success of the boundary encounter is the role of highly skilled “brokers”, who straddle different “communities of practice” and facilitate the exchange process.

“The job of brokering is complex. It involves processes of translation, co-ordination and alignment between perspectives. It requires enough legitimacy to influence the development of a practice, mobilize attention and address conflicting interests. It also requires the ability to link practices by facilitating transactions between them, and to cause learning by introducing into a practice elements of another. Toward this end, brokering provides a participative connection – not because reification is not involved, but because what brokers press into service to connect practices is their experience of multi-membership and the possibilities for negotiation inherent in participation.” (Wenger 1998, p. 189).

In the case study addressed above, who would be the boundary broker from the main office, to affect change? Such brokerage, as highlighted, is a highly skilled task involving processes of translation, coordination and alignment of perspectives. It also requires legitimacy to influence the development of practice, attention and addressing conflicting interest. How would that new assistant principal participate in such a community of practice? The broker, reflectively, would have to be a more seasoned member of the community to have such influence. One can see a more seasoned or senior colleague or college professor that is tenured and of full rank have those positions and capacity, but a more junior member of the faculty, especially those who are underrepresented and female, non-tenured, may not.

Coaching, as described, as another method of professional development, is a process of enhancing a certain skill set of an individual through observation, reflection and action. Applying it to our case study, what skills would the fledgling administrator need in his case of disconnect with the central office, as to support and mentoring (Gonzalez, 2003)? What observations can he make about his circumstances that would inform and deepen his thinking about his issue, his position, his colleagues, the reform program in which he is to be part of and

the central office? How would reflectivity assist him in negotiating and communicating his needs to the central office and assist him in understanding the dynamics of change reform within his district? How would reflection assist him in thinking about his dilemma and what he wants in the way of support? What does he think about support? Is it realistic for him, as a new administrator to expect it, when he is considered a professional? Based upon his observations and reflections what courses of action are before him and what can he do in a proactive fashion rather than a reactive fashion?

Mentoring, which this administrator lacked from the central office, is a method of professional development that promotes self-awareness, reflection and observation through suggested and provided opportunities. Apparently, this wasn't happening, so one may conjecture that this administrator, unless he possessed self-conation, probably was not as aware, as he could be, of the particularized dynamics of his situation, the dynamics of communication with superiors [e.g. superintendents] and colleagues [e.g. fellow administrators] or other staff personnel and the students he was seeking to serve. Was he reflecting on his leadership style, his communication style, his managerial style, and his conflict resolution style? We are not told but only surmise that mentoring could assist him in a large degree in doing so.

Reflective Supervision, as a method of professional development, is an evaluation process of an individual's performance that is to be encouraging the individual to reflect upon or think about the rationale or justifications of his/her actions. Such supervision would not be necessarily helpful in the case study, unless it assists this administrator to think about "why support from the main office" is so important and the reasons why such support may not be there, as particularized in his own situation—case study.

Technical assistance, while of adjunct value would not play a major role in addressing the complex leadership issues of this case and which are contained in what appears to be a dysfunctional central office. This element of professional development segues into the next section in a vital fashion.

Mentoring Issues: Personnel and Practices

An older more seasoned veteran to a younger protégé, who differs from advisors, whom gives advice for the short-term, uses mentoring, to communicate commitment for a long period of time (Ambrose, 1998; Daloz, LA, 1999; Droste, 2005; Hurley, 1988; Moreland & Levine, 2001; Triple Creek Associates, Inc, 2005; Zachary, 2000).

Embedded in socializing, this concept of mentoring and process of mentoring merged from the literature of this study and the contextualized analysis of Chapter Four to a significant degree. The conceptual and contextual models of this study [see Appendix A & J] both affirmed its importance in portraying its impact by providing new faculty with *instrumental* assistance coupled with psychological bolstering (Moody, 2004 a, b). Moody (2004, a) described this type of mentoring as the following:

Mentees should receive “insider” information about the real workings of the academic departments; what the unspoken rules are; how one methodologically builds a scholarly track record of achievement by leveraging a new success from a previous one; and how one can methodologically expand a professional support network. Mentors can introduce their mentees to influential leaders who can open new doors of opportunity for them. Having mentees collaborate with mentors on intellectual projects can help the junior pre-tenured underrepresented and non underrepresented faculty member hone

their research agenda, develop their pieces of scholarship for publication and their networking skills with other professional colleagues within the department across the university campus at their respective university or at other institutions (p. 133).

Dr. Johnson received such *instrumental* mentoring from his graduate program, while Dr. Holton received much of her mentoring from *collaboration* at professional conferences, not through her “toxic” department and Dr. Ortega, like Dr. Johnson had a mentor who had given her “*insider*” information about developing an academic career. Such mentoring, if done by a caring and trained senior faculty and done in a timely fashion, during the start of a faculty’s member career course may divert him/her from resigning figuratively or literally (Boice, 1992, 2000) [see Appendix H about current mentor programs at university levels and Appendix I for a brief discussion about the roles and expectations of the mentor and mentee].

As important as to what good mentoring should do for the protégé, equally important is who does the mentoring. Senior faculties are the ones who determine where new faculties obtain tenure or not. Senior faculties stay and stay, while even provosts and students come and go. They have and exert tremendous influence, significance and power upon the culture of the academy and the lives of men and women in their respective departments. If mentoring is, as described, as Dr. Johnson shared, and if senior faculty members are as powerful and influential, as the literature seems to indicate, then higher education would be strategic in creating success in its faculty by bringing its senior personnel and the process of *instrumental* mentoring into a more demystified fashion for all stakeholders within academia. “Insider” information coupled with seasoned veterans longevity, influence and power, impacts significantly, without doubt, the journeys of underrepresented graduate students and underrepresented pre-tenured faculty more than attested to in the literature review in Chapter Two and yet confirmed, graphically, in

part by Drs. Ortega and Johnson in the data analysis of this study in Chapter Four.

Annual Assessment Practices/Tenure Review Proceedings

Continuous feedback from senior colleagues, Deans, department heads, students are a normative part of life for lower ranked pre-tenured and tenured university professors. Such is to be expected. Dr. Holton, however, was very upset and angrily complained about what appeared to be highly subjective and biased annual reviews, she was receiving focused upon her teaching, scholarship per low student scores and advising load outcomes. Again, the tripartite roles of researcher, teacher and service provider are highlighted. Dr. Holton referred to the ‘annual’ review, as professional “nit-picking”, endemic to the academy, when she confessed, “...I think it’s how we are trained...we are always trained to nit-pick and find something wrong and we do it to each other.”(Silver, 1998; Van Alstyne, (Ed.) 1993a; LaNoue & Lee. 1987; Kaplin & Lee. 1995; Sheehan, McDevitt & Ross, 1998).

Her complaint made visible an implication of this study: the need for clear, articulate, stable assessment criteria and processes utilized by the decision makers in the academy who are able to recognize predictable errors in judgment in interpreting and judging others’ performance, especially when those others differ in background, gender, race, ethnicity from them.

Moody (2004a) asserts:

It is essential that the decision-makers recognize and correct their own sloppy and stereotypical thinking and that of their colleagues, as they proceed with the information-gathering and evaluation processes, as members of recruitment, promotion and other important committees (p. 163).

Moody (2004a) further comments:

In addition, power-holders [e.g. senior staff members] must give special attention to the misconceptions and wrongheaded assumptions they often make about solos, pioneers, and tokens in their departments, divisions or organization (p. 163).

It is the contention of this researcher that if senior faculty members would be so engaged in the mentoring component, as previously described and if they were indeed so involved with their academic community, as champions of diversity, rather than gatekeepers of White privilege and the containers of tacit assumptions about others differing from them, as being far less competent and able, their positioning and posture at the head of the tenure review (Diamond, 1995; Diamond & Adams, 1995) board/evaluation committee they would be tempered with the reflective and experiential understanding of knowing the “humanity” of the pre-tenured faculty person they are evaluating, as well as his/her record of publications, vitae and dossier.

Workplace Culture and Climate

Drs. Johnson and Ortega seem to have adjusted to some unique departmental cultures, or work environs. Dr. Johnson’s adjustment was in being the only male faculty member in his department and having to confront the “good ole girls club” and Dr. Ortega’s was in experiencing the years of being the only Latina faculty member in her department. Department have cultures and so do universities.

Dr. Holton’s department could only be described, as relationally and professional toxic with herself and two other female colleagues being repeatedly verbally assaulted in committee meetings by a senior Anglo/male faculty member in fits of rage, expressing displays of blatant

sexism and an obvious lack of professional respect for his colleagues and all of this under the watchful eye of the Dean of the department who seemingly kept silent about it. Why? Was he afraid of his senior colleagues? Did he not have the “ganas” of Dr. Ortega to stand up and denounce such departmental toxicity? Such are the shameful experiences of many underrepresented faculty in academe fostered upon them by those more powerful than them. These snapshots of the informants of this study attested to and confirmed the realities posited in the research of Bensimon and Tierney (1996) on promotion and tenure, when they asserted:

Senior faculty and administrators, as well as academic departments and divisions, must become adept at using gender and race/ethnicity as dual “lenses” through which they can analyze, in new ways their business-as-usual practices, assumptions, and procedures. Using these lenses, these leaders will be able to see, probably for the first time, how their practices and customs disfavor non-majorities and favor majorities...more importantly, these leaders should put in place good practices that will equalize the playing field for their faculty and enable non-minorities in the academic to thrive and feel they belong. (p. 81). Did Dr. Horton and her female colleagues feel a sense of belong? I think not.

Being outnumbered, feeling alone and isolated and verbally abused is not a level playing field to create or sustain a career.

To provide more than a band-aid approach to such departmental toxicity, a Systems’ approach is advocated to create a community among a diverse faculty (Bray boy et, al., 2007; Bray boy, B. McK. J., 2003; Bray boy, B. McK. J., 2004; Bray boy, B. McK. J., 2005; Castagno, A. E, & Maughan, 2007; Colon, 1991). The tension point addressed here seems to be exacerbated by an organizational structural issue/ barrier (Beaman-Smith & Placier, 1996;

Blanke, D. J., & Hyle, A. E., 2000; Clark, S.M. & Corcoran, M., 1986; Johnsrud, L., & Des Jarlais, C.A., 1994; Johnsrud & Wunsch, 1994; Menges, R. J. & Exum, W.H., 1983).

Change for such an organization, as advocated by Davis (2003) must come from “within” the university’s personnel and leadership and usually evolves through the following stages: (a) limited access and token representation of underrepresented faculty, (b) working to increase diversity and encouraging all employers to think and behave in non-oppressive ways, (c) redefining organization in the redistribution of power and (d) drawing on the contributions of diverse cultural and social groups in its mission and day to day operation (Jackson, 2003, 2004; Kayes, 2006; LaBare, 2005; Lewis, 2006; Rendon & Hope (Eds.), 1996; Sims, 2006; Wolf-Wendel & Smith, (Eds.), 2005; Winston, 2001). The framework for organizational development could begin in departments but be university wide “ buy in “ into a Systems’ approach that (Duffy, 2002) would argue would take involvement from the administration in cooperation with the faculty, all faculty, all stakeholders, not just the senior faculty members.

Community

Drs. Johnson, Ortega and Holton utilized professional conferences for many reasons regarding their professional development, as academicians. As faculty members, they used the conference settings for a taste of “community” given the structural and cultural barriers they systemically encountered daily at their respective universities, as the “other” in the academy (Cooper & Stevens, 2002; Moody, 2004a, b). A practical implication of this study resides in encouraging higher education leadership and administrators to revisit the concept of a caring community, beyond calendared social events like homecoming, football games, basketball

games etc. This means to revisit and rethink through the challenges that exist within the academic culture—its norms and attitudes—and how they affect underrepresented student and pre-tenured faculty in post-secondary institutions.

Despite the stated values of most faculties and administrators, academic culture is undermined by perceptions of superiority, insecurity, power, distance and evaluation. For students and faculty, the need to be smart, to know a lot, to be right, and to appear extraordinary in others' evaluations is tantamount to success (Noddings, N., 1984; Shapiro, J.P., & Stefkovich, J.A., 2005; Weathersby & White, 2004; White, J. & Weathersby, R., 2005). Faculty members, whose orientation is based in a sense of community like Drs. Johnson, Holton or Ortega, find this a significant tension point. Community is grounded in trust, not the need to be smart, to know a lot, to be right or to appear to be extraordinary. This issue of community and what promotes it was contextually expressed in Chapter Four and in the particularized findings in the section of Chapter Five, which dealt with the theme of *guarded optimism*.

Revitalizing “community” in academic life requires individuals and groups to be involved in substantive reflection. Faculty and administrators need to be willing to honestly look at their respective institutions and let the “silent” voices of dissent speak, seek to understand and embrace the concerns heard and work toward addressing those concerns with empathy, rigor, creativity and respect. This would involve discussing issues that are often swept under the table, ignored or considered un-discussable, such as perceptions of discrimination in the promotion and hiring practices, academia's dirty little secret of moving toward non-tenured track positions to discharge their duties of teaching the majority of their undergraduate student first and second year courses by employing part-time adjunct professor, who are insufficiently

paid (Magner, 1999), promised little, if no benefits and who are isolated from any major decisions on committees of importance. If the adjunct is serving on a committee, what significant contribution can h/she really make?

In revitalizing “community” the biological clock and the tenure clock dilemmas of many female faculty members must be revisited, as they must decide between career and family. The corporatization of the university system should also be on the agenda list of discussion points and the implications of such in the operating procedures of university life. Alongside these issues would be the normative ethical dilemmas in teaching, research and scholarship and other issues that would place barriers in front of a vital community of underrepresented scholars, as mentioned in unresolved expressions of sexism, ageism, and racism against underrepresented groups. Reflection and reflectivity in practice is needful not only on an individual basis by faculty members, but such is to be supported and promoted organizationally, as normative.

Reflectivity on one’s professional practice is not a panacea for the structural and cultural impediments facing underrepresented graduate students and pre-tenured and tenured faculty today, but reflectivity that promotes trust may lead to a greater sense of community and such a community may foster greater retention (Lee, 1999; Rendon, Jalomo & Nora, 2000) and advancement than the current norms of the university structure based upon competition, lack of trust and profitability. To implement reflection and to sustain it, as a normative part of Academia is considered to be a step for the greater good of all in the most altruistic sense (Curwin 1993; Neusner, 2005).

Policy Implications

This segment covers the implications of the study's results for policy. These four subsections include (a) policy and the role of politics, (b) policy regarding minority representation and committee service, (c) policy and tenure assessment documents reflective of the complex nature of the roles underrepresented junior faculty embrace and (d) policy and culture.

Policy and the Role of Politics

A political issue of note is the issue of blatant departmental sexism and the toxic climate that such stereotypical thinking promotes for underrepresented female faculty in particular. Departmental guidelines and needful gender sensitivity training on this issue should be rigorously utilized and given to all faculty and Anglo/male professors in particular, who offend in such matter. They need to be reprimanded and incidents noted in their respective files to be considered with their annual, tenure and post/tenure reviews (Bennett, 1985; Johnson, 1993; Magner, 1999; McGrath, 1997). The strongest support for post-tenure evaluation is voiced by those who view it as a formative way and summative way to reinforce faculty growth and to improve instruction and sensitivity to the social justice issues in academe (Bennett & Chater, 1984; Zuckert & Friedhoff, 1980; Licata, C. POST-TENURE FACULTY EVALUATION: THREAT OR OPPORTUNITY? ASHE-ERIC HIGHER EDUCATION REPORTS NO. 1. ED 270 009; Shulenberger, 2001). For institutions wishing to pursue this notion further, the following considerations should be thoroughly examined before design and implementation of a process for post-tenure review:

- The purpose of the evaluation should be clearly articulated, and all other aspects of the evaluation plan should tie directly to the established purpose. Institutions must decide

whether the evaluation will be formative or summative or both in purposes.

- Faculty must be involved in the design of the plan, and commitment by the administration must be evident.
- Faculty and administrators should agree on the specifics of the plan. Particular attention should be given to the need for multiple sources of input, identified areas and criteria for assessment, and agreement on standards for assessment.
- Flexibility and individualization should be emphasized in the plan and in the criteria used for evaluation. Evaluation schemes must respond to the transitional stages in an academic's life while at the same time recognizing institutional priorities.
- Strong evidence supports the link between faculty development and rewards and post-tenure evaluation. Such a link is critical in a formative evaluation scheme.
- Innovative approaches to planning and evaluation are needed. The concept of growth contracts deserves renewed attention.
- Basic to each of these considerations is the need for expanded research on the status, the practices, and the effectiveness of current post-tenure evaluation plans.

The corresponding gender sensitivity training should be open not only to Anglo/males but all males and should include issues on how one interacts professionally with the opposite sex, what is appropriate conduct in committee meetings, what will and will not be tolerated at those committee meetings and what are the benefits of such training. The implementation of such a program of sensitivity awareness and the acknowledgement of stereotypical thinking would of course led to substantive debate with female faculty and it should. Those engaged in the debate should not only be Anglo/male but all female faculty and other under representative faculty, both men and women, alongside their Anglo male counterparts and senior faculty

members should be involved. Intentional re-visitation and evaluation of one's department's atmosphere is what is in mind here and how such impacts the lives of underrepresented female faculty and within the broader context of the university's mission, the education of the students in a multi-gendered, multi-ethnic world of the 21st century (Banks, 1997; Nieto, 1999; Ovando & Collier, 1998; Butler, 2005; Johnson & Johnson, 2002; Kayes, 2006).

The three narratives from the data of Chapter Four also posit and point emphatically to the need of addressing the issue of White Privilege within our post-secondary institutions (McIntosh, 1989, 1990; Allport, 1954; Clark, 2003; Jensen, R., 1988, 2005). Addressing this ignored topic, which is often heatedly denied by majority faculties and regarded as unnecessary, would enable all stakeholders in the academy to have their voices heard, especially those who are not Anglo and privileged due to their skin color, and who have longed been silenced due to this prevalent condition (Goodson & Cole, 1993; Noelle-Neumann, 1974; Weis & Fine, 1993).

Universities, colleges and their respective departments and their administrators, as well as administrators and senior faculty, who assert the importance of diversity would benefit from acknowledging the existence and practice of White privilege within the confines of their settings and craft a working and elastic definition of White privilege to foundationally provide a starting point for substantive discourse among all stakeholder, senior faculty, administrators, underrepresented pre-tenured faculty, underrepresented graduate students and to provide a starting point for discussion and further exploration at the institutional level for the purpose of diffusing its prevalent influence in talking about ways in which a more level "playing field" can be experienced by all. On the other hand, The University of Maryland at College Park found that out this month (March, 2009) when the faculty considered a proposal that would have

required annual reviews of tenured faculty performance, and would have allowed sanctions, including pay cuts for some professors who received three consecutive years of negative reviews. The faculty overwhelmingly rejected the plan, seeing it as unnecessary, unfair and a diminishment of tenure. One can see the necessity of administrative and faculty buy-in, if you are to have post-tenure evaluations (Inside Higher Education, 2009). In reading the reviews of the responses to the article, most professors/ respondents would welcome post-tenured reviews for a variety of reasons, one of which would be academic integrity and increased professional productivity by themselves and all their colleagues.

Policy and Committee Service

Another issue needing to be addressed and policy to be implemented, if policy is not already in place, within the departments, is prohibiting the premature assigning of underrepresented and non-underrepresented pre-tenured junior faculty, either by default or departmental demand, to assume service obligations and responsibilities that conflict with their need to write and publish to obtain tenure in a timely fashion (Kouzes & Pousnev, 1987; Furman, 2003; Jackson, 2002; LaBare, 2005; Murphy, 2002; Murphy, Hawley & Young, 2005; Pounder, Reitzug & Young, 2002; Sergiovanni, 1992; Winston, 2001). One may call this the “racism” of professional rank and privilege exercised in the light of departmental expediency and the overt reluctance of senior faculty members to continue to provide service leadership on committees and by such reluctance, and default, the department allows the junior members to shoulder a reported inequitable amount of leadership responsibility on various committees, not out of their own choosing.

Stemming from the many comments of the underrepresented pre-tenured and tenured

faculty members within this study, it was noted the salient need for balancing committee involvement because of one's gender, race (Wildman & Grillo, 1997, 1998, 2000) or ethnicity, as a token representative of a particular cultural sub-group within academia. Effective decision making requires policy guidelines in place as well as operational directives that would clearly articulate such a balance on committee work and the possible prevention of such tokenism, often experienced by minority faculty within the academy to be the spokesperson of an entire community, as if they knew the thoughts of all in that community and could succinctly and accurately represent that community's interest in its multi-dimensional levels of expression and form. Sensitive policy guidelines recognizing the assumptions built into such tokenism and the inherent dangerous position it puts an underrepresented junior or senior faculty member in would be increasingly realized for what it is. Protecting underrepresented pre-tenured junior faculty and underrepresented tenured faculty from such responsibilities through a formalized mechanism, as in written guidelines and subsequent protocols would ensure a more developmental sensitivity, as well as equity in load sharing.

Policy and Tenure Assessment Documents

Effective assessment protocols, procedures and practices must be implemented all along the educational pipeline including the ranking system of the academy, as well as its support structures like its technology and media centers (Neuman, 1993). The practical implications for Educational Leadership/Administration leadership providers and their professional organizations, such as the XYZ association, could help in assisting proactively, the development of effective assessments of underrepresented and non-underrepresented pre-

tenured junior faculty members, as they progress toward tenure and promotion, which reflects accurately the complexity of their role(s), the scholastic work they do in developing knowledge for the field, their scholastic productivity, their skill and dispositional growth in effective teaching, their creation of various forms of scholarship that are in alignment with the university's vision of scholarship [e.g. Portland State utilizes Boyer's (1990) seminal work on Scholarship reconsidered to broaden their perspective on scholarship], their record of service within this department, university and professional organization and their professional connections with differing communities of educational practitioner audiences (Andrew & Schwab, 1995; Epstein, et., al, 2002; Uhlenbeck, Verloop & Beijaard, 2002; Sanders & Horn, 1994).

Proactive assessments are necessary for the sustainability of new and seasoned faculties (Austin, 2002, 2003). Written guidelines around the utilization of professional portfolios should include indicators of not only what is to be examined, but also how these elements of one's professional dossier will be evaluated. For developmental purposes, such assessments, should promote self, peer, external and reflective components over time. While current practices, as indicated in the data, illustrated general understanding about the need to publish to retain one's position, ambiguity, a lack of clarity also marked the current state of many new underrepresented pre-tenured faculties' understandings of the annual review and tenure assessment procedures, usually given at the 6th-7th year of one's service in the academy. It is the responsibility of the institution to review its annual review and tenure and promotion policies to see if they are in keeping with the mission of the university and the changing complexities the university, as it enters the 21st century with a workforce that is often confused about what is expected of them.

In May of 2007, the University of West Florida composed a task force to address issues of tenure assessment and its implications. They considered the following issues:

1. Recommend processes, criteria, and relative emphasis on teaching, scholarship and creative projects, and service that affirm the University of West Florida's mission, as a regional comprehensive university, with standards appropriately aligned with the mission and vision.
2. Consider the role of teaching in tenure and promotion decisions, define it, and define appropriate criteria and standards given the University's mission of excellence in a regional comprehensive university.
3. Consider the role of scholarship and creative projects, and determine how this role supports the University's mission. Define the review criteria and standards that support the role. The criteria and standards should address both quality and productivity in scholarship and creative projects. The criteria and standards should be appropriate to excellence in a regional comprehensive university.
4. Consider the role of service in tenure and promotion decisions, define it, and define appropriate criteria and standards given the University's mission of excellence in a regional comprehensive university.
5. Provide overall University guidance regarding the relative importance of teaching, scholarship and creative projects, and service.
6. Define colleges' and the departments' or divisions' roles in the tenure and promotion process. Consider how these groups define their expectations in light of the University's mission. Consider whether the tenure and promotion process should be simplified, and if so, how.

7. Recommend procedures for periodic review and revision of departmental standards and criteria for tenure and promotion.
8. Consider whether tenure and promotion to associate professor should be formally linked.
9. Clarify any confusion that may exist regarding “decision standards” versus “minimum criteria.”

In response to their investigation they wrote 9 “white” papers addressing the above mentioned 9 areas to be addressed and followed up with two appendices that described at length the criterion used to established indicators, as to what they considered to be (a) poor, (b) fair, (c) good (d) excellent and (e) distinguished statuses in teaching, scholarship and creative projects, service. *It is noted in their working document that only at the levels of excellence and distinguish status are faculty members considered eligible for tenure and promotion* (University of West Florida Tenure and Task force report, 2007). In their appendices the following recommendations were made concerning tenure review and the tenure review committees work and by implication, how one can maximize his/her case for tenure, while going through the tenure review process:

Additional Recommendations from the
Task Force on Tenure and Promotion

The University of West Florida Task Force believes that it should take advantage of the reform initiative to make improvements in the review process as well. It recommends that an online tenure and promotion review system replace the current paper-driven model that requires committee members to visit a central location physically for review of tenure and promotion folders. Currently, members of the committees have a short time (about 10 to 14 days) to

review many portfolios before they meet to deliberate and make recommendations. In addition, the reliance on paper constrains the process in other ways that moving to an online system would improve:

- Flexibility and convenience
- Simultaneous review by multiple users
- More time for review
- Efficiency
- Earlier availability of application materials

If the University moves to a digital review process, implementation would require the following:

- Security: A secure process for administration of the system: e.g., D2L, Blackboard etc. must be established.
- Flexibility: Multiple formats need to accommodate several different document styles.
- Confidentiality: The process requires that non-committee members do not gain access to applications.
- Oversight: The Task Force recommends that associate deans be involved and charged, as non-voting members of respective committees to oversee the process. Thus, those who are not essential to the process can control the confidentiality of the process with very limited access.
- Back Up: The Task Force recommends that a hard copy of the entire portfolio should still be available—perhaps, as a transition until there is greater confidence and successful experience with the digital system. Hard copy will facilitate appropriate signature capture.

The Task Force proposes that any deliberations by committees should not transpire online. This review process affects only the preparation stage of the obligations of the committees. Development of Promotion Opportunity for “Lecturers”:

The Task Force would like to propose the establishment of a promotion opportunity for those individuals who are serving meritoriously in the “Lecturer” designation. A regional comprehensive university context should create a solid career opportunity for skilled educators who are not active, as scholars. Such individuals make extremely valuable contributions to the learning goals of their programs. As such, the Task Force thinks that it should be possible to move from “Lecturer” to “Senior Lecturer” with an increase in compensation comparable to the raise received when tenure-track individuals receive promotion to associate professor. The Task Force recommends that the performance criteria specified for tenure-track should be the same with the exception of achievements in Scholarship and Creative Projects. The length of time for consideration could also match requirements for those in the tenure track (Wolverton, 1998).
Revision in Annual Review Protocol: To make the reforms work appropriately, the University needs to promote adherence to the use of the five levels of performance, not just in tenure and promotion decisions, but in annual evaluations as well. To counter the tendency toward inflated ratings, the University should be vigilant about "distinguished" being a designation that is more rarely conferred.

In keeping with the UWF-UFF requirements that teaching evaluations must take more data into account than teaching evaluations, The Task Force recommends that meaningful artifacts of effective teaching should be submitted during annual evaluations.

For example, stellar assessment strategies, syllabi, evidence of updating content, etc., would all help the faculty build the case toward excellence. Although the UWF-UFF guidelines

suggest that faculty should not be limited in the evidence they submit for annual consideration, the Task Force suggests that this constraint needs to be revisited and perhaps renegotiated, so as not to fuel expectations that submitting more evidence will enhance the likelihood of conferring distinguished achievement levels. Evidence selected to illustrate specific purposes will be more meaningful. The criteria also suggest that faculty should be operating from forethought in their achievement.

In the first annual evaluation, the Task Force recommends that the faculty member draft a short teaching philosophy, a preliminary scholarly agenda or creative plan, and a projection of preferred service contribution that can guide their work over time. This document, preferably, as short as one page, could then be revised and submitted annually to provide context in which to judge how well the year's activities express the values and goals communicated in those documents. Recommendation for External Reviewers in Tenure and Promotion: One byproduct of moving to a system that is driven by specific performance criteria is that it will be easier to get an objective review of accomplishments from outside reviewers.

The use of outside reviewers for tenure and promotion decisions is starting to be standard practice for scholarship and creative projects achievement. However, if the University moves to a system in which criteria address all of the areas, outside judgment on teaching and service could be obtained as well. Remove "No Cost" Consequence of Early Promotion Consideration: Currently, the prevailing paradigm for tenure and promotion is those faculties assume going up early for tenure and promotion is routine and even encouraged.

There is consensus on the Task Force that this is a practice that should be reformed. The Task Force has specified some performance standards that will help faculty determine if they have accomplished sufficient quality to merit early consideration. The Task Force thinks that

this reform will go a long way toward giving faculty clear feedback about when high quality warrants acceleration. However, it also thinks that if faculties choose to go up early and they are unsuccessful in their bid, the results of the negative review must be included in the review activities of the following year. The University should do all it can to discourage frivolous submission of materials to conserve time, energy, and materials used to produce the portfolio (University of West Florida's Tenure and Promotion Task Force Report, May, 2007).

It seems obvious that this university has high standards for tenure and sought though this task force report seeks to align its mission, as a university with what it expected of its faculty by providing guidelines, indicators of performance, and status levels in unambiguous terms, so anyone reading this document would understand what is required for tenure and promotion. My question would be would any underrepresented faculty member have a chance to obtain tenure under their recommended system, if not given the adequate resources, socialization, mentoring and encouragement to produce such excellence in teaching, scholarship and creative projects and service? Would Dr. Ortega qualify? Would Drs. Johnson and Holton qualify?

Policy and Culture

The issues facing academia and its professional associations like the XYZ association of this study were attributed in part to the culture as Dr. Ortega posited, "Some of our issues are issues of culture and other are issues of gender." This statement reflects the collective heartbeat of underrepresented faculty and the surrounding challenges they face in the academy today, as we enter the 21st century. Throughout this study, a concern about under representation was voiced and notably expressed in (a) the loneliness and isolation experienced by all the

underrepresented faculty in the study, (b) the challenge of be expected to represent all their subgroup, when they cannot but speak for themselves, (c) the distinct possibility of their own voice over-representing their particular gender or racial subgroup while serving as a token representative on departmental committees, usually be default, (d) the experiences of being over-loaded with advisees of their same subgroup looking for role models and examples in a predominantly Anglo/male environment, (e) experiencing the stereotypical assumptions that challenge their right and place and even visibility in the academy, (f) the clash of family values with departmental and university demands for scholarship productivity, teaching and research excellence and the discharge of service obligations—all on an excellent or distinguished level of expression (University of West Florida’s Tenure and Promotion Task Force Report, May, 2007), (g) the current and persistent denial of White male or female hegemony in department or professional association’s culture, (h) the collision of collaborative Scholarship and its value in academe with the more traditional Scholarship expectation for singular notoriety and fame in the publication process [e.g. arguments over who is first author in a book, article etc], (i) the social ostracism of other professional faculty due to their sexual orientation, (j) the continued struggle by many underrepresented female faculty to be heard within the “good-ole-boys”, as well as the ‘good-ole-girls network’ and (k) the continued debate over institutional membership in the professional association that is so effective and yet struggles with a sense of its own identity and platform of impact on the national level due in part to its lack of size, its lack of political clout and the salient fact its not the only one preparing people for Educational Leadership positions. Part of the issue here is about the “inclusion” of historical Black colleges who may not grant doctoral degrees but provide Educational Leadership/Administration programmatic offerings and training.

The above listing speaks candidly about some of the needs to revamp the academic culture and to recreate compacts with all stakeholders. Hofstede's (1981, 1991) theoretical work about culture and organization may help address the needs spoken above, if some basic concepts are understood. The cultural dimensional model of Hofstede (1981, 1991) is a framework that describes five sorts [dimensions] of differences/values of perspectives between national cultures. They are enumerated as the following:

- Power distance: The degree of inequality (Sen, 1992) among people, which the population of a country considers normal.
- Individualism versus collectivism: The extent to which people feel they are supposed to take care for, or to be cared for by themselves, their families or organizations they belong to.
- Masculinity versus femininity: The extent to which a culture is conducive to dominance, assertiveness and acquisition of things versus a culture which is conducive to people, feelings and the quality of life as in community.
- Uncertainty avoidance: The degree to which people in a country prefer structured over unstructured situations.
- Long-termed versus short-termed orientation: Long-termed: orientation towards the future, like saving and persistence. Short-termed: values toward the past and present, like respect for tradition and fulfilling social obligations (Hofstede, 1981, 1991).

In unpacking and considering the cultural dimensions of Hofstede's (1981, 1991) theoretical concept regarding the differences of perceptions and values of national cultures, there emerges for consideration issues of inequality (Sen, 1992) experienced by the population

considered normal, as related to power and positions of power. In the academy, wouldn't this mean the predominant Anglo male professor among all rankings? (Census Bureau, 2003—[see Appendix C]. Another observation deals with assumptions about who is to care for the person. Is it the responsibility of the individual, the family, and the community or in this case the organization/state? Pertaining to academia one may ask, how much can one expect support and care, as a pre-tenured underrepresented and non underrepresented junior faculty member along the rankings, as a graduate student or as a tenured senior faculty member? Are there perceived differences among these various groups? What are they? How do they differ? How are they alike?

Masculinity versus Femininity, while suggesting gender differences of perspectives and sensitivities, researcher Hofstede's (1981,1991) model seems to move beyond the normative contrasts of gender to center in on organizational and cultural distinctive that imply distinctive differences to what is valued, as power or position of dominance, a disposition of assertiveness and the desire to accumulate things [e.g. money, fame, notoriety, recognition, success, career advancement] which are starkly contrasted with a culture that is people centered, not position orientated, and focused on feelings and quality of life issues. This multi-dimensional contrast resonates with the extant literature analysis in Chapter Four, highlighting and in particular, the challenges and barriers faced by Drs. Holton and Ortega and in some measure Dr. Johnson, as underrepresented faculty members in the academy, as they all were negotiating or had negotiated the labyrinth course leading to tenure and promotion.

Hofstede's (1981, 1991) next descriptor of ambiguity avoidance refers to the degree of preference one has for structured and unstructured situations. For faculty at university levels from pre-tenured junior faculty to the most senior member have lives that are filled with

structures, as in departments, colleges, councils, committees, courses, and professional conferences. There is structuring that goes behind the scenes, if crafting course syllabi and course contents are considered in that light of structure among the writing of manuscripts, journal articles, essays etc. There is structure in the annual review and the reviews that occur along the way regarding one's scholarship, teaching effectiveness and service obligations to various constituencies. There is structure also in the annual and tenure reviews (Shulenberg, 2001) with its protocols, guidelines, procedures, timelines, suggestions in establishing one's credentials, as an academician of note, worthy of peer recognition and scholarly output sufficient to be granted tenure and promotion.

There is structure in socializing and mentoring (University of Maryland (UMD) Task Force Report on mentoring and junior faculty, 2005) which occurs between senior faculty and junior faculty and faculty with graduate students and pre-tenured faculty members. There is structuring that occurs in the communication process between the university administration, its various colleges, and the business affairs departments/office/student affairs office/the various athletic departments, as well as the libraries and technical support staff through communicative memos. There is structure in the professional development offering proffered to university staff.

The life of a faculty person is a life of preferred structure in assuming the tripartite roles of researcher, teacher and service provider. Yet research in itself forces the researcher to face ambiguities and additional complexities about his or her own research findings in contrast with other researchers and as one deepens his/her knowledge through substantive discourse with other like-minded scholars or in reading and thinking critically about articles, books, magazines, reviews, case histories that are germane to their research line or agenda. The

researcher also is faced with situations that appear to be outliers to their presuppositions and assumptions they already have in their area of expertise. One faces some ambiguity in the moving target of what is expected regarding excellence scholarship, teaching and service, if there is transition at one's college or university, as to what is required and if the past paradigm is substantively changed from what one initially was introduced to and socialized toward or mentored to do [e.g. University of West Florida's Tenure and Promotion Task Force Report, May, 2007].

The life of an underrepresented pre-tenured junior faculty member is most often filled with ambiguity, as they are often filled with questions about the culture they have just entered into, its processes, its protocols, its procedures, its demands, its personnel, its promises and whether or not they really do fit. The extant literature in Chapters Two and Four seem to raise these questions of fit in a variety of ways concerning one's gender, race, ethnicity, scholarship line or agenda, and one's ability to be seen and heard, as a person of regard, to be respected for one's diversity in thought, not just appearance. Academia has been accused at being long in tradition and short on innovation, when it comes to the issues of diversity and the recruitment, retention (Lee, 1999) and successful acquisition of tenure and promotion of under-represented faculty groups. It seems rather than to address these issues of complexity about its underrepresented faculty, academia has chosen to look more at the fiscal restraints surrounding its operating procedures and have chosen to (a) raise the bar for academic success in the tenure acquisition process to such a level that most underrepresented Ph.D.s would question whether or not they could make it.

Dr. Ortega, as you recalled, did question her own abilities to meet the higher levels and even question the abilities of her senior colleagues, whether or not they could meet the new

challenges of increased academic rigor for tenor and promotion now in place within the academy (University of West Florida's Tenure and Promotion Task Force Report, May, 2007) and (b) a marketed pool of non-tenured adjunct professors to do the primary teaching for the primary undergraduate classes of their university, thereby saving dollars in salaries, health benefits, while still maintaining a semblance of service to the student population. While some adjunct professors are good at what they do, it is the considered opinion of most researchers, who have investigated this move to the utilization of the adjunct professor that this move is but another indicator of the academy's corporate style of management in stark contrast to being a community of practice, among people who are actively and equally involved, engaged, cared and provided for (Magner, 1999).

By definition: an adjunct professor is a part-time professor who is hired on a contractual basis, rather than being given tenure and a permanent position. Many universities have chosen to hire large numbers of adjunct faculty because they are flexible and cheaper to maintain than traditional full time faculty members. Just like regular faculty, an adjunct professor must fulfill basic educational requirements, before he or she can teach, and many adjunct professors are very well educated, talented people.

For a university, there are a number of advantages to hiring an adjunct professor. Because an adjunct professor is viewed as temporary, for example, a university can hire a part timer for a single semester to expand its course offerings or to meet student demand for a program, which does not have enough staff. Because adjunct professors do not have tenure or other rights, a university can also easily get rid of a professor who does not perform to the university's standard; all the school has to do is decline to renew the professor's contract.

In addition to being essentially disposable in the eyes of many educational institutions,

adjunct faculties are also much less costly to hire (Magner, 1999). They are not entitled to benefits, such as health care and retirement plans, and they are usually not given offices. Adjunct professors who do have office space typically have to share the space with other faculty. Most are paid by the unit, and their teaching loads vary from part-time to overload. From the point of view of an adjunct professor, there are certainly a number of disadvantages to this kind of work, as detailed above, but there are also some benefits. They have flexibility of hours and can teach as little or as much as they want, but definitely for less pay than a tenure assistant or associate professor.

The same flexibility, which allows a university to easily dispose of unwanted professors, allows adjunct professors to depart after a term, if they are offered better work. They also do not have extensive administrative duties, meaning that they do not need to attend many faculty meetings and similar events, and most are not required to perform research or to publish work, unless they are interested in seeking full time work. Some people actually prefer working as adjunct faculty because they enjoy teaching, but dislike the academic rat race associated with tenure and full time responsibilities.

The use of adjunct professor positions has grown in many universities (MacLean, D, 2005; Allen, 2008) in response to decreased funding which forces these schools to make choices, which are sometimes difficult. Most people agree that while adjunct professors can be abused, if the choice is hiring adjunct professors or closing a program, it's better to hire the part-time staff.

In the eyes of many adjuncts, as well as the numerous organizations that have sprung up to battle on their behalf, *the adjunct problem is essentially an exploitation problem*. Colleges hire hordes of adjuncts instead of smaller numbers of full-times to cut costs (and they do; the

Washington Post story noted that the percentage of adjuncts versus full-time faculty on college campus nearly doubled from 1970 to 1999, from 22 percent to 43 percent—and the situation is undoubtedly worse now, since 68 percent of new college hires are now off the tenure track). This coalesces with MacLean D, (2005) article on BC University in the Pacific Northwest.

Critics call it the "corporatization of higher education"—the idea, heretical in professorial circles, that those universities should be operated with fiscal efficiency (Lewis, 2004). So reams of fist-shaking manifestoes by adjuncts roll from the opinion pages of the higher-education trade press, such as this one in the *Chronicle of Higher Education* from Steve Street (Allen, 2008), a "lecturer" [that is, part-timer, or at best, relatively low-salaried full-timer without a long-term contract] in writing and literature at New York State University-Buffalo who has never been on the tenure track (Wolverton, 1998) since he started college teaching 28 years ago: "This year, don't be kind to adjuncts. Don't be kind to the 68 percent of appointments in higher education that are now off the tenure track, to the 46 percent of faculty members nationwide who serve part time. Don't be kind unless you can also put equity for us—proportional pay, benefits, security, and opportunities for professional development and advancement—front and center in department meetings, faculty senates, budget allocations, and even mission statements." (Allen, 2008; Bousquet, M., Scott, T. & Parascondola L., (Eds)., 2004). The raising and changing of standards for tenure and promotion that are seeming unobtainable, as suggested by the confessions and analysis of a very visibly successful Latina female "full" faculty member of 30+ years from a prestigious university on the West coast, made more visible by Dr. Holton's own confession on whether nor not she would want to ascend to a ranking of "full" professorship given the dangers and further assimilation into a culture that is Eurocentric and predominantly, Anglo/male in its values, mores and emphasis

upon a certain type of scholarship and further evidenced by the work of the review work of West Florida University's Tenure and Promotion Task Force (2007) that clearly articulated that being "good" in scholarship and teaching and service *was not* "good" enough, one had to be either "excellent" or "distinguished" to become recommend to be tenured or be fast-tracked to tenure and promotion. Such a shift in standards seemingly makes Dr. Johnson's chances of securing tenure and promotion slim, if he doesn't rise to the level and clear the bar set before him by his university's review board. Coupled with this "rising" bar of professional expectations from the halls of academia is evidence of its corporatization in utilizing more adjunct professors than part-time tenured track professors to save money. Fiscal considerations are given precedence over equity of treatment, as revealed in Street's statement about equity of "proportional pay, benefits, security, and opportunities for professional development and advancement front and center in department meetings, faculty senates, budget allocations, and even mission statements" (Bousquet, 2008). Soley, (1995) elucidates this corporate take over in the following manner in his book entitles "The Leasing of the Ivory Tower", when he articulated:

The accommodation of corporate invasions on campuses has clearly betrayed the democratic aims of higher education, as Soley remonstrates:

"Corporate, foundation, and tycoon money has had a major, deleterious impact on universities. Financial considerations have altered academic priorities, reduced the importance of teaching, degraded the integrity of academic journals, and determined what research is conducted at universities. The social costs of this influence have been lower-quality education, a reduction in academic freedom, and a covert transfer of resources from the public to the private sector. Furthermore, schools' cultivation of

corporate ties fosters the development of distinct classes of faculty, [e.g. like adjuncts] which in turn negatively affects the students." "Students in the arts and humanities not only receive instruction in shabbier facilities, but are also short-changed because their tuition dollars are diverted to the disciplines that do research for corporations.”

Although the use of adjuncts has increased, one thing remains the same: Adjuncts are still treated like stepchildren and orphans on their campuses. Most adjuncts can accept the low pay because they need the job. Most can accept the high number of students they are assigned, and most can accept the lack of adequate office space and other amenities the tenured professors take for granted. But the one insult that an increasing number of adjuncts across the nation cannot abide is the continued lack of academic freedom (Maxwell, 2008; Delaney, 2001).

The American Association of University Professors (1940) Statement of Principles on Academic Freedom and Tenure, which has not changed, is clear: Professors, full time and part time, should be at liberty to discuss relevant subjects with their students and comment on their institutions' operations and policies without retribution.

Based on personal experiences and based on reports of recent trends, adjuncts increasingly are being fired and not being rehired because administrators do not like catching flak for what their part-timers say in the classroom. Robin Watson (2008) in an article titled, "Adjuncts fight back over academic freedom," the *Chronicle of Higher Education* points out that most of the instructors who have been fired typically erred by discussing third-rail issues such as the Israeli-Palestinian conflict, religion, homosexuality and race.

One of the most egregious cases of adjunct mistreatment is that of Steven Bitterman (Wilson, 2008), who taught Western civilization at Southwestern Community College in Iowa

from 2001 until last year. He ran into trouble after three students complained to the college's vice president that Bitterman told his class the Old Testament story of Adam and Eve could be better understood, if it were viewed as a myth. "The vice president said the students and their parents had threatened to sue the school, and sue me, and she said: 'We don't want that to happen, do we?'" Bitterman told the *Chronicle*. "She told me I was supposed to teach history, not religion, and that my services would no longer be needed." (Wilson, 2008).

After the American Humanist Association threw its weight behind Bitterman, according to the *Chronicle*, the college last month settled with the professor for \$20,000 to avoid protracted litigation. The college's lawyer denied that Bitterman's right of academic freedom had been violated (Wilson, 2008).

At North Carolina State University, Terri Ginsberg said she had assurances last year that she would be considered for a tenure-track position, if she accepted a nine-month, full-time professorship in cinema-media studies. She assumed that she was doing fine until she expressed her pro-Palestinian views during the showing of a Palestinian-produced film that she introduced as part of a Middle Eastern film series. Ironically, she was hired as the program's curator. Ginsberg was shown the door, she told the *Chronicle*, because officials disagreed with her views. To no avail, she filed a grievance. Because she no longer is employed by N.C. State, her grievance lacks merit, the chancellor said. (Lewis, 2006).

As the number of adjuncts continues to increase, the AAUP, along with other organizations is becoming more active in the movement to protect the academic freedom of part-timers. The unspoken truth is that adjuncts do not enjoy academic freedom because they are not tenured. Gary Rhoades (1998), the next general secretary of the AAUP, told the *Chronicle* that denying part-timers academic freedom is counterproductive. "We're

compromising the quality of a college education," he said, "if we're saying to a large portion of the academic work force: Don't offend anyone."

Growing numbers of adjuncts are filing lawsuits, and they are gaining supporters. The mistreatment of these professors is an ugly stain on academia. Many schools, including some prestigious ones, could not function as well as they do without these part-timers. Yet officials abuse this vulnerable work force. All Americans who value higher education and trust colleges and universities to teach our young scholars should value and support the rights of adjuncts (Lewis, 2006; Maxwell, 2008; Rhoades & Rhoads, 2005; Wilson, 2008).

According the data of this study, it is critical that members of all cultural groups, background, ranks from adjunct, lecturer, graduate student TA's, pre-tenured, underrepresented faculties, tenured faculties, administrators (Neumann, 1993), and deans be involved in rethinking and re-sculpturing the climate of academia, if they dare. It is equally, important, as much as possible, that these dissimilar groups within the academy hierarchy show one another respect, regard, appreciation and engaged inclusion that involves their differing perspectives, cultural diversity, pedagogical differences and ideologies to promote systemic change, a transformational change needed to address the current "broken" system and inconsistent behavior with the academy and its professional associations (Dovidio, Gaertner & Bachman, 2000).

Cultural diversity, racial diversity, gender diversity, ideological diversity wedded together in a community of learners together could bring about a transformational change (Rendon, Garcia & Person, 2004) in a perspective which seems not possible with the old and limited Eurocentric model the Academy has been operating on for decades.

When cultural differences are embraced and different voices are heard, then salient

input, otherwise hidden or ignored, as valueless, is embedded in the decisions making processes at the various levels of post-secondary institutions establishing a more robust, inclusive and informed decision for all stakeholders. This process of listening to the “others” differing from you may make post-secondary institutions and their respective professional associations broader and richer in their shared experiences and viewpoints, as a community of ‘true’ diversity embracing differences of race, gender, ethnicity, ideology, perspective, practice and scholarship.

This segment covered the implications of the study results for policy in the following four parts: (a) policy and the role of politics, (b) policy regarding minority representation and committee service, (c) policy and tenure assessment documents for pre-tenured junior faculty [both underrepresented and non-under presented] and (d) policy and culture.

Strengths and Weakness

This section identifies and discusses possible strengths and weaknesses associated with this study. It looks at the trustworthiness and credibility of the data. As with all empirical investigations, there are unavoidable issues associated with the research design, literature review or methodology.

The strengths of the study were two-fold. The conceptual model used to guide the review of the extant literature, as well as the development of the research questions, which in turn drove the sampling and the data collection methodology. The methodology employed captured the “lived” experiences of the participants to give focused attention upon their respective perceptions, while attending a professional association’s national conference in Educational Leadership/Administration sponsored by the XYZ professional association for

Educational Leadership faculty and member institutions. This phenomenological inquiry attempted to maintain credibility by using several recognized strategies to maintain the study's plausibility, credibility, trustworthiness, and therefore defensibility. This amounts to, in some researchers' mind, as a discussion about trustworthiness. This study took a moderate approach assuming that trustworthiness discussions are indeed important to qualitative research, as one examines strategies employed to maximize it, as posited by a range of scholars like Lincoln and Guba (1985); Maxwell, (1996) and LeCompte and Preissle (1993).

A much cited definition of 'trustworthiness' is that of Hammersley's (1989, p. 69): "An account is valid or true if it represents accurately those features of the phenomena, that it is intended to describe, explain or theorize." Although this would seem to be an all-encompassing and reasonable description, many other definitions fail to envisage such a 'realist approach' (Denzin & Lincoln, 1998a, p. 282).

One of the most recurring features in critical discussions of 'trustworthiness' is the combination of 'trustworthiness' with the term 'reliability' (Campbell & Fisk as cited in Simco & Warin, 1997; Black & Champion, 1976, p. 222, 234; Kerlinger, 1964, p. 430; Hammersley, 1989, p. 75; Ratcliff, 2004). Yet, the definitions for 'reliability' are as varied and as complex as those for 'trustworthiness'. Maxwell (1992, p. 285) identifies five typologies of 'trustworthiness' as they relate to various stages of the research 'Descriptive trustworthiness' is that which is concerned with the initial stage of research, usually involving data gathering. The central issue is factual accuracy in the informational statements that describe what was observed and experienced - what Runciman (1983) refers to as 'Reportage.' The choice of language and selection of 'relevant data' are the greatest threat to 'trustworthiness'. Maxwell (1992, pp. 287-288) identifies many possible areas of error within this process concerning data selection and

initial interpretative biases. The section concludes with the following statement: If different observers or methods produce descriptively different data or accounts of the same events or situations, this puts into question the descriptive 'trustworthiness' (and other types of 'trustworthiness' as well) of the accounts. Within the qualitative paradigm, interpretation or developing 'interpretative trustworthiness' is typically viewed as an inextricable [and, indeed, unavoidable] element of data collection. In Maxwell's 'realist' approach to 'trustworthiness' (1992, p. 290), he ultimately upholds that a 'valid' account "must respect the perspectives of the actors in that situation" (1992, p. 290). Regardless of the ethical implications of interpreting meaning from the observations of others, other than those that they would necessarily agree with, it is worth noting that an individual may often have no more 'valid' interpretations of their own actions than another might make. Maxwell comments that the previous two accounts of 'trustworthiness' depend on a consensus on the application of terms and those disagreements refer only to accuracy and not meaning. Maxwell continues to say 'theoretical trustworthiness' is a more 'abstract' analysis than the 'descriptive' and 'interpretive validities' concerning the 'immediate physical and mental phenomena studied' (1992, p. 291). Maxwell (1992) claims that theoretical 'trustworthiness' goes beyond the concrete and descriptive and concerns itself with the constructions that researchers apply to, or develop, during the research. A researcher's theoretical framework and constructions, whether grounded theory or meta-theoretical, intrinsically define both the recording and interpretation of the data at the initial stage of research. Maxwell (1992, pp. 293-295) further observes that the degree to which an account is believed to be generalisability is a factor that clearly distinguishes qualitative and quantitative research approaches. The ability to generalize findings to wider groups and circumstances is one of the most common tests of 'trustworthiness' for quantitative research and yet is

considered to be of little, or even no, importance for many qualitative researchers. Maxwell also notes that sampling, a vital consideration in establishing the 'trustworthiness' of a statistical test, is usually purposeful in nature in qualitative research, as opposed to random sampling. Qualitative research almost exclusively limits itself to 'internal' generalizations, if indeed it seeks to claim any form of generalisability at all. Quantitative research, on the other hand, attempts to deal with both 'internal and 'external' generalizations, referring to these as 'internal trustworthiness' and 'external trustworthiness' respectively (Maxwell, 1992, p. 294). Therefore, quantitative research attempts to fragment and delimit phenomena into measurable or 'common' categories that can be applied to all of the subjects or wider and similar situations. Hence, quantitative research, while able to claim trustworthiness for wider populations and not just merely samples, is restricted to measuring those elements that, by definition and distortion, are common to all. This raises the question of 'at what cost' are we exchanging accuracy for generalisability. Within the quantitative definition, an account may be judged 'valid', 'replicable' and 'stable' on the merits of its generalisability. Yet, one could argue that generalization in itself is neither 'valid' nor accurate. It is likely that a 'generalisable' statement, while relating to all those to whom it is applied, may not actually describe the phenomena of any single case with any accuracy. As one would expect, this form of trustworthiness that Maxwell proposes refers to the application of an evaluative framework. Maxwell asserts that evaluative frameworks are similar in both qualitative and quantitative research and that many researchers make no claim to apply any evaluation to their research whatsoever (Maxwell, 1992, p. 295). Maxwell's categorization of 'interpretive trustworthiness, evaluation is an almost inescapable, and often unconscious, consequence of the research process itself. Recognizing that evaluation of some sort is an inescapable inevitability within research, enables the control of that evaluation, and

offers a measurement of the research in terms of its overall 'trustworthiness.'

Some qualitative researchers have argued that the term validity is not applicable to qualitative research and have at the same time realized the need for some kind of qualifying check or measure for their research. As a result many researchers have espoused their own theories of 'validity' and have often generated or adopted what they consider to be more appropriate terms, such as 'trustworthiness', 'worthy', 'relevant', 'plausible', 'confirmable', 'credible' or 'representative' (Denzin & Lincoln, 1998b,c; Guba & Lincoln, 1989; Hammersley, 1987; Mishler, 1990; Wolcott, 1990). Other qualitative researchers have rejected the notion of 'validity', in any form, as entirely inappropriate to their work. Reliability and validity are tools of an essentially positivist epistemology (Ratcliff, 2004).

While they may have undoubtedly proved useful in providing checks and balances for quantitative methods, they sit uncomfortably in research of this kind, which is better concerned by questions about power and influence, adequacy and efficiency, suitability and accountability (Watling, as cited in Simco & Warin, 1997).

Based upon one's understandings from these theorists, the strategies employed to promote trustworthiness in this study were (a) descriptive trustworthiness, (b) interpretive trustworthiness and (c) theoretical trustworthiness. Descriptive trustworthiness refers to the factual accuracy of the account, as reported by the researcher. Interpretive trustworthiness was utilized to obtain to a high degree of accuracy the participants' viewpoints, thoughts, perceptions, experiences and intentions in order to be accurately understood and reported. Theoretical trustworthiness is obtained to the degree that a theory or theoretical explanation developed from a research study fits the data and is therefore creditable and defensible in its explanation of the phenomenon critiqued. The strategies involved included (a) selected member

checking, (b) cleansing of the data, (c) verifying accuracy in transcriptions, (d) carefully coding the data, (e) systematically deriving themes from the data and (f) refining the data analysis through the usage of computer software called Nudist/N6 (Burroughs-Lange, S. G., & Lange, J., 1993).

This study's data was refined employing a systematic, thorough and iterative analysis through six iterations. Four of these were by hand using a white board and notebooks and two by computer software program entitled *Nudists/N6*. A log of field notes were kept throughout the entire study to provide the researcher with opportunities to add further reflective gleanings and insights into what he observed heard and read in interacting with he participants and in reading and coding the data. Additionally, non-participant observations were employed to augment the data and place the study in the context of the dynamic social arena of a professional association's national/annual conference. As far as possible, the researcher maintained reasonable objectivity and avoided biases in interpretation by constantly asking the informants of the study what their perceptions were in relationship to their professional development experiences and other salient emergent experiences while in attendance at the national conference.

A possible limitation of these findings is its generalisability or external trustworthiness. External trustworthiness is important when you want to generalize from a set of research findings to other people, settings and times (Cook & Campbell, 1979, Maxwell, 1992, 1996). The people and settings examined in a qualitative research study are rarely randomly selected and as one knows, random selection is the best way to generalize from a sample to a population. Since this is a phenomenological inquiry based study, the intent of the research is more in keeping with documenting particularized findings than universalities per se. To the

degree that other particularized settings are similar to the participants, settings and times in the study, is in reality, the degree to which this study can be *naturalistic* in its application or applicability (Stake, 1995). One then can argue that such a study provided information about professional development, retention (Lee, 1999) and career advancement of a specialized group within a particularized context in their seeking success with academia as their “lived” experiences and perceptions were captured.

Additionally, purposive sampling and researcher participation within the setting, limited the breath of perspective(s) shared [18 in total with 9 underrepresented and 9 non-under presented] and such conditions may have influenced the interpretive classifications of the emergent themes and their respectively articulated dimensions. Moreover, results could have been influenced by participant bias, if individuals were sensitive to the tape recording process contained within the interview process itself or the researcher’s presence in the interview process itself. Even so, by capturing the “lived” experiences and perceptions of the participant, this study was able to deconstruct meanings from their various narratives. The ultimate aim of this qualitative research is to offer a perspective of a “lived” situation and its corresponding perspectives and provide a well-written research report, which reflects, illustrates and describes the corresponding phenomenon accurately. Myers (2000) articulated,

“The ultimate aim of qualitative research is to offer a perspective of a situation and provide well-written research reports that reflect the researcher's ability to illustrate or describe the corresponding phenomenon. And those Qualitative studies are tools used in understanding and describing the world of human experience. Since we maintain our humanity throughout the research process, it is largely impossible to escape the subjective experience, even for the most seasoned of researchers. As we proceed

through the research process, our humanness informs us and often directs us through such subtleties, as intuition or 'aha' moments. Speaking about the world of human experience requires an extensive commitment in terms of time and dedication to process; however, this world is often dismissed as 'subjective' and regarded with suspicion. This researcher acknowledges that small qualitative studies are not generalisable in the traditional sense; yet have redeeming qualities that set them above that requirement. A major strength of the qualitative approach is the depth to which explorations are conducted and descriptions are written, usually resulting in sufficient details for the reader to grasp the idiosyncrasies of the situation. One of the greatest strengths of the qualitative approach is the richness and depth of explorations and descriptions.

Summary

The preceding section noted the importance of the conceptual model and the methodological framework employed and their respective influences upon the literature review, research design and data collection strategies employed. The studies analysis was conducted by hand and by computer software utilizing and employing a systematic and thorough tri-fold iterative approach. A log of field notes was kept through the study. Trustworthiness strategies were employed such as (a) member checking, (b) cleansing of the data, (c) verifying accuracy of the transcriptions, (d) carefully coding the data, (e) systematically deriving themes from the data and (f) by employing a constant comparative analysis of the data. This study however admits to limitations regarding its ability to generalize beyond the particular case(s) of its participants regarding their experiences and perceptions. However, it also asserts, that it can

provide a generalized application to similar settings and participants to a degree corresponding to its descriptive, interpretive, theoretical, eternal and internal trustworthiness, as described before (Maxwell, 1992). Other weaknesses posited were the use of purposeful sampling and the subtle influences of researcher bias in spite of prolonged and conscious efforts to maintain an objective stance during the course of the research process.

Recommendations for Future Research

The results from this present inquiry could generally stimulate the development of new theoretical explanations for the phenomenon of underrepresented faculty members' experiences of academic success and their correlated perceptions surrounding such success or lack therein. The results, specifically, could generate further exploration into other mechanisms of professional development for Educational Leadership faculty, as well as other discipline specific faculty groups. The study's context was the professional association and its annual national conference. Within that context the "lived" experiences and perceptions of pre-tenured underrepresented faculty, as well as graduate students, tenured underrepresented faculty and tenured non-underrepresented faculty [e.g. acting as a contrast group] were explored, while engaged within the Association's conference, at various positions of involvement within their various roles and rankings. The findings indicated that rank among other factors does play a significant part in the short and long term impact of the conference experience, as a professional development mechanism influencing and benefiting the faculty attendee, as both a citizen of one's department, college, university and professional association. Furthermore, present and future theorists may be able to look at the outcomes of this study and their explanations may help clarify possibly issues pertaining to the challenges of race, gender,

ethnicity and professorial ranking, as salient factors influencing the perceptions of “academic success” [see Appendix A] by the participants of this study, as delineated in their journey toward the acquisition of tenure and promotion.

Future researchers could also find the results of this study useful and helpful in providing insight and understanding in helping them construct, validate and confirm specific theoretical and research considerations about underrepresented faculty in other disciplines other than the field of Educational Leadership/Administration, providing them with knowledge about this subgroup’s “lived” experiences and their unique perceptions regarding the structural and cultural challenges they face daily, as member of the academy. A comparison analysis could be done between the ‘hard’ and ‘soft’ sciences regarding underrepresented faculty members experiences and perceptions, their challenges and barriers, their strategies employed to overcome those challenges and barriers, their professional development in forms of mentoring and socializing with their departmental colleagues and their professional associations, their success at discharging their tripartite roles of researcher, teacher and service provider, their rates of retention and acquisition of tenure and promotion, arriving at what is considered to be academic success to see if there is any differences in outcomes.

Furthermore, future scholar could possibly use the findings from the data of this research to generate quantitative research studies, utilizing adjective scales [e.g. good, better, best] converting the phrases that went into describing the various dimensions of the emergent themes discovered in this study. This in turn could be tested and applied to different contexts in different studies. Further explanations could be used to compare the fully saturated conceptual model [see Appendix A] introduced in the literature review of Chapter Two with the parsimonious model [see Appendix J] emerging from Chapter Four.

Finally, future scholars could also use the results of this study to help develop ‘differing’ models of success for underrepresented pre-tenured faculty and to further explore the perceptions, attitudes, expressed experiences, shared outcomes of such faculty. Additionally, other scales to measure academic success could be constructed that may be more refined in nature to be utilized to predict success, if certain factors are present and others are not.

Conclusion and Summary

What are tantamount to this study’s conclusion are the *differences of perceptions* regarding success of underrepresented faculty and how they differed from their Anglo/Male counterparts. These differences can be explained in part by cultural, gender, ethnic, and experiential factors. The Eurocentric perspective of university life, scholarship and faculty life, as a whole, as well as its increasing corporatization/managerial style of dealing with its faculties can influence the differences. These differences in perception had contributing contextual factors of rank and organizational stratification, as seen within a department’s culture. Many structural and cultural barriers presiding within the university organization itself also influenced the perceptions of success by the underrepresented informants of this study. Attendance and participation in ones professional association’s conference did not necessarily mean *success* in terms of professional development, retention and / or career development, but it could help, if taken advantage of. Success for underrepresented faculties seemed dependent upon one’s effort, as well as well as other mitigating factors such as attitude, collegial support and influence, organizational support and connection with significant others in strategic networks (Scott, 1991,2000). This chapter was presented in six parts. The first part provided a

new conceptual model derived from the themes, which emerged from the data. The model illustrated the importance of context in framing and understanding the perceptions of the underrepresented participants' experiences with respect to tenure and career achievement [see appendix A and J].

The chapter also included a discussion of the model's theoretical implication(s). The second part discussed some practical implications of the data with respect to the implications of the findings. Part three examined the policy implications of the findings in the light of the earlier research and the theoretical framework used in this study. Part four examined and discussed the strengths and weaknesses of the study. Part five offered a set of recommendations for future research and the final section concluded and summarized this dissertation's effort. Findings from this research are exploratory in nature and not highly prescriptive. It is hoped that this dissertation and its results are understood in that light.

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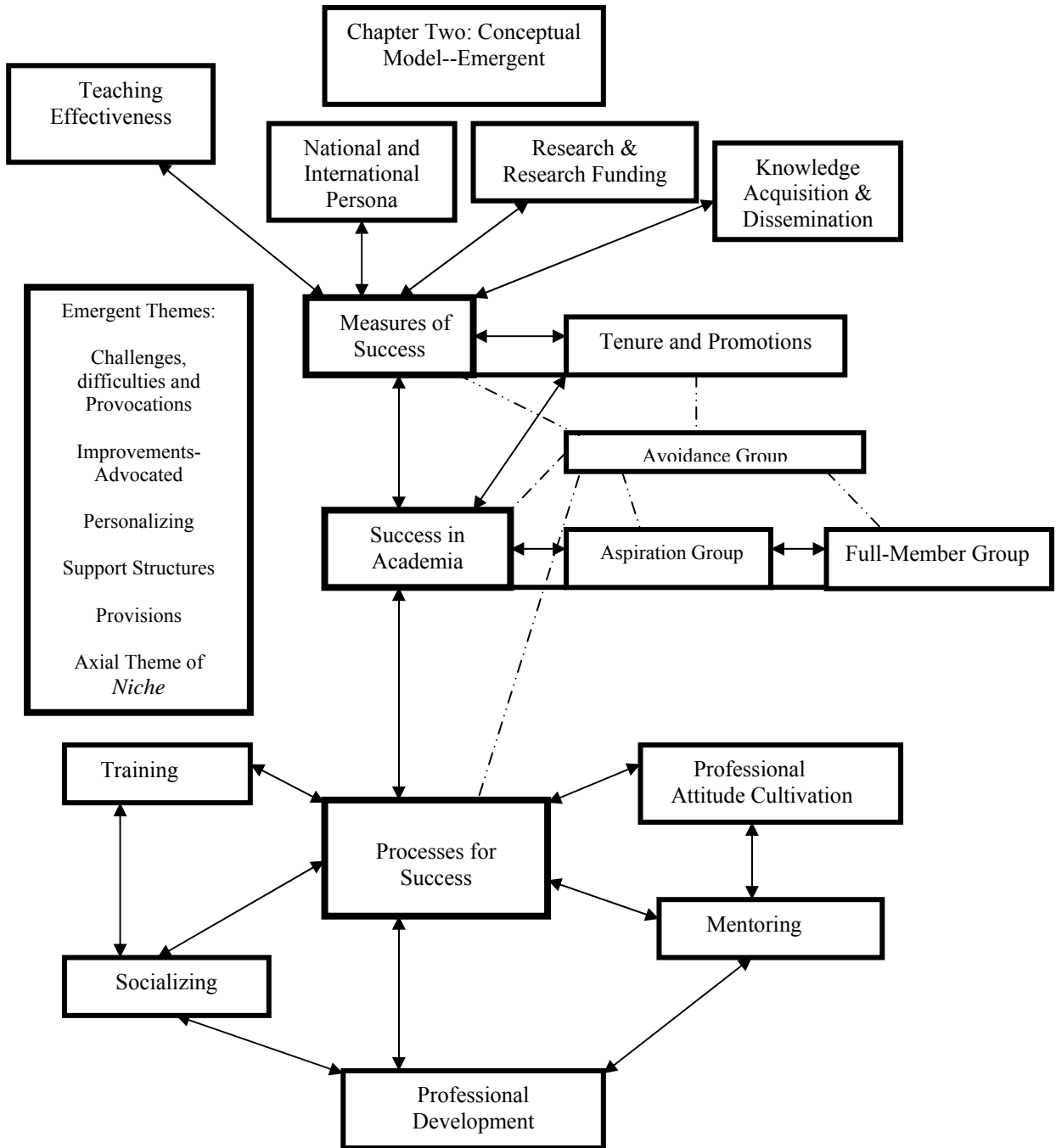
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APPENDIX A: EMERGENT CONCEPTUAL MODEL



Avoidance group does not experience *success* or *salient relationships* in academe, as denoted by.....

APPENDIX B—INTERVIEW QUESTIONS GUIDE

Interview Questions:

1. Please tell me about yourself, particularly, your professional educational career?
2. What were the events that led up to you participating in THIS PARTICULAR ASSOCIATION and then about the events that led up to you serving or Exercising leadership in THIS PARTICULAR ASSOCIATION? What capacities did you serve in?
3. What is your current role as THIS PARTICULAR ASSOCIATION executive member, and how do you feel about this role and your impact within this role?
4. As you have been involved with this PARTICULAR ASSOCIATION over a period of time, what significant contributions has this organization given you and you to it? Give or cite specific examples of each please.
5. In the ebb and flow of this PARTICULAR ASSOCIATION and its focus on Educational Administration, Leadership and other topics, what has this PARTICULAR ASSOCIATION successfully promoted in your life as a participating scholar? What and how do you feel about this?
6. What do you think of the current governance structure of this PARTICULAR ASSOCIATION?
7. Where do you think the direction of this PARTICULAR ASSOCIATION is headed regarding Educational Leadership programs for the future?
8. How and to what extent has this PARTICULAR ASSOCIATION addressed the relevant issues facing the professorate on university campuses? What are those issues and how has this PARTICULAR ASSOCIATION addressed those issues? What impact has that treatment of issues affected you?
9. Describe your journey as either a council member, presenter or attendee scholar. What has the journey been like for you? What challenges, if any, have you faced?

APPENDIX B (continued)—INTERVIEW QUESTIONS

10. This PARTICULAR ASSOCIATION is hosting an up coming convention in November. What are your expectations surrounding this national and annual event? What do you hope to accomplish or see accomplished at this event?
11. How will you be participating in this conference? What does this mean to you? Regarding your work as a scholar at your own university?
12. What do you hope to get out of this conference?
13. Where do you see yourself professionally within the next four years? Why?
14. Are there any questions, I should have asked that I did not address, but should have?

Read prior to the interviews

Please note that at anytime during the course of this interview you may refrain from answering any question or conclude the interview completely. Your responses will be kept confidential and secured as data for this research study and will be collected and analyzed according to Washington State University research protocol. Upon the completion of the analysis of the data, I will be glad to provide copies of preliminary findings thereby enabling you to member-check the accuracy of the analysis, provide further feedback and comment on those said findings.

APPENDIX C: FACULTY DEMOGRAPHICS BY RANKINGS/RACE/GENDER

Rank	Total	American Indian	Asian	Black	Hispanic	White	Non-resident Aliens	Race unknown
<u>Full Professors</u>								
All	161,309	467	8,786	4,784	2,913	142,852	774	733
Men	127,684	351	7,519	3,078	2,157	113,304	648	627
Women	33,625	116	1,267	1,706	756	29,548	126	106
<u>Associate Professors</u>								
All	128,826	398	7,752	6,462	3,161	109,037	1,121	895
Men	83,359	234	5,865	3,601	1,977	70,137	846	699
Women	45,467	164	1,887	2,861	1,184	38,900	275	196
<u>Assistant Professors</u>								
All	134,791	613	9,718	8,431	4,237	104,674	3,241	3,877
Men	74,127	300	6,199	3,882	2,291	56,463	1,892	3,100
Women	60,664	313	3,519	4,549	1,946	48,211	1,349	777
<u>Instructors</u>								
All	80,089	609	3,407	5,375	3,724	64,803	819	1,352
Men	39,599	326	1,737	2,337	1,939	32,009	443	808
Women	40,490	283	1,670	3,038	1,785	32,794	376	544
<u>Lecturer</u>								
All	16,057	67	692	883	660	12,964	451	340
Men	7,465	34	310	386	278	6,043	250	164
Women	8,592	33	382	497	382	6,921	201	176
<u>Other</u>								
All	69,895	407	3,757	3,287	1,803	54,876	784	4,951
Men	38,805	204	2,345	1,376	980	29,858	462	3,580
Women	31,060	203	1,412	1,911	823	25,018	322	1,371
<u>Total</u>								
All	590,937	2,561	34,112	29,222	16,498	489,206	7,190	12,148
Men	371,039	1,449	23,975	14,600	9,622	307,814	4,541	8,978
Women	291,898	1,112	10,137	14,562	6,876	181,392	2,694	3,170

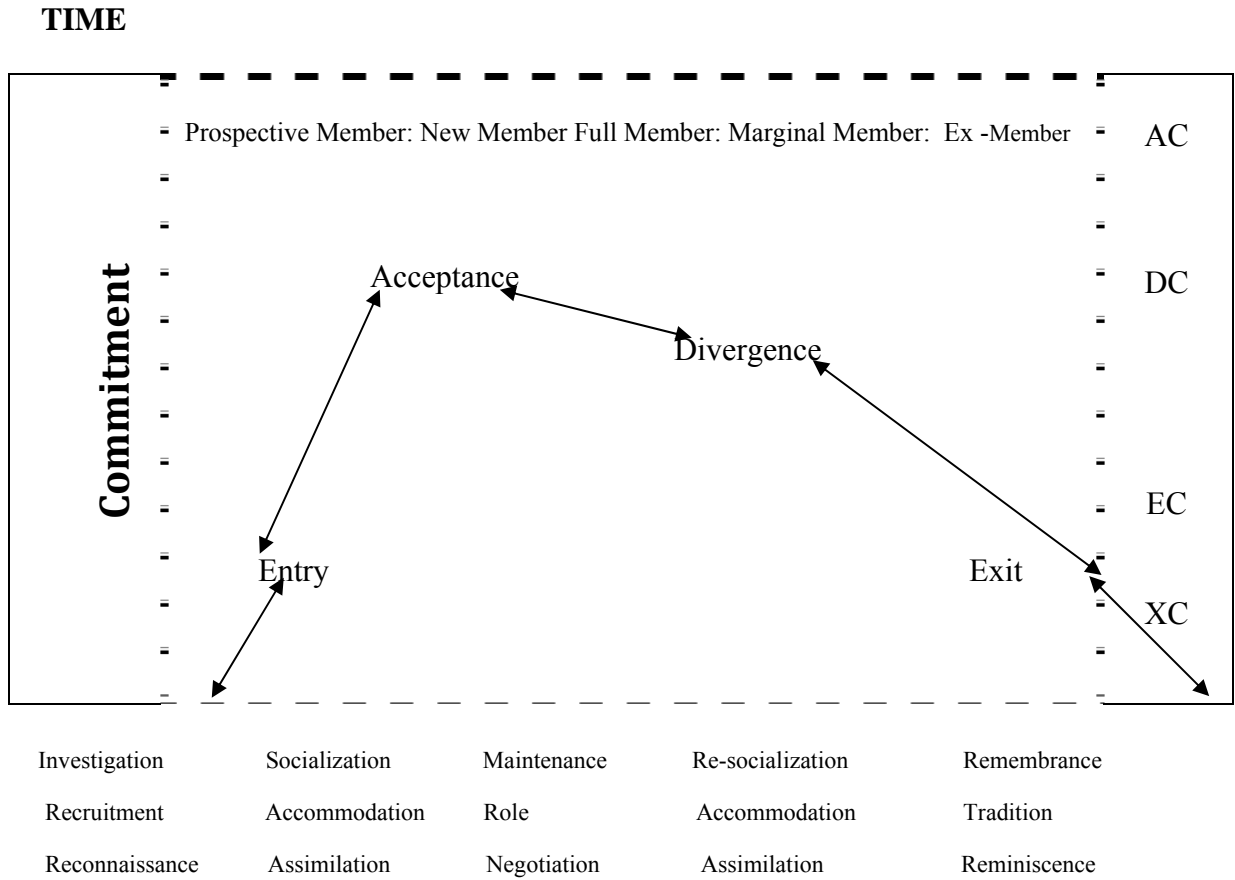
SOURCE: United States Department of Education (01-02) and Census Bureau (2003).

APPENDIX D: OVERVIEW OF THEMES

Major Themes	Theme #1	Theme #2	Theme #3	Theme #4	Theme #5	Theme #6 Axial theme
	Challenges- Difficulties and Provocations	Improvements Advocated	Personalizing --How the event or conference takes on Significance	Support systems and strategies	Provisions <i>Sought and Found</i>	Linking the themes 1-5
<p>Generally, a niche is a special place within the scheme or system of things. It sometimes denotes the function or position of a thing within a structure, or scheme or system. Niche is an English word of French origin and professors seek that niche for their research, teaching, service, and publications to obtain tenure.</p> <p>A professional conference has been likened to a buffet of ideas, persons and opportunities. It is essentially self-serving, informal and usually adjacent or additive to the main purposes of that organization's purpose and participants.</p>	<p>Outside the conference: are issues of race, ethnicity and gender—87 statements from my research confirmed this.</p> <p>While participating in the conference many participants experienced challenges—32 statements from my study's participants confirmed this.</p> <p>Many participants in my study raised questions about the Professional Association and its Educational Leadership program efficacy upon future leaders—47 comments from my study confirmed this.</p>	<p>Specially targeted at the Association—85 statements from my participants.</p> <p>The Conference itself—39 statements regarded that dimension.</p> <p>Educational Leadership Providers—30 statements were advocated.</p>	<p>Activities reported by the participants—31 statements.</p> <p>Personalized statements and reflections involvement—30 statements.</p> <p>Roles selected or ascribed by other leadership members while at the conference—76 statements.</p> <p>Rationale for engagement in the National Conference shared—15 statements.</p>	<p>Organizational support systems through the conference—83 statements.</p> <p>Departmental and University site support structures (e.g. mentoring, orientation, funding etc)—47 statements.</p> <p>Personal support structures and strategies—30 statements.</p> <p>Collegiality— a depth of networking with others who have similar research agendas—12 statements.</p>	<p>Validation—50 statements.</p> <p>Surprise offerings and realities: the dark side of Success—41 statements.</p> <p>Professional Development—38 statements.</p> <p>Commitment—28 statements.</p> <p>Acceptance—27 statements.</p> <p>Important issues and topics discussed and Collaborated on.—26 statements.</p> <p>Recognition and advice given—23 statements.</p>	<p>Finding your niche—Themes 4/5</p> <p>Cultivating that niche—Themes 4/5</p> <p>Sculpturing your personality around that niche—Theme 3</p> <p>Wrestling with challenges, questions and needs regarding niche crafting Themes 1/2</p>

APPENDIX E: SOCIALIZATION MODEL

Figure 1. A Model of Socialization (Moreland & Levine, 2001)



APPENDIX F: PARTICIPANTS' PERCEPTIONS (SAMPLER)

Below are shared Perceptions and Emergent Themes from Educational Leadership Participants attending annual national professional conferences for Educational Leadership.

Themes	Sample Phrases
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Personalizing the Event:

- I experienced essential passivity, vulnerability and invisibility.
- I was able to attend to learn about the XYZ organization...I have much to learn about the transition from public schools to the professorate...I was expecting to be one of the few in that situation...XYZ was not visible to us at that point. My first year at the XYZ association...I didn't know anything or anyone...and I walked around scared.
- It is difficult to ask the questions you need to ask as you don't have a sense of history, when you are fresh and you don't know how things work (at the conference).
- You feel marginalized for you don't know people...you don't know the inner core.
- I came to know about the XYZ association through my colleagues and my advisor who answered my questions and found a pot of money for me.

Taking Action:

- I had a mentor who was very involved with the XYZ association and he told me the way to get socialized in this business and that was to go to the conference and so he encouraged me...he got me in and gave me a good introduction...and the good thing was that by the time I already know some people though there were not other colleagues at the time who were assistant professors.
- Dr. A was there and I hung around with him and he showed me around and kept me out of trouble.

- If I wanted to engage in dialogue (at the conference) I would go up and talk to the people afterwards, or if I showed up to a room early for a session, I would engage in dialogue with either a person I walked in with or sat next to
- I am sort of the type of person that I think I learn enough by watching what others do and I ask a lot of questions of them.
- I would advise young faculty members to do a lot more listening than talking because, when you listen you can learn who the power brokers are, who know who the people are that you need to watch out for and those kind of things.

Networking:

- I support my faculty at sessions; they present at...I want to make sure they are actively engaged at the XYZ conference and the UVW associations.
- Also the friends I have come to rely on so heavily come to this conference and we get re-fueled together.
- XYZ is the best place to hear the latest, see the movers and shakers and thereby pick up from a wonderful buffet of ideas, individuals and opportunities.
- What the conference brings to the junior faculty are opportunities to broaden their horizons, to get them exposed to other faculty from around the country and to network.
- I believe that it was the connections I made...what I learned about what I needed to know; how I needed to write, what things were of interest to the field of Educational Leadership, the guidance I got from the professors is what allowed me to be able to get something published.
- XYZ is the perfect place for me and my faculty and my graduate students to come and get connected to one another.
- I found networking connections to a knowledge base for Educational Administration and program descriptions.

Mandates, Exchanging Ideas, Networking: for Career advancement & Professional Growth:

- You are able to find people with similar interests and programs with similar mandates.

- We can always find groups to exchange ideas and interact with and engage in research with via discussions of ideas.
- Networking provides us with these opportunities regardless of how we see our scholarship, our views and ourselves.
- It is networking around career advancement so...networking for professional growth.
- This conference is a meeting with people who are doing the same job that really is for you and your own professional growth and development.
- I attended a number of sessions as a presenter, discussant or participant.
- I went to as many sessions as possible.
- I went to all the keynote sessions.
- Sessions, I attended, focused primarily on gender issues with many of the other participants I knew personally and personally appreciated.
- The keynote sessions were fairly good...I have been to some I enjoyed more.

Presenting Papers and Panel Discussions:

- Then I presented one of those papers at XYZ and I suspect that I will also submit a paper for the next conference this fall.
- I presented papers.
- I started presenting papers.
- From the X seminar, I came to present this research paper.
- I attended a number of sessions as a presenter.
- I was involved in giving out my own papers.
- I am delivering two papers at this conference.
- I am giving out research through a presentation.
- Three out of the four presentations I was involved in were collective with other professors from around the country...I put this together my second year in the professorate.

- I presented on several panels.
- And then getting an opportunity to present on panels is another step in your career advancement. There are several kinds of sessions that talk about policy issues.
- I went to several break out sessions

Seminar Attendance/Symposia involvement/Governance duties:

- I went to the graduate students' seminar.
- I got nominated for the X seminar.
- The X seminar—I had my name submitted and I had an opportunity to interact with leaders in the field of Educational Leadership.
- I never did the X seminar deal, which is a joint thing with the UVS association.
- After a few years you start proposing symposiums.
- You then chair those symposiums.
- And then these symposia became a good source o feedback for my scholarship.
- I went to the graduate student symposium.
- XYZ has many symposia.
- You are invited to be on a symposium or as a discussant.
- I just came on this year, so I am on a learning curve.
- I think maybe I was on the executive committee.
- I was elected president of XYZ.
- I too was elected president of XYZ.
- I am the oldest standing individual on the governance board as a Latina and I am serving on a totally male boar.

Governance duties, thoughts and feelings:

- And now I am serving in some leadership capacity with the XYX association.
- It functions well for what we are doing.
- I was program chair and was on the executive committee and serve as president.
- I was elected to the executive committee two years ago.
- There are nine members on the executive committee plus the Executive Directors of the Association, the associate Director and the Dean of the University where XYZ's headquarters are located.
- It's a voluntary organization so none of the executive committee is really compensated.
- The executive committee does the real work now that I am on it and see what it does.
- I am actually surprised how much the executive committee takes on.
- People seem to be eager to get on the executive committee and the governance council.
- I was the junior person on our faculty by quite a few years...nobody wanted to be GSR (Governance Rep), so they talked me into it.
- I served a full day as the governance representative for my university.
- I served as a governance representative at their insistence.
- The former governance representative said, "okay" when I asked him if I could be the next governance representative for our university.
- And as a faculty member I was a governance representative.
- I am now tired of the governance part of XYZ.
- Governance is a little messy.
- Governance is never efficient.
- Governance has got to be a bit messy.

- Now that I have no governance duties and obligations, I just love it.
- Being involved with XYZ at the governance level is a leadership opportunity.
- Such an opportunity provides you with a chance to shape the organization as it give you chances to influence certain things.
- There is a part of me that feels tired of the work, being a governance representative.

A variety of 'other' Responses

- I have been involved with the professional association for quite a few years I owe something.
- Through XYZ I have made a lot of contacts with people who do research in my field...and I began to get the idea of my niche---where I could research and where I could be useful as a researcher.
- I am involved and my name is known...which is what XYX is all about—having a National Persona.
- I am treated politely...but I don't know that my opinions have been valued as by my male counterparts.
- The most important aspects for me are the networking and the opportunities to dialogue about research.
- Being a professor is the best job because you can be your own boss and you to get yourself together to handle the pressures of publishing or perishing and all the other demands peopled don't understand but it is fun...you know its fun and you can make a difference, as an individual cause its just fun.
- The XYZ conference was a great experience.
- A good thing about XYZ is that I always feel energized after the conference.
- XYZ conferences are a huge thing for me.
- The XYX conference is relational for it informs my scholarly activity.
- Such a conference is unique from other normatively educationally related events.
- The conferences deeply inform me about the struggles and concerns of other faculty members.
- At the conference, I learn risk-sharing something of value.

- The conference promotes further involvement with my advisor.
- It also provides me a lot of opportunities out there as in association with other scholars.
- I observed other faculty members' expertise and commitment to the profession.
- Professional Community is a "Face to Face" place.
- It's an opportunity to influence what the program will be in how we value other voices.

APPENDIX G: INFORMANT'S DEMOGRAPHICS

Name	Years	Ethnicity	Ranking	Age
Professor A#1	30	Latina/ Female	Full	40-50
Professor B#2	30	African American/Female	Full	60-70
Professor C#3	17	Latina/Female	Associate	60-70
Professor D#4	16	Anglo/Female	Associate	60-70
Professor E#5	11	Anglo/Female	Associate	40-45
Professor F#6	16	Anglo/Female	Associate	40-50
Professor G#7	3	African American/Male	Assistant	40-50
Professor H#8	4	African American/Male	Assistant	30-40
Professor I#9	3	African American/Male	Assistant	30-40
Professor J#10	20	Anglo/Male	Full	50-60

APPENDIX G: INFORMANTS' DEMOGRAPHICS (Continued)

Name	Years	Ethnicity	Ranking	Age
Professor K#11	19	Anglo/Male	Full	50-60
Professor L#12	28	Anglo/Male	Full	70-80
Professor M#13	10	Anglo/Male	Associate	30-40
Professor N#14	22	Anglo/Male	Associate	50-60
Professor O#15	18	Anglo/Male	Associate	60-70
Professor P#16	3.5	Anglo /Male	Assistant	40-50
Professor Q#17	0	Anglo/Male	Assistant	30-40
Professor R#18	4	Anglo/Male	Assistant	30-40

Within the confines of the purposive sampling set, the participants of my phenomenological study, 28% were full professors, 50% were associate professors and 33.3% were assistant professors in Educational Leadership positions.

APPENDIX H—WEBSITES ON MENTORING FACULTIES —Underrepresented/non-Underrepresented

Websites of Mentoring Programs

Institution	Web site	Comments
APA	http://www.apa.org/monitor/mar99/mentor.html	Article on mentoring overview
Iowa State	http://www.provost.iastate.edu/faculty/facdev/mentor_1.html	Small number of guidelines on how to do faculty mentoring
Loyola U. MD	http://www.loyola.edu/academics/diversity/mentoring/index.html	Mentoring program overview, looks good
MIT	http://web.mit.edu/scholars/mentor.html	Mentoring of international faculty
Nat'l Teaching & Learning Forum	http://www.ntlf.com/html/lib/bib/95-3dig.htm	Document on mentoring of faculty
Northern Illinois U.	http://www3.niu.edu/facdev/development/mentoring.htm	New faculty mentoring program
Oregon State U.	http://oregonstate.edu/admin/student_affairs/criticalissues/faculty_mentoring.shtml	Short article on faculty mentoring
Stanford Med School	http://facultymentoring.stanford.edu/	Faculty-mentor pairs
Syracuse U.	http://provost.syr.edu/faculty/newfaculty.asp	Orientation and seminars over first 2 yrs.
U. British Columbia	http://www.cstudies.ubc.ca/facdev/services/faculty/newfactip.html	Tips for new faculty
U. Illinois Chicago	http://www.uic.edu/depts/oaa/newfac/facment.html	Faculty mentoring program
U. Michigan	http://www.rackham.umich.edu/StudentInfo/Publications/FacultyMentoring/contents.html	Excellent booklet on how to mentor graduate students, including diversity
U. Michigan	http://vrd.ucv.cl/importaciones/Teaching-Learning/Teaching_Strategies_Website/facment.html	Resources on the web for faculty mentoring (lot's of links, some of which are out of date)
U. Of CA, Irvine	http://advance.uci.edu/	Currently just for women, being expanded for persons of color. Noting on this web page
U. Of Colorado	http://www.colorado.edu/facultyaffairs/desksref/part1facultyaffairs.htm	Orientation: Andre Grothe, 303-492-4603 LEAP- Patricia Rankin, 303-492-8571 Early Career Faculty- Lynn Della Guardia Minimal information

Institution	Web site	Comments
U. Of Florida	http://www.aa.ufl.edu/aa/aapers/2004-2005/TPGuidelines2004-2005.pdf	Specific requirements including annual written feedback from mentor. Document is part of APT and minimal guidance as to what they actually do.
U. Oregon	http://www.uoregon.edu/~lbiggs/ment.html	Mentoring of women faculty
U. San Francisco	http://www.cas.usf.edu/cas/facultyDevelopment/mentoring.htm	Page on mentoring of new faculty
U. Texas Arlington	http://www.uta.edu/provost/facultysupport/mentor/	Faculty mentoring program
U. Texas Austin	http://www.cs.utexas.edu/users/almstrum/mentoring/sigcse93-panel-refs.html	Mentoring female faculty. Other material on their web site but no single program. May be college-specific, but no formal guidelines
U. Texas El Paso	http://www.dmc.utep.edu/mentoring/	Women faculty mentoring
U. Vermont	http://www.uvm.edu/~mentor/	Policy statement from Senate & provost
U. Wisconsin	http://www.provost.wisc.edu/women/what.html	Mentoring of women faculty
U. Wisconsin, Oshkosh	http://www.uwosh.edu/mentoring/faculty/	Faculty mentoring resources. Lot of excellent material
UCLA	http://www.deans.medsch.ucla.edu/academic/Mentor.doc	Statement on faculty mentoring from medical school
UCSD	http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm	Document on how to do mentoring of new faculty, references
Virginia Commonwealth Med School	http://www.medschool.vcu.edu/ofid/facdev/facultymentoringguide/index-2.html	Mentoring guide booklet – some may be for medical schools but some useful information References & links
Washington State U.	http://provost.wsu.edu/faculty_mentoring/guidelines.html	Faculty mentoring guidelines
Worcester Polytechnique	http://www.wpi.edu/Academics/CEDTA/Services/mentoring.html	Mentoring of faculty, including material on confidentiality

APPENDIX I— WEBSITES FOR MENTOR/MENTEE EXPECTATIONS & RESPONSIBILITIES

Expectations of both the Senior Faculty Mentor and Junior Faculty Mentee

Based on committee members' years of faculty mentoring experience, the following suggestions are made regarding expectations of mentors and mentees. In addition, the following web sites give additional insight into the expectations for both mentors and mentees.

- <http://www.uwosh.edu/mentoring/faculty/benefits2.html>
- <http://www.nminbre.org/resources/mentoring.jsp>
- http://provost.wsu.edu/faculty_mentoring/guidelines.html
- <http://www.lhup.edu/provost/mentor-project.htm>

Expectations of Senior Faculty Mentor

However, there are a number of basic areas in which senior mentors should be particularly cognizant as they mentor. A senior faculty chosen to be a mentor should be a caring individual with interpersonal skills to whom the junior faculty can relate and whose assistance is private between the mentor and the junior faculty. The mentor has to be proactive and cannot wait for the junior faculty to reach out for assistance. The mentor should not only reach out to the mentee initially, but should continue to do so. If a relationship cannot be established, the chair of the unit should be so informed and possibly a new mentor appointed.

APPENDIX I— WEBSITES FOR MENTOR/MENTEE EXPECTATIONS
& RESPONSIBILITIES—(continued)

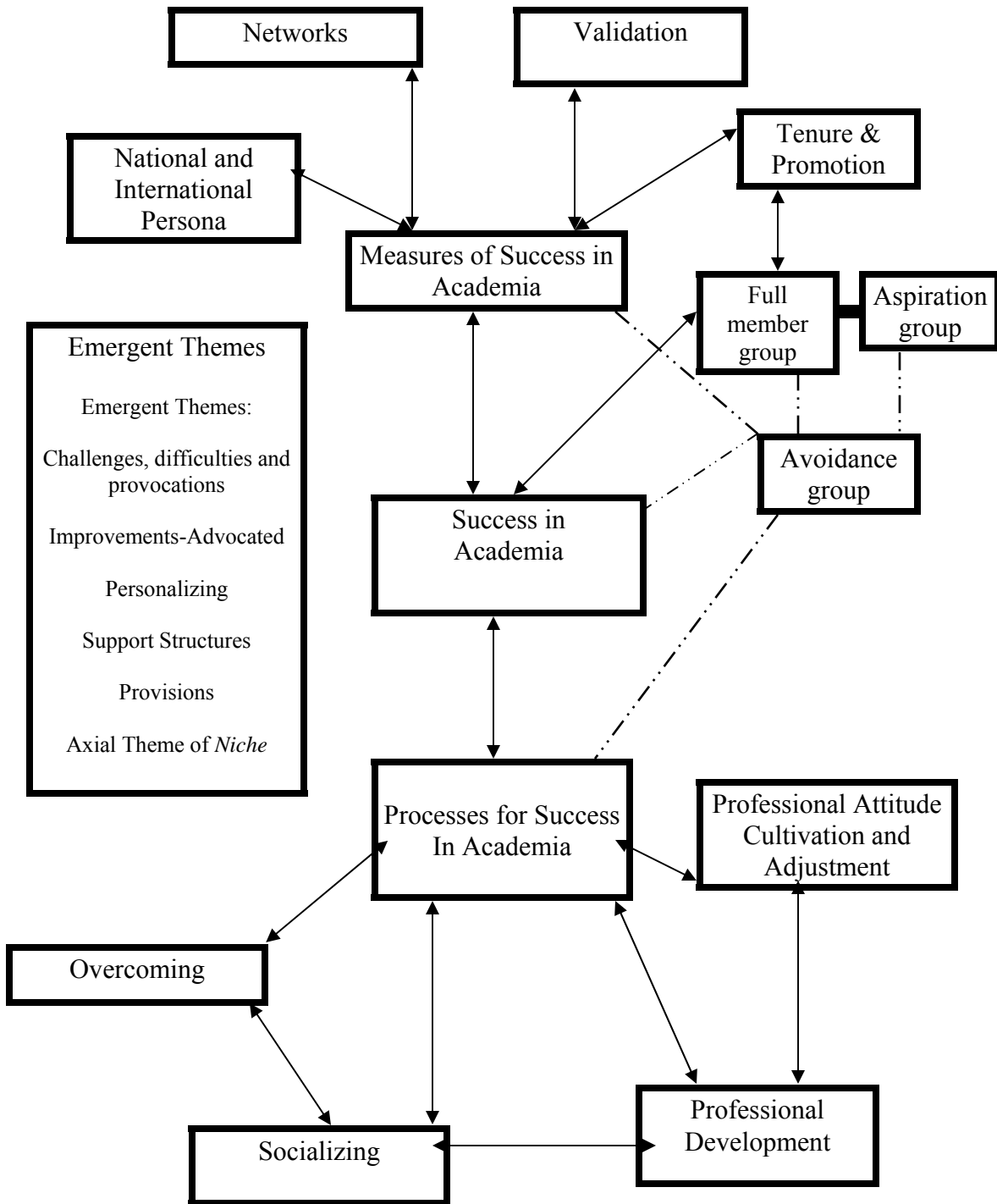
Expectations for senior faculty mentors will vary by unit and discipline work with their mentees. In all cases, the relationship between mentor and mentee should be kept confidential so that the mentee does not feel that discussing issues with his/her mentor could impede academic growth.

- Shape scholarly activities and guide in advancement of the mentees career.
- Introduce the mentee to colleagues and students across campus.
- Provide insight into funding and help in access to funds.
- Provide career guidance.
- Provide guidance on campus politics (at all levels).
- Work with mentee as they start to mentor their own students.
- Provide significant feedback on teaching.

Expectations of Junior-Faculty Mentees

The mentorship relationship is a reciprocal one which the mentee has the responsibility to seek information *proactively* about the rules, regulations and standards of the university. It is particularly important that mentees ensure that they are informed of departmental, college and university expectations for performance. Ultimately candidates will not be judged on whether they have been mentored well but on their independent accomplishments. It is obvious that the individual responsibility of the mentee is one who takes whatever information given him/her and maximizes it.

APPENDIX J —A PARSIMONIOUS MODEL



Avoidance Group does not experience *success* or *salient relationships* in academe, as denoted by—.....