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A Perspective of Female Faculty in Hospitality Higher Education

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A Perspective of Female Faculty in Hospitality Higher Education

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ABSTRACT

Bullying and related incivility have become critical social issues influencing not only individual lives but also society at large; yet, extensive research on bullying only began about four decades ago (Randall, 2001; Sanders, 2004). Bullying can happen to children, but it can also impact adults more often than one would think. The 2014 WBI U.S. Workplace Bullying Survey, conducted by the Workplace Bullying Institute , found that “, one-quarter of adult Americans (27%) said they directly experienced abusive conduct at work” (Namie, Christensen, & Phillips, 2014, p.4), and over one third of adults are aware of incidents of workplace bullying. One of the many places that workplace bullying can occur is in higher education, and more specifically to women. The number of U. S. female professors has risen steadily in recent years, female professors are still subject to different student expectations and treatment (El-Alayli, 2017). In academia, female professors are hindered by stereotype-driven gender expectations held by students, creating extra burdens beyond what their male peers must endure (Basow 1998; Sprague and Massoni 2005).

Some of the difficulties that female professors endure are authority in the classroom, “Momism”, emotional labor, and academic entitlement. Women tend to be perceived as warmer and more nurturing (e.g., helpful, sensitive, and sympathetic), whereas men tend to be perceived as more competent and agentic (e.g., confident, ambitious, independent, and assertive; Eckes 2002; Ridgeway 2001). One of the purposes of the present research is to determine what variables impact women in academia the most frequent, and what can be done to change the current dilemma. It is obvious that gender equality is more prevalent today, but more specifically why is it even prevalent. In the past, students’ behaviors toward male and female professors has been examined, but the professors’ perceptions have not been determined. The topic that the

researcher is examining is whether the professor's perceptions and gender effects professors across disciplines.

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Finally, I must express my appreciation for all of my family and friends that have been my side throughout every step of the way. I know without a doubt that God has blessed me with the best in every area. There are not enough words to explain the impact everyone that I have mentioned has done for me. This experience during graduate school will always be a time I will cherish.

DEDICATION

This work is dedicated to my parents that always give the best advice, encouragement, and support a daughter could ever dream of. Without you both, I would have never been able to reach this accomplishment. Thank you both for always loving and encouraging me to pursue my dreams no matter what it takes.

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CHAPTER 1

INTRODUCTION

Faculty members "comprise the essential core of a college or university, its epicenter," and "epitomize the values of their institutions" (Flaherty, 2016). In addition, they also serve in "important ways as role models for their students," and "for that to occur for all students, diversity in the faculty ranks is crucial" (Flaherty, 2016). Furthermore, faculty also serve to "intensify the efforts to diversify the faculty remains, and an imperative for American higher education" (Flaherty, 2016).

Historically females have represented a lower percentage of college professors and administrators than males in the United States. The tendency for males to outnumber females in the professoriate and college administration has existed since United States higher education institutions formed in the early 1800s (Parker, 2015). For one to fully grasp the issues and differences between males and females in higher education, the historical role of women of women in higher education must be explored.

In the 1830s and 1840s, women's desire to attend higher educational institutions created a great debate that lasted a century (Gordon, 1997). Conservatives claimed it would destroy the role of women in the household as homemakers, wives, and mothers. Liberals, on the other hand, claimed that a college-educated woman would be a better homemaker, wife, and mother. During the antebellum era prior to the Civil War that began in 1861, two private colleges, Oberlin and Antioch, allowed coeducation. Some classrooms were mixed audiences of males and females, but many were exclusively male. Extracurricular activities were segregated, and male/female relationships were closely monitored. In fact, 1837 policy at Oberlin dismissed female students from Monday classes so they could do the male students' laundry (Tuttle, 2004).

The first generation of female college student alumni demonstrated their dedication to academics by serving at women's colleges as professors, deans, and administrators at coed institutions. Female students at the colleges first founded in the eastern United States soon realized how advantageous it was to have women faculty and administrators who went to great efforts to improve curriculum and extracurricular activities for female students (Gordon, 1997).

The first administrative position offered to females in coeducational institutions was the Dean of Women (Parker, 2015). Women were employed as Deans of Women as early as the 1890s (Schwartz, 1997). These positions became necessary because of the sharp increase in the female population on college campuses. By the 1940s, the Deans of Women had firmly established themselves in higher education administration and provided a path for other women to follow (Gordon, 1997).

While the following decades in academia where influenced by wars, military conflicts, terrorist attacks, changes in the economy before, among other cultural and social uprisings women moved in and out of higher education based on demands of family, and the economy. In 2016, three out of 10 college presidents were women. Women were more likely than men to have altered their career progression to care for others (American Council on Education ACE, 2017). They were most underrepresented among doctorate-granting institutions and were more likely than men to lead public special focus institutions.

Studies have shown that female students have earned half or more of all baccalaureate degrees for the past thirty years, earned more than 50% of all doctoral degrees since 2006, and master's degrees since 1987 (ACE, 2017). But as of 2015, women held only 32% of the full professor positions at degree-granting postsecondary institutions (ACE, 2017). In summary, the higher the academic rank, from other faculty to tenured full professor, the fewer women one will

find (ACE, 2017). ACE recognized in 2017 that even though women have higher education attainment levels than men, this fact was not reflected by the number of women holding positions in higher faculty rank, salary, or prestige. Women of all races and ethnicities were more likely to hold lower ranking faculty positions. In fact, men out-earn women by $13,874 at public institutions and by $18,201 at private institutions. The only institutions where women in academia earn more than their male colleagues was at two-year private institutions, women made slightly more earning $32,495 as compared to $30,050 (ACE, 2017)

This information leads the researcher to ask why female academics are still experiencing gender bias in higher education and why do they have to continue to chip away at the glass ceiling in 2019?

Purpose of Study

The purpose of this study is to explore the gender equity, gender bias, and the personal and professional sacrifices women in higher education have experienced in their careers. The study also seeks an explanation as to why women abandon or alter their career path in academia.

Problem Statement

Female academics are perceived differently from their male colleagues. Female academics are often perceived as being more emotional, easier to "bully" or persuade, are more competitive, and make more personal sacrifices.

Research Questions

1. Do females believe their male colleagues in higher education perceive them to be more emotional than they do their male counterparts?

2. Do female instructors believe that students find them to be more emotional than male instructors?
3. Do female instructors believe that students are more likely to request and expect academic favors from them versus male instructors?
4. Do female instructors in higher education believe that they are bullied more often than their male counterparts?
5. What are the sacrifices female faculty members have made for their careers?

Assumptions and Limitations

It is assumed that participants in this study will answer the questionnaire honestly and accurately and that they understand women in higher education. It is also assumed that the participants will also have some knowledge of struggles and limitations due to gender bias in the workplace on which to base their answers to questions regarding gender equity, gender bias, and personal and professional sacrifices women in higher education have experienced in their careers. The scale of research will be limited for the following reasons:

- The participants of the study will be limited to men and women who are employed in higher education in the Southeastern Conference states; therefore, the results cannot be generalized outside of this target population. It is possible that men and women from different schools may have had different experiences.
- The respondents must self-select to participate in the industry. Self-selection alters the evaluation of whether or not the employee has been affected and makes determining causation more challenging.
- There is no way to conclude whether all of the answers given by the respondents represent a true experience.

Definitions

Faculty: the teaching and administrative staff and those members of the administration having academic rank in an educational institution ("Faculty", 2020)

Instructor: a college teacher below professorial rank ("Instructor", 2020)

Tenure: a status granted after a trial period to a teacher that gives protection from summary dismissal ("Tenure", 2020)

Bullying: abuse and mistreatment of someone vulnerable by someone stronger, more powerful, etc. ("Bullying", 2020)

CHAPTER TWO

LITERATURE REVIEW

History of Women in Higher Education

From a historical perspective, men and women have had very different successes in higher education over the decades. One of the many tendencies is that males outnumber females in the professorial and college administration and has existed since United States higher education institutions formed in the early 1800s and still persists today (Parker, 2015).

Over the years there have been a number of events that happened in the United States that changed the important roles women play in business and in education. According to Parker (2015, p. 4):

> Between 1870 and 1930, the percentage of women represented in the occupational groups called the professions increased from 5% of all employed women in 1870 to 14% in 1930. The next 20 years saw a decline in the percentage of women in the professions due to the Great Depression. In 1950, only 10.8% of professionals were female. Until 1960, professionals were predominately white males; women and minority men were mostly excluded from the elite group of occupations.

Women have earned more than 50% of all master's degrees since 1987 (ACE, 2017). Even though women have earned most master's degrees, the jobs such as professors and administrators are not reflective of that fact.

Historically, females, as compared to males, have represented a lower percentage of college professors and administrators in the United States (Parker, 2015). In the 1830s and 1840s, women's desire to attend higher educational institutions created a great debate that lasted a century (Gordon, 1997). According to Parker (2017, p. 6):

> Conservatives claimed it would destroy the role of women in the household as homemakers, wives, and mothers. At a time when most Americans received only a primary or secondary education in a need's environment, a college education was something that warranted separation between males and females.

During this time there was a rise in interest for women to attend college for a higher degree. "Women's colleges were founded in the 1800's in response to a need for advanced education for women who were not allowed into most higher education institutions" (Parker, 2017, p. 6). Over time there was more and more women enrolling in college, and the higher education administrators were not sure how to handle all of the growth that they were experiencing. According to Parker (2017), one of the first positions that was offered to women was the Dean of Women within coeducation institutions. The Dean of Women position was specifically there to ensure segregation, and make sure that women were kept from men. "The first Dean of Women was Alice Palmer, who was appointed the position at the University of Chicago in 1892" (Parker, 2015, p.7). By the 1940s, the Deans of Women had firmly established themselves in higher education administration and provided a path for other women to follow (Gordon, 1997). As time progressed through the next few decades in academia, many events took place that changed the cultural and social uprisings of women in higher education.

Perceptions of Female Faculty

Students

According to El-Alayli, Hansen-Brown, and Ceynar (2017), the number of U.S. female professors has risen steadily in recent years and still, female professors are still subject to different student expectations and treatment. Students continue to perceive and expect female professors to be more nurturing than male professors (El-Alayli, et al., 2017). One of the most common student perceptions is that female professors are more willing to give favors or be more emotionally involved. In academia, female professors are hindered by stereotype-driven gender expectations held by students, creating extra burdens beyond what their male peers must endure

(Basow, 1998; Sprague and Massoni, 2005). A burden that must be examined is student academic entitlement. Academic entitlement is the tendency for students to believe that they deserve to succeed academically, independent of performance or effort (Chowning and Campbell, 2009; Kopp et al, 2011). Students may try to argue about grades, or just expect women to bend the rules for them. They may also use tactics of manipulation such as coercion, crying, threatening and bullying.

One of the elements that can negatively affect women in academia are student evaluations. As Mengel, Sauermann, and Zölitz stated, student evaluations should be approached with caution (2017). "The evaluations determine decisions about pay, promotion, assignments, tenure, and so on" (Key & Ardoin, 2019). Mitchell and Martin (2018) stated, "Measuring the impact of instructor gender on student evaluations of teachers can be a difficult task because of the difficulty in controlling for instructor specific attributes." For instance, if a woman is evaluated poorly by students and a man is evaluated highly, it could be due to gender bias or instructor-related attributes, such as teaching style or gender bias or instructor-related attributes, such as teaching style or overall teach quality. When considering evaluations, one of the main variables to consider is the participation from the students. The students that do participate may have had a negative experience with the professor and could evaluate their teaching poorly from that experience (Flaherty, 2018). All of this could interfere with female professors' likelihood of success within academia. If women feel more emotional strain, spend more time dealing with student requests, have more disgruntled students, get lower course evaluations and have less time for research activities or class preparation because of extra demands placed on them (El-Alayli, 2018). From there their chance of getting promoted may be reduced drastically. There are many biases that affect student evaluations, and gender is one of the many. "The gender gap in teaching

evaluations may affect women's self-confidence and beliefs about their teaching abilities, which may be a factor in explaining why women are more likely than men to drop out of academia after graduate school" (Mengel, Sauermann, and Zölitz, 2017, p.3).

Some would say that student evaluations are biased, or not helpful when looking at the quality of teaching. "A new study argues that student evaluations are systematically biased against women – so much so, in fact, they're better mirrors of gender bias than of what they are supposed to be measuring: teaching quality" (Kamenetz, 2016, p.1). Student evaluations also can be affected by other characteristics besides teaching quality. Hamermesh and Parker (2005, p. 369) stated, "Teaching evaluations are not only affected by gender, but are also affected by other instructor characteristics unrelated to teacher effectiveness, for example, by the subjectivity beauty of the teacher." It is intriguing to know that the evaluations from the students are looking at so much more than material and teaching practices in the classroom. Nevertheless, most universities and colleges still use student evaluations to decide who gets promoted (Key and Ardoin, 2019).

Stereotypes of Female Faculty Members

Students

"Women tend to be perceived as warmer and more nurturing (e.g., kind, helpful, sensitive, and sympathetic); whereas, men tend to be perceived as more competent and agentic (e.g., confident, ambitious, independent, and assertive)" (Eckes 2002; Ridgeway 2001; El-Alayli, et al., 2017, p.2). These expectations show how women are generally perceived to behave at work. Previous literature has indicated that women are more emotional at work which results in extra burdens.

According to Merriam Webster, the definition of emotional is “a conscious mental reaction (such as anger or fear) subjectively experienced as strong feeling usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body.” In other words, emotions are a state of feeling.

Some synonyms for emotion would be passion, sensation, responsiveness, and perspective. The term “emotional labor”, can be referred to as performing extra emotional work in the context of one’s employment, which often goes unnoticed and uncounted in work evaluations (El-Alayli, et al., 2017). Many times, female professors may end up helping students deal with stress or giving them advice to help them through a tough time. However, when helping students, female professors can come across as exercising too much authority in the classroom. “Much like female businesswomen, they must deal with the potentially negative consequences that result from exerting authority” (El-Alayli, et al., 2017, p.5). For example, when female professors exercise power, including in standard educational ways such as managing the classroom, students seem to perceive them as pushy (Elias and Loomis 2004; Roach 1991).

When women are expected to handle their emotions, it can bring on even more scenarios that usually aren’t a problem for men. Female professors are also expected to assign a lower workload and give higher grades that their male counterparts do (Bennett, 1982), and women are judged more negatively when they do not (Sinclair and Kunda, 2000). At the same time women are expected to work harder to prove that they are competent as men. For students to consider female professors competent, they must exhibit greater evidence of expertise and skill than do male professors (Biernat and Kobrynowicz 1997; Foschi 1996). Bernard’s (1964, p. 131) term, “academic momism,” described these gendered expectations aptly. In expecting and perceiving

female professors to be more nurturing, students are essentially expecting them to function like academic mothers (El-Alayli, et al., 2017).

When considering women in business there are often barriers that have the potential to hold them back. For example, the internal obstacles that they battle such as self-doubt, and the "speak-only-when-called-on" approach (Hymowitz, 2013). Research supports the contention that "women face more obstacles as faculty in higher education than they do as managers and directors in corporate America" (West and Curtis, 2006, p. 4).

Female Faculty Members Perceptions of One Another

Work is central to well-being, but working is problematic when people experience workplace bullying, which includes psychological, physical, and sexual abuse or harassment (MacIntosh, Wuest, Gray, and Aldous, 2010). Bullying is usually heard about when regarding children, but it is problematic when considering adults as well, especially in higher education. Bullying targets anyone, regardless of class status, and it happens over an extended period of time (Cowan, 2012). "One of the most common forms of bullying in academia involves administrators targeting faculty, as bullying occurs most often between supervisors and subordinates" (Dentith, Wright, & Coryell, 2015, p.28). The 2014 WBI U.S. Workplace Bullying Survey, conducted by the Workplace Bullying Institute, found that "Over one-quarter of adult Americans (27%) said they directly experienced abusive conduct at work (Namie, Christensen, & Phillips, 2014). The definition of bullying according to Rayner (1997) is: bullying as intimidation, persistent criticism, inaccurate accusations, ignoring or exclusion, public humiliation, malicious rumor, setting one up to fail, and work overload. Research shows that higher education is a fertile ground for bullies due to existing sociocultural power imbalances

and cultures conducive to incivility (Misawa,n,d.). Misawa (n,d.) found three ways academic bullying can appear:

> "The first was positional bullying. This occurred when the bully was in a position of power over the target and used that power to negatively influence the target's organizational experience. The second form of bullying was counter-positional bullying. This was described as bullying that occurred from a perpetrator with less power but who was able to target another member based on race, gender, or sexual orientation. Lastly, unintentional comparative positional bullying occurred when a group of bullies who had both higher and lower levels of power than the target enacted bullying behavior." Ultimately, Misawa called for specific training regarding treatment of members in the higher education community regardless of individual identities."

There can be many different types and reasoning for bullying, but one that is more prominent is when there is an issue of power or control of another person. "Bullying is typically characterized by some measured duration and the purposeful intent to hurt another person in such a way as to exercise power over another person" (Raineri, Frear, & Edmonds, 2011, pg. 23).

Another example of power or control that a bully might find tempting is promotion and tenure. "The tenure process gives administrators and senior faculty very specific powers to make life altering decisions about co-workers" (Dentith, Wright, & Coryell, 2015, p.29). During this process it makes junior faculty especially susceptible to bullying (Beitz, 2013). The tenure process gives administrators and senior faculty very specific powers to make life-altering decisions about co-workers (Dentith, et al., 2015). This phenomenon is unique to academia and makes junior faculty especially vulnerable to bullying administrators (Beitz, 2013). Gravois (2006) reported bullying occurs more often in institutions in which long-time employees have high job security, there are few objective measures of performance, and loyalty to some ill-defined higher purpose outside of the institution is prevalent. As Nelson and Lambert (2001, p. 237) stated, "Perhaps nothing can ensure that bullying stops, but at least we could name this

pattern of conduct for what it is—bullying, rank-pulling, cowardly abuse of hierarchy, and intimidation."

One of the major influences of bullying in academia lies in the culture of a specific organization. Organizational cultures that promote "making the numbers," reward aggressiveness and value short-term planning, display characteristics that make them ripe for bullying behavior (Namie, 2003). Gravois reports bullying occurs more often in institutions in which long-time employees have high job security, there are few objective measures of performance, and loyalty to some ill-defined higher purpose outside of the institution is prevalent (2006).

Early action is critical in preventing situations from escalating into increasingly hostile and damaging situations such as bullying (Keashly & Neuman, 2010). It is important for there to be procedures in place to help minimize bullying in the workplace, especially regarding women. Another aspect that can prevent bullying from escalating is having a mediator. Mediation involves a neutral third party who facilitates a constructive discussion between parties in dispute (Keashly & Neuman, 2010).

Bullying in the workplace is a problem, but especially for women. Work is central to well-being, but working is problematic when people experience workplace bullying, which includes psychological, physical, and sexual abuse or harassment (MacIntoch, Wuest, Grey, & Aldous, 2010). One of the most common forms of bullying in academia involves administrators targeting faculty, as bullying occurs most often between supervisors and subordinates (Denitith, Wright, & Coryell, 2015). Rayner (1997) defines bullying as intimidation, persistent criticism, inaccurate accusations, ignoring or exclusion, public humiliation, malicious rumor, setting one up to fail, and work overload. Escartin, Salin, and Rodriguez-Carballeira (2011) suggest six categories that characterize workplace bullying, including social and workplace isolation,

control/manipulation of information, emotional abuse, abusive working conditions, professional discredit and denigration, and the devaluation of one's professional role.

One of the factors that hinders women bullying each other in the workplace is that they cannot work as productive as they could before. Consequences of bullying involve stress, health, economic, social, and family effects that impact health and careers (Dewa, Lesage, Goering, & Caveen, 2004). MacIntosh found (2005) that being bullied resulted in headaches, disturbance in sleeping and eating patterns, anxiety, diminished energy, disrupted concentration, and depression, many of which contributed to absenteeism. In the study with Macintosh (2005), he discovered that women could not continue working in a way after experiencing bullying because it interfered with their health and their usual work practices. As a result of this women reported that their productivity declined, and their thoughts were consumed by the interference of bullying (Macintosh, 2005). It is common for participants to express that they feel overwhelmed. Another even stated that it was like someone was pushing her down. It is obvious that bullying impacts women in multiple forms; not only does it impact their productivity, but also their overall health. Workers across all strata of the workforce might benefit from educational attempts to raise awareness, advocate, and work toward reconciliation as ways of reducing interference (MacIntoch, 2005).

Gender Equity & Equality

When considering the topic of gender there are two aspects that should be considered: equality and equity. Both gender equity and equality are needed to make progress in the area of gender bias. As Katica Roy stated, "If gender equality is the end, gender equity is the means" (2017, p.1). When considering the opportunities of everyone it is important not to just focus on

gender, but gender's impact on the overall improvement of the economy. According to Katica Roy (2017, p.2):

> Let's start at the beginning. In no country are women equal. In fact, the World Economic Forum projects it will take 170 years to reach gender equality globally, and 158 years in North America. That means it will take five more generations for us to see gender equality – or my great, great, great, great, grandchildren. That's not only bad news for our daughters – it's bad news for our sons because gender equality impacts the economic pie for all.

Gender equality affects the economy, but it also interferes with the workforce, and everyday lives. "Men are promoted at 30% higher rates than women during their early career stages" (Roy, 2017, p.2). It is shown over and over again the differences of women and men. Since gender equity is about fairness, then the focus should be on the gap between gender bias and reality. "Gender equity is measured in three ways: representation on the faculty, pay, and family formation. There are far fewer women than men at the top of the hierarchy. At the bottom of the academic hierarchy – in the adjunct and part-time positions—there are far more women than men, and they are disproportionately women with children" (Mason, 2011, p.1). When considering the two words, equality is the end goal, and equity is the means to get there (Pipeline Equity, 2018). Meyerson and Fletcher (2000, p.129) stated,

> "Men, then are not to blame for the pervasive gender inequity in organization today – but neither are women. And yet our research shows that ever since gender inequity came onto the scene as one of business's big problems, women have blamed themselves. That feeling has been reinforced by managers who have tried to solve the problem by fixing women. Indeed, over the past 30-odd years, organizations have used three approaches to rout gender discrimination, each one implying that women are somehow to blame because they "just don't fit in."

Gender Equity Scorecard

The Gender Equity Scorecard was created by the University of Arkansas Clinton School of Public Service Graduate Student Researchers in May of 2018. According to the Women's Foundation of Arkansas (2018, p.2):

> "The purpose of the Gender Equity Scorecard will allow Arkansas businesses to evaluate the current state of gender equity in their workplaces. The mission of the Women's Foundation of Arkansas is to engage our community to promote women and girls in Arkansas, so they can realize and achieve their full potential. The WFA envisions a state in which Arkansas women have the voices, choices, and opportunities to participate in their community. The WFA is the only statewide foundation that focuses solely on women and girls in Arkansas. After the research was done the researchers decided on categories that should be tested: financial literacy, flexibility, job skills, recruitment, training, leadership, mentoring, and resource groups."

When businesses complete the scorecard, the company will receive a score to determine how well gender equity is in the workplace. According to the Women's Foundation of Arkansas – Economic Indicators for Women in Arkansas: state, region, and county, "The women's labor force participation rate is 53.1% compared to 63.4% for men. Women are owners of 33% of businesses in Arkansas, and men own 54.3%" (Gender Equity Scorecard, 2018, p.3). Eliminating as many practices and policies that are not equal is crucial. There are six categories of action that can be taken to improve gender equity in the workplace (WFA, 2018). The categories are as shown in Figure 1.

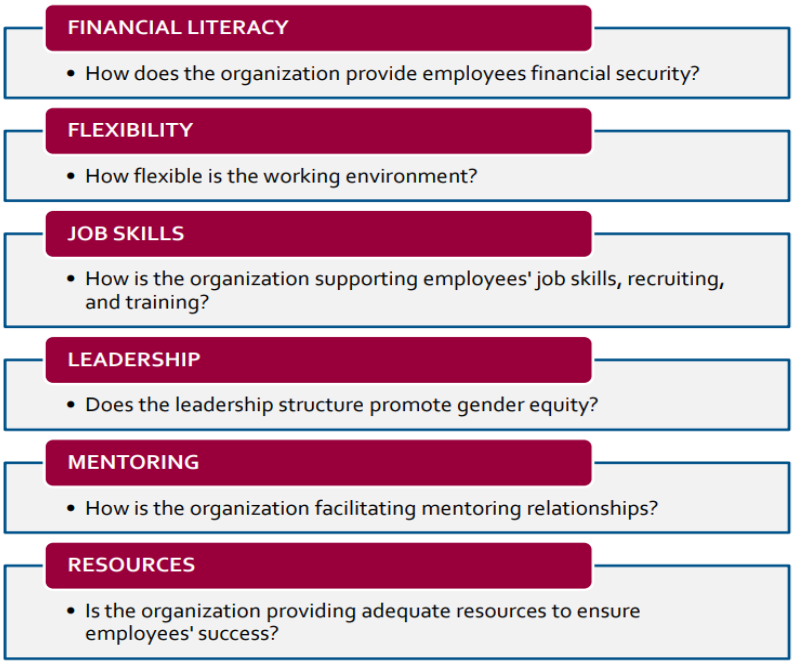

Figure 1. Categories of Gender Equity Women's Foundation Arkansas, 2018

Tools such as the Women's Foundation Arkansas Gender Equity Scorecard would be an example of a device that academia and industry could use to determine if there is gender bias in their organization. These tools could help set the stage to find methods, means, and procedures to reduce the bias and equity.

Gender Bias in Higher Education

Glass Ceiling

In past years, there have been laws established to eliminate gender discrimination in the workplace, but that doesn't mean the problem is not there; it just shows that gender discrimination has gone underground. Women have made drastic advancements over the years, but there is still a lot of ground to cover. Women at the highest levels of organizations is still uncommon. Women comprise only 10% of senior managers in Fortune 500 companies; less than 4% of the uppermost ranks of CEO, president, executive vice president, and COO; and less than

3% of top corporate earners Myerson & Fletcher, 1999). Statistics also suggest that as women approach the top of the corporate ladder, many jump off, frustrated or disillusioned with the business world (Myerson & Fletcher, 1999). It is clear that not only is there a gender bias, but the glass ceiling does exist. One factor that should be considered that impacts women from advancing is the structure of the organization. Myerson and Fletcher (2000), both professors of management, summarized their assessment or organizational culture:

> "It's not the ceiling that's holding women back; it's the whole structure of the organizations in which we work: the foundation, the beams, the walls, the very air. The barriers to advancement are not just about women, they are all around them. We must ferret out the hidden barriers to equity and effectiveness one by one. (p. 136)."

"Gender discrimination is so deeply embedded in organization life as to be virtually indiscernible. Even the women who feel its impact are often hard-pressed to know what hit them" (Meyerson & Fletcher, 1999, p.127).

Another factor that could prevent women from advancing is furthering their education. Over the years, women have overtaken men when it comes to completed years of schooling (Bertrand, 2018).

The glass ceiling needs to be shattered, but the steps to get there are still unfolding today. One solution that has been found is "Small Wins," which is incremental changes aimed at biases so entrenched in the system that they're not even noticed until they're gone (Meyerson & Fletcher, 1999). This change could break down at the barriers that hold women back. This strategy would not only help women, but men as well.

Student Evaluations

It is generally agreed that Student Evaluation of Teaching (SET) is one of the primary methods used in institutions of higher education to gather information relating to the experiences

of students with a course and to evaluate the teaching of the course instructor (Borkan, 2017; Chan Yin Fah, 2011; Spooren, Brockx & Mortelmans, 2013; Wolbring & Treischl, 2015). This information is used in various ways, for instance, for teaching improvement, personnel decisions, including tenure and promotion, for teaching awards especially when incorporated into a teaching portfolio and as evidence for institutional accountability (Seldin, Miller & Seldin, 2010; Spooren, Brock & Mortelmans, 2013). Student evaluations can also be considered biased regarding gender. In addition, concerns about the potential bias undercuts the validity and reliability of the measure (Gursoy & Umbreit, 2005). As soon as a person walks into a room, there are immediately unconscious stereotypes being thought about in that person's mind. As humans everyone seems to do this in their daily life, and this definitely happens in the classroom. "As women and minority instructors labor to make their classrooms friendly and warm (so that they can get decent student evaluations), they must ponder how their conduct will be perceived by their students in the context of their gendered and raced role expectations" (Lazos, 2012, p.175). It can be a frightening task to consider how students will perceive an instructor.

Gender stereotypes can often place women in a double bind (Eagly, Makhijani, and Klonsky, 2012). When women are in roles that can be perceived as a male role, they must fight the assumptions that they have the authority to handle the position. When women try to compensate for those perceived shortfalls, they can come across as more incompetent (because she lectures too much), insecure (because she keeps referring to her credentials), or self-promoting (because she tries to put herself in a leadership position) (Lazos, 2012). As Valian (1998, p.176) stated, "If she does not fulfill the stereotypical expectations being nurturing and caring and polite, she will experience backlash." Women have to navigate within narrow boundaries in academia. In workplace leadership settings, they must be sufficiently assertive to

be listened to and taken seriously, and yet not be viewed too assertive or overly masculine (Lazos, 2012). In 1992, professors Eagly, Makhijani, and Klonsky found that having a style that is too assertive or perceived as autocratic is especially costly for a woman. In these type of situations women especially receive negative comments on evaluations. A valid point was made by saying, while a man can get away with being snippy, not consulting those who work for him, or not always saying please and thank you, when a woman commits such errors, the backlash is severe and may results in rejection by her peers and being fired by her superiors (Eagly, Makhijani, and Klonsky, 1992).

Behaviors of women in the workplace or classroom can impact the way that others perceive them. Sprague and Massoni (2005) explained that students expect women to engage in a different set of behaviors to satisfy a particular trait. To be considered caring, women had to spend more time meeting students outside of class and being accessible outside of office hours (Bennett 1982; Statham 1991). Women instructors were rated harshly if they were not available to the students (Bernstein, 1995). Overall women have a need to keep many variables in the forefront of their mind in the world of academia.

Managing authority can be a challenge for women especially in academia. “Students have less fear of and respect for their female and minority instructors and are more likely to challenge their authority” (Lazos, 2012, p.179). Professor Statham and her coauthors (1991) observed the interactions of women and male instructors with students over the course of a year at a liberal arts college and found that women were challenged in class at least 10 percent more often than men. It is also common for women to be challenged more when they are at the lower positions in academia.

Women tend to advance in their careers slower than men, especially when it comes to a top-level position. Virginia Valian poses the question as to why so few women occupy positions of power and prestige (1998). Within careers of women, gender differences or "schemas" can be used to help determine how they fit in or how others can view them. "Our schemas about males and females directly include expectations about their professional competence and they bias our interpretation of actual performance" (Valian, 1998, p.1). In other words, we expect men to do fine, and know that the work they put in will reflect that. "Conversely we expect women to not do as well and see their actual performance in the light of our negative expectations" (Valain, 1998, p.1). Another impact that gender schemas can entail is professional competence. "Men and women are likely to overvalue men and undervalue women because our schema for males is a better fit for professional success when matched against what it means to be professionally competent and successful" (Valian,1998, p.1). In the end gender schemas will take a part in student evaluations.

Lazos (2012, p. 185) summarizes,

> "Women professors can do a great deal to negotiate the stereo types in the classroom that will influence how students see them and judge them. Many individual minority professors, including women, are able to manage the complex process of overcoming stereotypes, adopting effective teaching techniques, and making material accessible. Thus, they become highly successful teachers."

Overall, higher education institutions should take a greater consideration when using student evaluations when regarding gender bias.

Pay Scale

Despite decades of progress, women remain underrepresented in the upper part of the earning distribution (Bertrand, 2018). "There should be "equal pay for equal work", advocates argue, and the observed gender gaps in earnings are enough proof to them that this is not happening. Often, this discussion assumes that gender discrimination in the labor market is the

driving force behind the glass ceiling (Bertrand, 2018). It is clear that it has taken a long time for women to make some ground when it comes to pay; but one of the lingering questions is will it continue to be that way? If change continues at the same slow pace as it has done for the past fifty years, it will take almost another fifty years—or until 2056 – for women to finally reach pay parity (Institute for Women's Policy Research, 2013). Another factor to consider is that the wage gap is not just a problem in the United States; it is a global phenomenon. If you are a woman, or at least if you are a woman with children, chances are you are making less than the average man (Hymowitz, 2013).

One factor to consider when relating women to their pay scale is the benefits that accompany, like, maternity leave. Family friendly policies may make women – in particular those in lower and mid-wage jobs—happier and their children healthier and perhaps even more productive. There is a growing body of evidence that they also inadvertently create a "mommy track" (Hymowitz, 2013). As Marissa Mayer stated, (Yahoo! CEO) she only took two weeks of maternity leave, understanding top executives, whether women or men, cannot disappear for very long for any reason (Hymowitz, 2013). It is shocking the little time top executives have off when enduring something so drastic, like childbirth. Paternity leave is becoming more common to help with the time off to take care of children. The father has the opportunity to stay at home requires him to be more hands-on when it comes to childcare and household chores. Most places with paternity leave offer only a few days or one week, usually when a new mother has not yet returned to the office (Hymowitz, 2013). Even in countries with the longest leave policies, fathers still work considerably longer hours than the mother, and also earn more money and move up higher on the career ladder (Hymowitz, 2013).

Another influence on the pay scale in academia are student evaluations. Given the extensive use of student evaluations of teaching for pay raises, promotions, or tenure it is imperative to be aware of the bias that evaluations can cause whether it is positive or negative. In general, students' perceptions and evaluations of female faculty are tied more closely to their gender expectations than for male faculty (Bachen, McLoughlin, & Garcia, 1999). These different standards can place female instructors in a difficult "double-blind," where gendered expectations (that women be nurturing and supportive) conflict with the professional expectations of higher-education instructor (that they be authoritative and knowledgeable) (Sandler, 1991; Statham, Richardson, & Cook, 1991). Macnell, Driscoll, and Hunt (2015) found the following:

> "On the one hand, students expect female instructors to embody gendered interpersonal traits by being more accessible and personable. However, these same traits can cause students to view female instructors as less competent or effective. On the other hand, female instructors who are authoritative and knowledgeable are violating students' gendered expectations, which can also result in student disapproval. Therefore, female instructors are expected to be more open and accessible to students as well as to maintain a higher degree of professionalism and objectivity."

Female instructors who fail to meet these high expectations are viewed as less effective teachers than men (Basow, 1995). Male instructors, however, are rated more highly when they exhibit interpersonal characteristics as well as the expected effectiveness characteristics (Anderson & Miller, 1997). In other words, female instructors who fail to exhibit an ideal mix of traits are rated lower for not meeting expectations, while male instructors are not held to such standard (MacNell, Driscoll, & Hunt, 2015). Consequently, gendered expectations represent a greater burden for female than male instructors (Sandler, 1991; Sprague & Massoni, 2005). An important manifestation of that disparity is bias in student ratings of instructors, where female instructors may receive lower ratings than males, not because of differences in teaching but for failing to meet gendered expectations (MacNell, Driscoll, & Hunt, 2015). Penny (2003)

suggested that the results from student evaluations should not be used singly for major decision-making purposes such as promotion and tenure, retention of faculty, or wage increases.

Rate of promotion

Women faculty members and upper administrators have not been successful at making progress at the salary gap, or the rate at which promotions happen. “Women earned 83% of men faculty members’ earnings in 1972, compared to 81% of men faculty members’ earnings in the 2014-2015 academic year” (Barnshaw & Dunietz, 2015; Madsen, 2011; NCES, 2017; The White House Project, 2009). The salary gap is well known, but one factor to consider is the time and education that is considered for this gap. The American Association of University Women in 2015 showed that the salary gap increases with additional education beyond high school until a woman earns a doctoral degree. There are many factors that could be included when considering if a woman continues her education or not with a doctoral degree. At this point, the salary gap for a woman with a doctoral degree is greater than it is for a woman without a high school degree, 74% and 8% (The Simple Truth about the Gender Pay Gap, 2016).

To tackle the battle of increasing the rate of promotion in academia for women it would be beneficial for women to move up the ladder to higher positions to impact the unequal gender representation. “In comparing the status of women employees in higher education between the 1970’s and 2000’s, crediting the impact of the second and third waves of feminism, greater progress has been made” (Deutsch & Yao, 2014; Madsen, 2011; Midkiff, 2015; West & Curtis, 2006). One would think that over time the rate of women in higher positions in academia would go up drastically over time, but it really hasn’t. “Women occupied only 9% of tenured full-time professor positions in 1972 compared to 32% and 1991 and 43% in 2014” (Barnshaw & Dunietz, 2015; The White House Project, 2009; West & Curtis, 2006). According to the Association of

American Colleges and Universities women made up 25% of college presidents in 2014, up from 5% of college presidents in 1975 (Behr & Schneider, 2015; Madsen, 2011). Women are making advancements, but there is still a lot of progress to be made, and regression is definitely visible. Women overall are advancing in the ranks, but the larger positions, like deans and directors it becomes rarer. "Women account for 52% of lecturers, 54% of instructors, and 47% of assistant professors, but only 39% of associate and 25% of full professors" (Allen, 2011; Barnshaw & Dunietz, 2015). Not only are women not equally able to participate in the full professor roles, but also in the various boards at universities. "Women account for less than 30% of board members on college and university boards, which have major organization hierarchical responsibilities to institutions, such as hiring or terminating presidents and making grand-scale decisions that greatly affect the culture of campuses" (Allen, 2011; The White House Project, 2009).

Not only are the positions that women are fighting to get a challenge, but the rate at which the positions pay also is a large dilemma. Women faculty have not made progress in the salary gap and seemed to even have lost ground overtime. "Women earned 83% of men faculty members' earning in 1972, compared to 81% of men faculty members' earning in the 2014-2015 academic year" (Barnshaw & Dunietz, 2015; Madsen, 2011; NCES, 2017; The White House Project, 2009). Barnshaw, & Dunietz, (2015) show:

> "Women students have held an overwhelming presence on college campuses for the last several decades, women represent only 43% of tenured professor positions in the United States. Men outnumber women two to one at the rank of full professor across all degree-granting institutions across the United States. Women are also obtaining masters and doctoral degrees at record rates, qualifying them for tenured faculty positions, although their representation in the realm of tenured faculty remains low. With this expansion of women's enrollment in graduate programs, it would be expected to see a greater presence of women in the ranks of faculty and administration on college campuses. Regardless of institution type, women continue to be concentrated in entry-level non-tenured and part-time faculty appointments while men hold the majority in tenured, full-time professorships."

Perceived sacrifices made by female faculty members

Family

Women are more likely than men to be in part-or full-time non-tenure-track positions (Curtis, 2004). When women are in the positions that are not tenure track that gives them more time to spend with their family. As Curtis (2004, p. 3) stated, "By its nature, academic work is potentially boundless: there is always one more question to answer; one more problem to solve; one more piece to read, to write, to see, or to create." In academia, time is of the essence, and families don't always have the luxury of time being on their side. Curtis (2004, p.5) brought this problem to the surface by stating:

> "Some would argue that the disproportionate representation of women in teaching colleges and contingent faculty positions results from a choice they made to balance their career aspirations with family obligations. But that is precisely the point. Whether such a choice is "voluntary" or a product of discouragement, it is based on a perception that the tenure track and children (or family) are not compatible. Men are not as likely to make this choice. They are certainly less inclined to let family obligations discourage them from pursing their career goals. And if they voluntarily raise the possibility of cutting back on their work obligations to care for loves ones, they will probably be encouraged to purse the tenure-track position instead—even if that would mean sacrifice on the part of a female partner."

It is evident that women are going to be impacted in one way or another. Legal scholar Joan Williams (2004) argues women are not free to make the same choices that men make. Part-time or non-tenure track positions allow women to give more priority to their family, but they are having to make that choice, and it is an indication of continuing structural inequity in faculty careers (Curtis, 2004). Changing the expectations for women and families can help the dynamic of academia, and each individual family. "It isn't fair to expect women faculty to do it all, and it's not realistic to think that work-family policies alone can address all of these issues. The change required is as much cultural as it is structural. And it is change in which faculty must take a leading role" (Curtis, 2004). Providing an environment for families to thrive and students to

succeed in the academia realm would change the way in which women are impacted in their career.

Work-family conflict can be defined as the extent to which "work demands clash with adequate and pleasurable performance in non-work roles" (Taris, Beckers, Verhoeven, Guerts, Kompier, & Van der Linden, 2006). Winefield H. R., Boyd, and Winefield A. H. (2014) assert that academics employed in university and college settings are subject to ever-intensifying demands within the workplace, which, in turn, compromise faculty's ability to achieve role balance. Further, the extent of workplace demands and myriad other academic-related stressors such as pressure during pre-tenure years, low pay scales, and long working hours may deleteriously affect women's abilities to role balance in the areas of work and family life more than they do men's, and that women report greater work-family conflict (McCutcheon & Morrison, 2016).

Relocation

Faculty can experience being overwhelmed and overworked during the school year, and this has the potential to look into other universities. The demands within the workplace can drastically affect the other roles that faculty are involved. For example, spouses and children experience the downfall of so many hours spent at the office. One of the battles that has to be considered when moving due to a career in academia are the personal lives of faculty, especially women. Within their personal lives, relationships have to be well-thought-out. Relocation can impact relationships or marriage between two people. Even if being in a relationship isn't the status of the faculty member, dating is still on the forefront of their mind. Moving to a new city can hinder relationships no matter the situation. It can cause tension with extended family and make it harder to have relationships with family when distance is involved. Resulting in adults or

children lacking that important close family connection. Another battle of relocation is finding a job. Not only for oneself, but also for a partner.

Growing the family

"Business leaders believe that the majority of women around the age of 30 leave because they are struggling to balance work and life or are planning to have children, whereas men leave because of compensation" (Elias, 2018, p.179). Work life balance has been a growing concern for today's working professional, and the reasons are multifaceted (Curtis, 2005). As more women are present in the workforce, these individuals may face greater demands to juggle responsibilities from work, home, and family domains (Beauregard & Henry, 2009). Despite the demographic shift in academia, where more women are entering faculty roles, issues with gaining tenure appear to be gendered (Curtis, 2005). Regardless of family status, being aware that balancing faculty roles are made more challenging with children is vital (Mazerolle & Barrett, 2018). Jamie shared (Mazerolle & Barrett, 2018, p.252),

> "I think it's just very, very difficult to try to get tenure and be successful in academia as a parent. I just didn't see very many people being successful doing that, I didn't really see the point for me personally, and had no interest in trying to balance all of that, so it's just easier not to have children."

Other faculty members see the struggle and hardship that they are having while trying to grow their family, but also advance in their career. An example of this is Jesse, which stated (Mazerolle & Barrett, 2018, p.252):

> "I can tell you on a daily basis I don't know how I would do this if I had a family. I really do and look at some of my colleagues who are going through the process, who have a husband and 2 kids. I have no idea how they are doing it, because it's a challenge for me, without the responsibility."

It is clear that having children or even thinking about it is something that faculty members highly consider beforehand. US News and World Report (Waxman & Ispa-Landa,

2016) indicates that women in academia suffer more disadvantages than women with children in law or medicine. Specifically, in higher education settings there is heavy pressure to maintain productivity and high levels of teaching (Mazerolle & Barrett, 2018). Family planning, having children and caring for them, is often seen as a secondary thought, or something to be considered after tenure (Jaschik, 2018). Overall, men are more likely to earn tenure regardless of marital and family status (Bracken, Allen, & Dean, 2006). Mazerolle & Barrett stated (2018), family demands especially when children are young, place a greater strain on the faculty member as the needs of the children often come first, and at times are unpredictable (e.g., illness, school activities). Furthermore, it is often the mother who will feel the pressure to take care of the child and sacrifice work deadlines or responsibilities (Ehrens, 2016).

Equal spouse sacrifices

Spouses that both are experiencing work life sacrifices (especially when both are employed in academia) could experience an overwhelming amount of sacrifices. Academia can tend to require a lot of time, especially when advancing in administration. “For academics who are parents, family commitments may exacerbate the pressure of increasing workloads” (O’Meara and Campbell 2011; Wolfinger, Mason, and Golden, 2008). It can be particularly challenging balancing work life and parenthood at the same time. “Research suggests that a primary caregiving role can result in reduced promotion opportunities, lower rates of pay rises and negative judgments from peers and colleagues in the workplace” (Drago, Colbeck, Stauffer, Pirretti, Burkum, Fazioli, Lazzaro, & Habasevich, 2006). When caregivers are not as available or not able to have a large workload, that can hinder the employee from advancing in the career. Other factors that this could impact are lower publication rates, less participation on committees or extra activities, promotion, and tenure. Eversole, Harvey, and Zimmerman (2007) argue that

there is consequently a bias against caregiving in academia, with caregivers considered as non-ideal workers. On the other hand, since the schedules of academia are accommodating, so this can be helpful to families with children. According to Wolfinger and Golden (2008), even in families where parenting and domestic workload are shared, in the early months and years following the birth of a baby the impacts (physiological and psychological) of this event upon academic careers is greatest on the mother. Clearly the timing of caregivers' careers and children have an influence on the advancement of their career overall.

Women not only have their career to take part in, but also are taking care of children. Caregiving can add to the time and stress while trying to make advancement in academia. "In the majority of cases, primary caregivers are women who have been described as undertaking a "second shift" through a larger share of housework and caring responsibilities" (Hochschild, 1989). The time women spend at home taking care of family can be considered another job on its own. It is estimated that women spend an average of eighty hours a week at work, and men spend an average of fifty-seven hours a week (Drago, Colbeck, Stauffer, Pirretti, Burkum, Fazioli, Lazzaro, & Habasevich, 2006). There is no surprise that women are not moving up the career ladder as quickly as men in academia.

Research has confirmed that men and women are unequally distributed through the academic hierarchy, with far fewer women than men employed above senior lecturer (Probert 2005; Strachan, Broadbent, Whitehouse, Peetz, and Bailey, 2011). The structure of higher education has drastically made a difference on women and sacrifices in their career, but most importantly their family.

Women in higher education today

The constant campaign for women in higher education has sent young women a clear message about the persistence of the glass ceiling and brought into sharp focus how far women in the working world have yet to go, understanding it is a man's world, and a man's workplace (Elias, 2018). Now more than ever, women need to understand the situation and how to work with men and women to accomplish the most out of work and personal performance. Women bring an array of essential assets to the workplace. "Women are empathetic listeners, who value collaboration and teamwork while also acting as experts at building relationships, encouraging others to achieve their maximum potential. These qualities work well with the skills men bring to the workplace, including assertiveness, risk-taking, and self-confidence" (Elias, 2018, p.176). It is imperative that men and women learn how to bring both of the best qualities and learn how to work together. Being able to achieve goals together as a team will significantly improve their overall performance in the workplace.

One of the opportunities that could change the way higher education could ensure gender fairness between genders is allowing women the same leadership opportunities as men. It is common for women to avoid the positions where they will get a leadership role within the company (Elias, 2018). The assumption that women can't handle the responsibility or position is false, and the women really have a lot that factors in to why they are more hesitant to take the position. In her blog "Business Consultant" Anne Loehr (2013) points out an interesting trend—that young women are leaving the workplace, thinking they will be better off freelancing, consulting, or starting their own company. Women and men may start at a company at the same time, but women receive lower pay, move up more slowly and rarely reach the top (Brown & Patten, 2017). The March 2016 Harvard Business Review (Coffman, 2017) reported that the

number one reason young women leave the workforce is pay, and they are more likely to leave because of lower compensation than men for equal work.

Another opportunity for women to take advantage of in academia is knowing how to handle their leadership style. Women do not want to be labeled as being grouchy or aggressive, and most times do not even apply for leadership positions for that reason. Women that accompanies it want to participate and take the chance because “of that label” and the reputation (I’m not sure what you’re trying to say here. Maybe reword it?). On the other hand, men are usually labeled as dedicated or confident, so therefore, are usually ready to take on the challenge of a new leadership position. Gail Bassin (2015, p.176), Co-Chief Executive Officer, JBS International, adds that “it can be a challenge to find that perfect level of assertiveness, not being aggressive but also not being too shy”. Women who are able to handle their leadership style and how to address other coworkers in the right way is automatically a significant advancement. Finding the right environment for women in academia is also crucial. No matter the circumstances all faculty takes on the culture of the workplace no matter what others might say. The way a leader leads the department makes a difference. Being able to seek out men and women for leadership positions will benefit everyone, and also allows for the opportunity to learn from each other.

Being able to flourish as a leader is crucial to every position and department in higher education academia. Women need to be able to speak up and be able to make an impact. The reputation of getting spoken over, interrupted, or not even acknowledged must end. Women and men need to be real team players no matter the situation or the topic of conversation but giving everyone a chance to speak can drastically change the environment of the room. “Working in teams instills trust and support for both men and women and results an improved performance,

particularly in a creative environment where everyone's ideas and strategies are welcome" (Elias, 2018.p.179).

Traditionally, women are labeled as not being able to handle their emotions at work, or letting emotions take control of situations. "Women are advised to hold their emotions in check. That women are too emotional is a stereotype in the workplace that for decades has held women back as too "unstable" to hold a leadership position" (Elias, 2018, p.179). It is important for women to be able to understand that it is necessary to manage emotions as much as possible in the workplace. As Elias (2018, p.178) stated:

> "Another issue for women is to know how to communicate forcefully, but not to attack. When people feel attacked, they do not hear what you are saying. They respond to the emotion and not the words. When women find a way to take a position on a difficult subject in a way that appeals to others it leads to collaboration and cooperation with the people you are addressing."

Being confident and taking action in higher education is happening now. Since women are taking the actions now, they will be able to reverse the trends and stereotypes that society has put upon them.

The state of women in higher education continues to make strides; however, it is obvious that the playing field is not a fair one regarding gender and advance in pay, leadership, sacrifices, and equity. Women continue to increase their level of confidence in the workforce despite the many challenges they face on a daily basis. There are hopes that if women continue with the actions they are taking now, in the future trends and stereotypes could be reversed. It remains to be seen.

CHAPTER 3:

METHODOLOGY

Research Design

Planning and development for the research design began in the fall 2019. An extensive literature review in combination with the objectives of this study was used as the guideline to build the questionnaire. A quantitative approach was used in this study in order to develop a non-experimental research design for the purpose of exploring the gender equity, gender bias, and the personal and professional sacrifices women in higher education have experienced in their careers. The research design utilized for this study consisted of a non-experimental descriptive survey, for the purpose of assessing the perceptions of why female academics are perceived differently from their male colleagues particularly being labeled as more emotional, easier to "bully" or persuade, more competitive, and make more personal sacrifices. Because typical survey studies are used to assess attitudes, preferences, opinions, practices, procedures, and demographics (Gay & Airasian, 2003), a descriptive survey research design was deemed appropriate for this study. An approval form for research involving human subjects was submitted to the Institutional Review Board. The approval form was accepted and approved in February 26, 2020 (Appendix A). A descriptive questionnaire survey was designed and distributed to the members of a focus group (See Appendix B). The members consisted of three female hospitality faculty members, and two female hospitality graduate students, for a total of five focus group participants. Changes and modifications were made to the questionnaire based on the results of the focus group. The questionnaire was then distributed to the participants via electronic delivery.

Population and Sample Selection

The target population selected for analysis consisted of female faculty currently working in four-year hospitality degree granting programs located in the Southeastern region of the United States and who have presumed means and ability to participate in higher education. It would be impossible to survey every female faculty in hospitality education nationwide; therefore, a convenience sample of female faculty from universities in states that make up the Southeastern Conference (SEC) was utilized to collect data. The researcher felt that by sampling female faculty from universities in states in the SEC there would be representation from that region of the United States, in which the chosen universities are located. Those states included: Arkansas, Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, Missouri, South Carolina, Texas, and Tennessee.

Instrumentation

The instrument design consisted of a descriptive, online (electronic) survey. A self-administered questionnaire was developed for this study based on the review of literature and the results of a focus group consisting of three female hospitality faculty members and two female hospitality graduate students. The focus group was used to test the content validity and clarity of the questionnaire as well as the estimate of time to take the survey and the ease of use.

The study engaged an online survey with five major sections. The first section asked demographic questions related to the respondent, which consisted of age, education, current position, race/ethnicity and other questions related to their current position. The second section involved perceptions of female faculty in higher education. The first part of this section asked if the respondent had ever been bullied at work. The second part of this asked if the respondent feels female faculty are more emotional at work than their male colleagues. This section also included a

table that asked respondents to rate statements related to observations, feelings, and emotions they may have experienced in their career in higher education. Section three dealt with gender equity from the female perspective. Respondents were asked to rank characteristics that they believed were necessary for women to advance to a senior level administrative position in higher education. In addition, questions focused on the influence of student evaluations were asked in this section. Lastly, a table that asked levels of agreement with statements about the glass ceiling was included. The fourth section focused on sacrifices female faculty in hospitality higher education may have made. This included questions centered on personal and professional sacrifices, and a table that asked the respondents level of agreement about statements related to professional sacrifices. The fifth and final section dealt to views on women in higher education today. This included a table of solutions that might reduce barriers and break the glass ceiling in higher education. Respondents were asked to consider gender equality, bias, and their personal experiences in higher education when ranking the importance of the statements.

Content Validity

When examining content validity, it is to "generate a score that reflects true differences in the characteristic one is attempting to measure, without interference from irrelevant factors" (Churchill, 1996, p. 402). For a study to be considered valid the measurement instrument must truly measure what it is intended too. To consider a measuring instrument as valid the researcher must consider the similarities and differences in the results of the instrument pertaining to the individuals, groups, or situations that the researcher intends to measure (Churchill, 2001; Cobanoglu, 2001). The researcher contributed content validity as the validity check for this study. According to Heale and Twycross (2015, p. 66), "Content validity looks at whether the instrument adequately covers all the content that it should with respect to the variable." For this

study a focus group comprising of female hospitality faculty in higher education was conducted to confirm face validity.. As Churchill (1996) explained, the content validity of the instrument includes the most significant parts of the study that is being measured. One of the key factors that are implemented in the content validity is the procedures that are used to create the instrument (Churchill, 1996). For this study, the perceptions that females in higher education endure throughout their career was evaluated. The researcher incorporated the Churchill (1996) procedures to create an instrument that contained content validity by implementing measures used in previous studies that demonstrated reliability and validity.

Reliability

Carmines and Zeller (1979) described reliability to be a way to measure a phenomenon that contains stable and consistent results. According to Churchill (2001), reliability indicates that the ability to achieve similar results by measuring a construct, object, or trait with independent but comparable measures. The internal consistency concerning the items in the instrument was estimated using the Cronbach's coefficient alpha. The Cronbach's Alpha (1951) is to measure the reliability regarding the measure of internal consistency. The Alpha typically varies from 0 to 1.0 and shows how closely the items are measuring to be similar. Typically, an Alpha that is equal or higher than .70 is acceptable regarding reliability (Babbie, Halley & Zaino 2000; Foster, 2001). This particular way of measuring is the most common to be used to measure how closely items are correlated. The Cronbach's coefficient alpha reliability of the instrument was .776. This suggest that the instrument was acceptable and reliable regarding internal consistency.

Data Collection Techniques

The planned method of data collection for this study consisted of female hospitality faculty members via an online/electronic survey. There was no incentive for taking the survey. The respondents were informed that participation was voluntary, and all information gathered as a result of the survey was confidential. No names or identifying information of any kind was obtained.

Data collection began by sending an initial email, inviting each respondent to participate in the survey. The text within the email had the link to the online survey: https://uark.qualtrics.com/jfe/form/SV_5Au1dexo0ttSK2N which was administered via Qualtrics. The initial email was sent to the research participants on February 27, 2020, and data collection concluded in March 20, 2020. Once data collection was complete, the data was imported to The Statistical Packages for Social Sciences (SPSS, 2019). After data collection and input, the survey data was destroyed.

Data Analysis

The data collected was analyze using descriptive statistics, percentages, frequencies, and ANOVA analysis. Data was coded and analyzed using the Statistical Package for Social Sciences (SPSS Inc. 2019). The first part of data analysis involved a demographic profile of respondents. Demographic data from the questionnaires was tabulated using percentages and frequencies.

By utilizing methods of statistical analysis, this chapter presents the results of the survey developed to answer these research questions. Several of these questions involve descriptive statistics, including demographic profiles. The inferential statistics undergone in this study are extended to female hospitality faculty in the Southeast section of the United States, regarding their

perceptions of gender equity, gender bias, and the personal and professional sacrifices women in higher education have experienced in their careers.

Response Rate

The researcher had a response rate of 35% for completed surveys. A total of 216 electronic surveys were emailed to the sample, 75 surveys were returned and 48 were then deemed usable. Data was collected over a month's time between February and March of 2020. The initial survey link was sent on February 27, 2020. The researcher sent three follow up emails, encouraging respondents to complete the survey. The first follow up was sent on March 4, 2020, the next sent on March 11, 2020, and the final one on March 18, 2020. The survey was closed on March 20, 2020.

Respondent Profile

The respondents varied in their demographic makeup; however, it can be stated that the common attributes that the respondents had were all females in higher education in the Southeastern conference of the United States. All participants were over the age of 21, the majority (43%) were between the ages of 43-53 and were white (79%). More than half of the respondent's highest degree earned were classified as a Doctor of Philosophy (51%), with a current position of instructor or assistant professor (58%) and employed at a university with 25,001 to 45,000 students (49%). The demographic profile of the respondents is detailed in Tables 1,2,3,4, and 5.

Table 1

Demographics Characteristics of Respondents: Age, Education, Ethnicity and Race

	n	%
Age		
21-31	3	6.40%
32-42	12	25.50%
43-53	20	42.60%
54-64	11	23.40%
65+	1	2.10%
Total	47	100.00%
Education		
Associates degree	0	0.00%
Bachelor's degree	0	0.00%
Master's degree	18	38.30%
Doctor of Philosophy	24	51.10%
Doctor of Education	5	10.60%
Total	47	100.00%
Ethnicity		
Hispanic or Latino or Spanish Origin	2	4.30%
Not Hispanic or Latino or Spanish Origin	45	95.70%
Total	47	100.00%
Race		
American Indian or Alaskan Native	0	0.00%
Asian	6	12.80%
Black or African American	4	8.50%
Native Hawaiian or Other Pacific Islander	0	0.00%
White	37	78.70%
Other	0	0.00%
Total	47	100.00%

Table 2

Demographics Characteristics of Respondents: Position, Length at Position, Industry Experience, and Years in Industry

	n	**%**
Current position		
Chair/ Director/ Department Head	3	6.40%
Associate/ Assistant Dean	2	4.30%
Instructor	12	25.50%
Assistant professor	15	31.90%
Associate professor	10	21.30%
Professor	2	4.30%
Other	3	6.40%
Length of current position	n	%
0-5 years	17	36.50%
5-10 years	14	29.80%
10-15 years	9	19.10%
15-20 years	5	10.60%
20+ years	2	4.30%
Industry Experience		
Yes	42	89.40%
No	5	10.60%
Industry experience in years		
1-5	10	21.30%
5-10	9	19.10%
10-15	9	19.10%
15-20	6	12.80%
20+	8	17.00%
Total	42	100.00

Table 3

Demographic Characteristics of Respondents: Size of Current University, Gross salary, and Currently Tenured

	n	%
Size of currently employed university		
5001-15,000 Students	9	19.10%
15,001-25,000 Students	7	14.90%
25,001-35,000 Students	12	25.50%
35,001-45,000 Students	11	23.40%
45,001+ Students	8	17.00%
Total	47	100.00%
Current Gross Salary		
$20,000-$40,000	1	2.10%
$40,001-$60,000	11	23.40%
$60,001-$80,000	14	29.80%
$80,001-$100,000	11	23.40%
$100,001-$120,000	5	10.60%
$120,000+	4	8.50%
Total	46	97.9%
Currently Tenured		
Yes	15	37.90%
No	32	68.10%
Total	47	100.00%

Table 4

Demographic Characteristics of Respondents: Marital Status, Spouse Employment Status, Spouse Education Level, and Number of Children Living at Home

	n	%
Marital Status		
Single	8	17.00%
Married	32	68.10%
Divorced	7	14.90%
Total	47	100.00%
If married, is spouse working		
Yes	25	53.20%
No	7	14.90%
Total	32	68.10%
Spouse education level		
Less than high school	1	2.10%
High school graduate	4	8.50%
Some college	4	8.50%
2-year degree	3	6.40%
4-year degree	9	19.10%
Professional degree	8	17.00%
Doctorate	3	6.40%
Total	32	68.10%
Number of children living at home		
0	26	55.30%
1-2	20	42.60%
3-4	1	2.10%
Total	47	100.00%

Table 5
Demographics: Last terminal degree

State	University	n	%
Alabama	University of Alabama	1	2.1
Arkansas	University of Arkansas	1	2.1
Florida	Florida Gulf Coast University	1	2.1
	Florida International University	1	2.1
	Florida State University	3	6.4
Illinois	Rosalind Franklin University	1	2.1
Iowa	Iowa State University	1	2.1
Indiana	Purdue University	3	6.4
Kansas	Kansas State University	2	4.3
Kentucky	Western Kentucky University	1	2.1
Massachusetts	Boston University	1	2.1
Michigan	Michigan State University	1	2.1
Minnesota	Walden University	1	2.1
Missouri	Missouri State University	1	2.1
	University of Missouri	1	2.1
Nevada	University of Nevada, Las Vegas	2	4.3
New York	New York University	1	2.1
North Carolina	Appalachian State University	1	2.1
Ohio	Ohio State University	1	2.1
Oklahoma	Oklahoma State University	1	2.1
Oregon	Marylhurst University	1	2.1
South Carolina	University of South Carolina	1	2.1
Tennessee	University of Memphis	1	2.1
Texas	Lamar University	1	2.1
	University of Houston	2	4.3
	Sam Houston State University	1	2.1
	Texas Tech University	2	4.3
Virginia	Virginia Tech University	1	2.1
Total		**46**	**97.9**

CHAPTER 4

RESULTS AND DISCUSSION

Chapter 3 elaborated on the research methodologies that were used to investigate the research questions. Through the utilization of statistical analysis techniques, this chapter presents the results of the proposed research questions. Descriptive statistics were used to provide a demographic profile of the participants as well as comparing responses regarding female faculty members in hospitality educations perception.

Table 6
DEMOGRAPHICS FROM RESPONDENTS
Age and Highest Terminal Degree

Age	Master's degree	Doctor of Philosophy	Doctor of Education	Total
21-31	3	0	0	3
32-42	1	9	2	12
43-53	**7**	**10**	**3**	**20**
54-64	6	5	0	11
65+	1	0	0	1
Total	**18**	**24**	**5**	**47**

The majority of the participants were from 32-53 years old and had a doctorate degree and that doctorate was in philosophy. The younger and older age ranges did not have degrees beyond a master's degree.

Table 7
Marital Status and Current Gross Salary

Marital status	$20,000-$40,000	$40,001-$60,000	$60,001-$80,000	$80,001-$100,000	$100,001-$120,000	$120,000+	Total
Single	0	2	3	0	1	2	8
Married	**1**	**8**	**11**	**6**	**3**	**2**	**31**
Divorced	0	1	0	5	1	0	7
Total	**1**	**11**	**14**	**11**	**5**	**4**	**46**

Table 8
Age and Current Salary

Age	$20,000-$40,000	$40,001-$60,000	$60,001-$80,000	$80,001-$100,000	$100,000-$120,000	$120,000+	Total
21-31	0	3	0	0	0	0	3
32-42	0	1	**6**	3	1	0	11
43-53	0	**6**	**6**	3	**3**	**2**	**20**
54-64	1	0	2	**5**	1	**2**	11
65+	0	1	0	0	0	0	1
Total	**1**	**11**	**14**	**11**	**5**	**4**	**46**

The majority of the respondents were married (67%), and between the ages of 43-53. The most common salary for most of the respondents was between $60,000-$80,000. In summary, the largest group of respondents in this study were considered middle aged (43-53), were married, and made an annual salary of $40,000-$80,000. Participants in the age group of 54-64 earned $80,000-$100,000 with only 2 participants earning $120,000 or more.

Table 9
Salary and Industry Experience

Industry experience	$20,000-$40,000	$40,001-$60,000	$60,001-$80,000	$80,001-$100,000	$100,001-$120,000	$120,000+	Total
Yes	**1**	**11**	**14**	**7**	**5**	**3**	**41**
No	0	0	0	4	0	1	5
Total	**1**	**11**	**14**	**11**	**5**	**4**	**46**

The majority of the participants had industry experience. As the salary goes up the number of women with industry experience dwindles dramatically. The importance of industry experience has long been valued in the hospitality education and often included a requirement for a position on faculty. The bulk of the experienced participants made between $60,000-$80,000, followed but salaries ranging in the $40,000-$60,000.

Table 10
Age and Tenure

Age	Yes	No	Total
21-31	0	3	3
32-42	3	9	12
43-53	**8**	**12**	**20**
54-64	4	7	11
65+	0	1	1
Total	**15**	**32**	**47**

Most of the women in hospitality higher education in this study did not have tenure (69%), and that can be reflected in their salary (as low as $40,000). It appeared the participants in this study had not obtaining tenure, which was surprising as one would think that educators in this age group would've been in academia long enough to obtain tenure (32%).

Table 11
Age and Children at Home

Age	0	1-2	3-4	Total
21-31	**3**	0	0	3
32-42	5	**7**	0	12
43-53	**10**	**9**	1	20
54-64	**7**	4	0	11
65+	**1**	0	0	1
Total	**26**	**20**	**1**	**47**

Many of the participants in the age range of 43-53 had no children at home (10), which was the same age range that indicated they did not have tenure. However, that same age range (9) did have one to two children at home. The participants that were in the youngest age range did not have any children.

RESEARCH QUESTIONS:

Research Question 1 was regarding perceptions of female faculty and specifically asked:

Do females believe their male colleagues in higher education perceive them to be more emotional than their male counterparts?

The participants believed that they were not more emotional than men (59.60%), but 40% did believe that they were perceived as being more emotional than their male counterparts. The term "emotional" when regarding men and women could vary from person to person and gender to gender. The majority of the participants indicated they did not cry at work because they felt bullied, discriminated, or harassed. Most of the women (53%) stated they had yelled at their partner or children at home because of stress resulting from work. Table 12 displays the results to questions related to emotions displayed at the workplace and home related to work and work stress.

Table 12
Male Colleagues Perceptions of Females

Perceptions	Yes	No
Male colleagues perceive females to be more emotional	40.40%	**59.60%**
Crying at work because you felt bullied, discriminated, or harassed	31.90%	**68.10%**
Yelling at your partner or children at home because of stress resulting from work	**53.20%**	46.80%
Women are more likely to carry out work issues out on their friends and family	42.60%	**57.40%**
More likely to become angry at work than male colleagues	14.90%	**83.00%**

Research Question 2 encompassed gender equity from the female perspective and asked: **Do female instructors believe that students find them to be more emotional than male instructors?**

The sample of this study were female hospitality faculty members in higher education. Because the sample did not include students, the data used to determine the response to this question was related to student evaluations. Student evaluations of a faculty member and their courses are often factored into a tenure and/or promotion decision.

The respondents did state that student evaluations (98%) were distributed at their current university. The respondents continued by stating student evaluation results were used by administrators in decisions related to: promotion (70%), tenure (66%), and a renewal of contract (51%). It is important to note that because the students have such a big impact to advancement in higher education for the faculty member those evaluation scores can weigh heavily for or against the faculty member. Student evaluations have a large impact on faculty as a whole, but especially for women in higher education. Data indicated that female faculty members (55%) did not think their male colleagues scored higher on student evaluations while 45% felt the opposite. It is important to note: the difference between the 55% and the 45% was one respondent. Therefore, it could be stated that the result was closer to a 50-50 split. Table 13 displays the results.

Table 13

Student Evaluations Impact at Current Universities

Student evaluations	Yes	No	Total
Current university participation	**98%**	2%	100%
Males score higher than females	30%	**70%**	100%
Pay raise	45%	**55%**	100%
Promotion	**70%**	30%	100%
Tenure	**66%**	34%	100%
Renewal of teaching contract	**51%**	49%	100%

Research Question 3: Do female instructors believe that students are more likely to request and expect academic favors from them versus male instructors?

Participants were asked to state if students had ever displayed 13 specific behaviors that might not be displayed to a male counterpart. The most common student behavior experienced was entitlement (70%), followed by anger (57%) and requesting to submit late work (57%), unexcused absences (53%), and effort or ability (51%). Participants (28%) indicated they had experienced more aggressive behaviors including verbal bullying, students used offensive language (15%), and 11% had been threatened by a student. See Table 14 for results of student behavior.

Table 14

Student Behavior

Student behaviors experienced	
Physical bullying	2.1%
Unexcused absences	**53%**
Entitlement	**70%**
Anger	**57%**
Submit late work	**57%**
Verbal bullying	28%
Embarrassment	15%
Threatening	11%
Humiliation	4%
Effort or ability	**51%**
Physical posturing	11%
Offensive language	15%
Incivility	17%

Research Question 4: Do female instructors in higher education believe that they are bullied more often than their male counterparts?

When asked if they felt they were bullied more often than their male counterparts the majority participants (63.80%) stated they had not experienced being bullied more than men. On the

other hand, when asked if they believed women in higher education were bullied more than men (57.40%) stated yes, with 27.70% saying it happens at their university.

The participants (59.60%) confirmed they had not been bullied by a student, but for the 40.40% who said they had been bullied by a student 23.40% stated that student was of the male gender. In addition, the majority of the participants (59.60%) do not believe that men perceive them to be more emotional at work because they are women. To determine if women could be more emotional than men at work, the researcher asked if the participants had ever cried at work because they had experienced bullying, 68.10% stated they have not cried at work because of being bullied, but 31.90% had cried at work. Furthermore, another emotion derived from bullying is stress, many of the participants have yelled at their partner from stress at work (53.20%). Data is displayed in Table 15.

Table 15

Perceptions on Bullying in the Workplace

Bullying experiences	**Yes**	**No**	**Total**
Bullying in the workplace	36.2%	**63.8%**	100.00%
Females bullied more than men in Higher Education	**57.4%**	42.6%	100.00%
If so, is it common where you work	27.7%	**29.8%**	57.5%
Bullied by student	40.4%	**59.6%**	100.00%
If so, was the student male	**23.4%**	17%	40.4%
Males perceive you as more emotional	40.4%	**59.6%**	100.00%
Cried at work because of being bullied	31.9%	**68.1%**	100.00%
Yelled at partner from stress at work	**53.2%**	46.8%	100.00%

It is clear that women in higher education do experience being bullied by students. The research dove a little deeper into who was experiencing bullying on the job. The age group experiencing the most bullying by students was 43-53 years old (13) (see Table 16). The assistant professor position (8) was bullied the most by students followed by associate professors (4) (see Table 17). This indicated that those on a tenure track are bullied more than those not in tenure track position or those in administrative positions. While the results indicate that most of the women had not been bullied by students, it is important to note that it does happen and should be addressed by universities.

Table 16
Age Bullied More Than Males

Age	Yes	No	Total
21-31	2	1	3
32-42	**7**	5	12
43-53	**13**	7	20
54-64	4	7	11
65+	1	0	1
Total	**27**	**20**	**47**

Table 17
Current Position and Bullied by a Student

Current position	Yes	No	Total
Chair/Director/Department Head	1	22	**3**
Associate/ Assistant Dean	1	1	**2**
Instructor	3	9	**12**
Assistant professor	**8**	7	**15**
Associate professor	4	6	**10**
Professor	1	1	**2**
Other	1	2	**3**
Total	**19**	**28**	**47**

Lastly, the data indicated that white female faculty (22) are bullied more so then African American (3) or Asian (2) faculty members. This result may not seem to be important, but it is important to remember that the majority of the respondents were white; however, what it does

indicate is a lack of diversity in female hospitality higher educators in the Southeast part of the United States. While that was not a research topic in this thesis, it should be explore in future studies. See Table 18 for results.

Table 18
Race and Females Bullied More Than Males

Race	Yes	No	Total
Asian	2	4	6
Black or African American	3	1	4
White	22	15	37
Total	**27**	**20**	**47**

Research Question 5: What are the sacrifices female faculty members have made for their careers?

When examining the female experiences based on gender in higher education felt the following experiences were not important as related to their gender: unable to travel for work (83%), choosing home responsibilities over work responsibilities (78%), home responsibilities (53%), being excluded from social events (49%) and not being considered for jobs requiring relocation (41%). What was shocking was to see that participants felt they were not considered for promotion (66%) based on their gender: female. In addition, the respondents (51%) stated that when they had help with home responsibilities increased their ability to pursue leadership positions at their university. See Table 19.

Table 19
Female Experiences Based on Gender

	Important	Neutral	Not important
Excluded from social events	32%	19%	**49%**
Not Considered for promotion	**66%**	21%	12%
Not considered for job relocation	32%	28%	**41%**
Household responsibilities	30%	17%	**53%**
Unable to travel for work	30%	17%	**83%**
Home responsibilities over work responsibilities	42%	21%	**78%**
Help at home increases ability to pursue leadership positions	**51%**	27%	23%

The sacrifices that women endure throughout their career in higher education can vary but leaving academia due to gender bias or inequality was not the majority. It is still important to note that (26%) women did experience leaving academia due to gender bias or inequality while 43% have thought about leaving academia. See Table 20.

Table 20
Sacrifices in Career

Sacrifices	Yes	No	Total
Left academia due to gender bias or inequality	26%	**75%**	81%
Thought about leaving	43%	**57%**	100%

This study sought to find out women in hospitality higher education feelings, observations, and emotions throughout their career. These observations, feeling and emotions were related to characteristics of being a women in hospitality higher education. Participants' ranked (89.90%) being assertive as being the most important feeling or emotion in being a female in hospitality higher education, this was followed closely by having a clear idea of their

career goals (89.20%) and taking personal risks (80.90). However, 57.40% of the respondents stated they were concerned with the consequences of being assertive with their views.

The participants (72.30%) stated they agreed that having a mentor or someone who provides moral support was needed, but 66% indicated there wasn't enough mentoring available to them. Regarding the importance of having a senior faculty that would help facilitate their career, 53.20% of respondents agreed that this was an important need for them. Most of the respondents had not experienced (51.10%) enough meaningful feedback or reviews about their strengths and weaknesses in their career, but it was a close result. Literally, the difference between agree and disagree was one participant. Concerning the most was that participants did not feel that they could make mistakes and learn from them without threatening their job or future (61.70%). This could have led to the result of 51% of the respondents stating they have had experiences with having credibility with their peers during their career in higher education.

Over half (55.30%) of the respondents agreed that the power that male and female faculty have in hospitality higher education is not equal when they hold the same position. Indicating they believe males who are in their same academic rank have more power than they do because they are a woman. However, the respondents did experience the pressure to fit in or adapt to the culture (72.30%) and 59.60% have felt like an outsider during their career.

Women respondents disagreed that there are less professional development training opportunities for them than men (78.70%). International assignments (72.40%) were not hard to get for majority of the women in their career and there didn't appear to be any bias based on gender for these assignments. It was not difficult to access job assignments with bottom line responsibility (72.20%) by women in higher education. The majority of the respondents disagreed that men were held to a higher standard than them in higher education (68.10%). See

Table 21 below.

Table 21
Female Faculty in Career

Observations, Feelings, and emotions	Agree	Disagree	Total
Pressure to fit it in or adapt	**72.30%**	27.7%	100.00%
Outsider	**59.60%**	40.40%	100.00%
Asserting view/consequence	**57.40%**	42.60%	100.00%
Mistakes/threatening job	38.30%	**61.7%**	100.00%
Men/higher standard	31.90%	**68.1%**	100.00%
Not enough mentoring	**66.00%**	34.00%	100.00%
Access to the right people	46.80%	**53.1%**	100.00%
Senior/facilitates career	**53.20%**	44.70%	97.90%
Feedback	48.90%	**51.1%**	100.00%
Job assignments	29.70%	**70.20%**	100.00%
International assignments	27.70%	**72.40%**	100.00%
Credibility with your peers	**51.00%**	46.80%	97.80%
Assertive	**82.90%**	17.00%	100.00
Clear idea/career goals	**89.20%**	10.60%	100.00%
Taking personal risks	**80.90%**	17.00%	97.9%
Moral support/mentor	**72.30%**	23.40%	95.70%
Power of men/women not equal in same position	**55.30%**	44.70%	100.00%
Less training opportunities for women	21.20%	**78.70%**	100.00%

Respondents were asked as female faculty in hospitality education, what were the most important characteristics they needed to possess to be successful and contributing faculty members. Results indicated the most important characteristics was leadership (60%) necessary for women to advance in higher education. Intuition (54%) was also very important followed by creativity (43%) and communication (28%). Honesty, Industry experience, and commitment were all equally as important at 22%. Patience (20%), ability to delegate (20%), and confidence (20%) were also important. It is interesting to see that leadership and intuition were the top characteristics necessary for women to advance. It indicated that the leadership growth training often encouraged in higher education is not only considered necessary to the institutions but as to

the respondents. See table 22.

Table 22
Characteristics Necessary for Women to Advance

Characteristics	Most Important 1	2	3	4	5	6	7	8	9	Least important 10
Leadership	**60%**	7%	15%	7%	5%	0%	3%	3%	0%	0%
Patience	0%	11%	5%	13%	13%	**20%**	7%	13%	15%	3%
Honesty	7%	7%	11%	11%	11%	15%	**22%**	11%	3%	3%
Industry Experience	7%	**22%**	0%	5%	15%	5%	7%	20%	3%	17%
Ability to delegate	3%	0%	5%	17%	15%	**20%**	11%	17%	7%	5%
Communication	5%	**28%**	26%	9%	9%	13%	5%	5%	0%	0%
Confidence	15%	15%	**20%**	11%	3%	11%	13%	5%	5%	3%
Commitment	3%	5%	11%	**22%**	17%	7%	13%	11%	9%	3%
Creativity	0%	3%	5%	5%	5%	5%	15%	7%	**43%**	13%
Intuition	0%	3%	3%	0%	7%	5%	5%	9%	15%	**54%**

There are many barriers to success in higher education. A selection of barriers was listed, and respondents were asked to agree or disagree if the solutions listed would help reduce barriers. The solutions listed are solutions that universities could implement into their policies and procedures through training and workshops. See Table 23.

Table 23
Solutions to Reduce Barriers

	Agree	Neutral	Disagree
Recognizing glass ceiling exists	**84%**	17%	0
Develop awareness of glass ceiling	**89%**	9%	2%
Promote diversity & inclusion	**87%**	9%	4%
Take responsibility of own development	**100%**	0	0
Encourage university challenge bias	**80%**	15%	4%
Frustration into leadership	**67%**	15%	18%

Participants (84%) agreed that recognizing the glass ceiling exists would improve to help reduce barriers, accompanied by 89% agreeing that developing an awareness of the glass ceiling

and what is going on around them would also be beneficial. Respondents (87%) believed that promoting diversity and inclusion could be a solution to reduce barriers in higher education. All of the participants (100%) felt that taking responsibility of their own development would be a workable solution.

Sixty-seven percent of the respondents agreed that encouraging your institution to recognize and challenge bias was a solution to reduce barriers and should be encouraged. An equal amount (67%) felt that turning their frustration into leadership and being a leader would help reduce the barriers, this could possibly lead to more mentorship and more meaningful feedback for female faculty. All of the respondents believed that the solutions to reduce barriers of the glass ceiling were valid, important and should be implemented at universities.

While the glass ceiling wasn't the focus of this study, to not acknowledge it would be ill-considered. The intention in asking questions of the respondents was not to spark hard feelings or invoke bias but to investigate how female faculty in hospitality higher education view the glass ceiling in 2020. Respondents were asked to agree or disagree with statements and their personal experiences in their careers and the glass ceiling. The statements were from research performed in the literature review. These results are listed in Table 24.

Table 24
Glass Ceiling and Level of Agreement

	Agree	Disagree
Glass Ceiling Exists	**77%**	23%
Exists at my institution	**66%**	35%
"That's just how it's done"	**62%**	38%
Little diversity at the top	**74%**	25%
Banter	32%	**68%**
Persistence to innovation/change	**63%**	37%
Pay gap	**65%**	34%
Limited mentoring	45%	**55%**
Less motivated than males	24%	**76%**
Extra assignments	**64%**	36%
Bonding	**51%**	49%
Boys club	49%	**51%**
Air of equality	**51%**	49%
Lost job due to gender	19%	**81%**

The majority of the participants agreed that the glass ceiling does exist (77%), and it exists at their institution (66%). Women in hospitality higher education had experienced the statement "that's just how it's done" (62%) at their institution to justify appointments or decisions relating to the glass ceiling. The statement, "little diversity at the top" (74%) was agreed upon the respondents, so it is obvious they have heard this statement or have witnessed this themselves. Knowing and seeing little diversity at the top or in higher administration is concerning and indicates a lack of women and minorities in top higher education administration positions. This can be highly unmotivated for female and minority faculty in academia today, especially when there is a shortage of faculty wanting to move into upper administration.

Women did agree (63%) that there was a persistence to innovation or change in higher education. Progress is impossible without change, the level of agreement with this statement indicates that female faculty in hospitality higher education feel that their universities are making similar decisions for the past few decades while demands of faculty for promotion and tenure, teaching, research and service have dramatically increased over those same decades. These same respondents (64%) agreed that they were given extra assignments due to the glass ceiling or because they were women. Out of all the women that were included in the study 19% stated they had lost a job due to their gender, and 81% disagreed. Even though the majority disagreed, it should still be noted that there are 18% of the respondents in this study that have experienced it. Until that percentage is zero, then studies regarding the glass ceiling will continue.

The summary, conclusions and further discussion of these results will be discussed in chapter 5.

CHAPTER 5

CONCLUSIONS

The purpose of this study is to explore the gender equity, gender bias, and the personal and professional sacrifices women in higher education have experienced in their careers. The study also seeks an explanation as to why women abandon or alter their career path in academia. The research design utilized for this study consisted of a non-experimental descriptive survey, for the purpose of assessing the perceptions of why female academics are perceived differently from their male colleagues particularly being labeled as more emotional, easier to "bully" or persuade, more competitive, and make more personal sacrifices. The specific research questions used in this study, which served as the framework for the quantitative analyses, were:

1. Do females believe their male colleagues in higher education perceive them to be more emotional than they do their male counterparts?
2. Do female instructors believe that students find them to be more emotional than male instructors?
3. Do female instructors believe that students are more likely to request and expect academic favors from them versus male instructors?
4. Do female instructors in higher education believe that they are bullied more often than their male counterparts?
5. What are the sacrifices female faculty members have made for their careers?

The results indicated the majority of the participants were middle aged between the ages of 43-53 and married with the common annual salary between $40,000-$80,000. Most of the women in this study did not have tenure, and that is reflected in their salary. It was surprising to find out that many of the respondents did not have tenure since this particular age group would

have been in academia long enough to have successfully completed the tenure process. Regarding the industry experience of the participants the vast majority had experience in the field before their career in academia. In the same age range of 43-53 years of age, the majority of the participants did not have children at home. If the participants did it was one to two at most for the majority.

When examining the results of research question one, the first specific question was relating to the topic of females being perceived as more emotional than their male counterparts. Overall, the participants agreed that they were not more emotional than their male counterparts in higher education. Two emotions most identified with women are crying and yelling or raising their voice. The majority of the respondents stated they had not cried at work: however, most of the women did yell at their partner or children at home because of stress resulting from work.

Research question two was concerning female instructors being perceived by students as being more emotional than their male counterparts. The study did not include students as part of the sample, so the researcher examined questions related to student evaluations. Student evaluations are an avenue for a student to have their voice heard regarding an instructor and/or the course without fear of retribution. Respondents indicated that student evaluations were used in the tenure and promotion process. Because of this, if students rated female professors less than their male counterparts on student evaluations due to the perception of being more emotional then student evaluations could have a serve effect on female faculty and their attempt to obtain tenure. Could there be a connection between student evaluations and the low number of female faculty who have not obtained tenure in this study? This could be reinforced by the fact that respondents in this study stated that student evaluations were used by university administrators to determine important decisions such as: promotion, tenure, and a renewal of contract.

Nearly one hundred percent of the respondents agreed that their universities utilized student evaluations in their classes. This determines that most (if not all) universities do utilize the student evaluation process at some level or another. Most of the participants did not think that male colleagues scored higher on student evaluations, but just under half of them disagreed. It should be noted here that the difference in that percentage was literally one respondent in the study. Therefore, it could be stated that it was an even split. Future research should definitely examine and dive deeper into this topic.

The respondents were asked to determine if students were more likely to request and expect academic favors from them or their male counter parts. The most common student behavior that is displayed was entitlement, followed by anger, requesting to submit late work, unexcused absences, and a disagreement involving student effort or ability to complete assignments. Any faculty member reading the above results would largely agree with those higher-ranking behaviors. Could it be that students feel that women faculty members should be more understanding, tolerant, or even indulge such requests? Women have traditionally been viewed as being more social and cooperative than men (Benenson, 2009). Do students believe that women put more effort into relationships than men; therefore, they feel they are more likely to "get away with" displaying such behavior to female faculty members? Or asking for favors they would not ask of a male faculty member? Obviously, there is something in the data and further studies are needed to explore this topic including sampling students and not just female faculty members.

In addition, the women faculty did experience more aggressive behaviors corresponding to verbal bullying, offensive language, and threatening by a student. All behaviors that are unacceptable in society in general; but seem to take it to another level in academia. Obscene remarks, verbal threats, and physical intimidation have become commonplace in education environments

in 2020. Many teachers in the K-12 system have been punched, pushed, kicked, slapped, spit on, had their space invaded or their physical appearances openly mocked, and have even been struck by chairs. Some have had bones broken and weapons pulled on them, and some have experience or been killed at school shootings national wide and globally. So, would it be unheard of that college faculty are not experiencing such problems? Does this behavior lead male faculty to feel as helpless and humiliated as female faculty? Do all faculty ignore this behavior, thereby condoning it and allow this behavior into industry and workplaces? All valid for future research, as this study has shown female faculty at the collegiate level are experiencing inappropriate behavior from students. Did and do those behaviors translate into bullying?

Research question four was concerning whether or not female faculty believed that they were bullied more often than their male counterparts. When asked the majority of the participants stated they had not experienced being bullied by a student. On the other hand, those that did experience being bullied indicated most of those unpleasant experiences were from a male student. When examining who had experienced bullying, it was mostly female faculty in the 43-53 age range who held the rank of assistant professor or associate professors. So why are male students bullying middle aged female faculty on a tenure track position? Do instructors not care as much because they are not on a tenure track and give into student's demands and behaviors more often? The study did indicate that females holding the instructor position were younger than those in the tenure track positions or is it a case of age-discrimination from the students? The majority of the female faculty that were bullied was white, followed by African American and Asian. While this would have been an amazing finding, it isn't of statistically significant as the majority of the participants in the study were white; therefore, the sample by race is a skewed

statistic. However, this statistic does indicate that diversity among female hospitality faculty is lacking in the Southeast part of the United States.

Lastly the sacrifices that female faculty members have made for their career are not as important as one would think. The following experiences based on gender in higher education were rated as not important to the females: unable to travel for work, choosing home responsibilities over work responsibilities, home responsibilities, being excluded from social events, and not being considered for jobs requiring relocation. In addition, the majority of the participants felt that they were not considered for promotion based on their gender. It was noted that when the participants had help with home responsibilities it increased their ability to pursue leadership positions at their university. There are many sacrifices that women endure during their career but leaving academia due to gender bias or inequality was not one of them. There was a miniscule number of respondents that did experience leaving academia due to gender bias or inequality, and some have thought about leaving all together, but that number was small. While the research didn't find any significant sacrifices made by women in academia the researcher is confident, they are there as literature has proven that women make sacrifices every day for their career aspirations. It's possible the study didn't ask the right questions related to sacrifices or word the questions correctly.

This study sought to find out women in hospitality higher education feelings, observations, and emotions throughout their career. This was done by identifying specific characteristics to being a woman in hospitality higher education and asking the respondents to rank them in importance. The highest-ranking characteristic was being assertive, followed closely by having a clear idea of their career goals and taking personal risks. One of the biggest concerns with the participants being assertive are the consequences that follow. Women often have a smaller range

of acceptable behaviors at work than men. If they are too nice, they are seen as weak or manipulative. If they are too aggressive, they are judged as acting like men or typical bitches (Reynolds, 2010). It is said that if a man is commanding, decisive and competitive, they are just a product of their testosterone, but if a women displays the same behaviors they are assertive or aggressive, so is there a fine art to being aggressive (Reynolds, 2010) in academia? Or is being direct, logical and striving to have your voice heard as women the norm?

The participants did agree that having a mentor that provided moral support is extremely important. Yet, the majority of the females stated there was not enough mentoring available to them at their universities. The participants also expressed that there was not enough meaningful feedback given to them to withstand the strengths and weaknesses of their career. Could this be one of the reasons so few women in the study were not tenured already?

More than half of the participants believe that the power that male and female faculty have in higher education is not equal when they hold the same position. The respondents did agree that international assignments were not hard to get and didn't appear to cause any bias with gender differences. Many of the females did agree it was not difficult to access job assignments with bottom line responsibility. The participants disagreed that men were held to a higher standard than them in higher education. Choosing a career in academia is a difficult decision but having someone to talk to and share your concerns/challenges/ideas with can be extremely beneficial. Mentoring is obviously an important aspect to success as much literature has been published on this topic and its importance and impact.

One of the most important characteristics that are needed to be successful and contributing to faculty members to advance in higher education is leadership. Without doubt, university leaders must have strong leadership skills to guide their institutions. Strong faculty

and academic staff leadership is essential, however, for institutions to truly thrive in the current higher education landscape (Cano & Whitfield, 2019). Encouraging and ensuring such skills is essential for institutions to thrive in the current higher education landscape. If this study's results are any indication of national trends, then there are less women in leadership positions in academia than men.

Next important characteristics were intuition, creativity, and communication. It is fascinating to see that leadership and intuition were the top characteristics necessary that women felt were needed to advance in academia. Ironic, it's what faculty stress to students what is needed to obtain a job in their chosen field and be successful in that field. Intuition is an essential part of decision-making, an essential tool in leadership. Creativity helps one become a better problem solver while helping to see things differently and better deal with uncertainty. Again, another tool in leadership's toolbox. And finally, communication is significant to perform the basic functions of leadership. Essentially, respondents said the number one characteristic women faculty need to advance and be successful is to be a leader. One way to be a strong leader is to have a mentor who provides constructive feedback often and when necessary.

Lastly, the glass ceiling in academia was explored. The term was used in a 1984 book "The Working Woman Report" by Gay Bryant. Later, it was used in a 1986 "Wall Street Journal" article on barriers to women in high corporate positions (Lewis, 2019). One might think that in the protected walls of academia the glass ceiling would not exist but this research among other studies indicate the opposite. Glass ceilings continue to exist even in organizations with explicit policies around equality of advancement when there is implicit bias at work or even behavior within the organization that ignores or undermines the explicit policy (Lewis, 2019) including but not limited to academia.

Participants were asked about solutions to barriers regarding the glass ceiling. The first solution the participants felt would make a difference in the breakdown of the glass ceiling in academia was simply developing an awareness of the glass ceiling and what is going on around institutions regarding the glass ceiling. There are many ways institutions and women's organization on campus could do this: workshops, seminars, blogs, discussions, etc. But they will only be successful if top administrators endorse them and attend them: this include male administrators as well as females.

Another one of the top solutions to reduce the barriers was promoting diversity and inclusion at their university. Flaherty (2017) stated it's easy to understand why so many colleges want to increase their share of faculty members who are underrepresented minorities: research suggests that cultural diversity means diversity of thought and experience -- boons to any intellectual enterprise -- and both minority and white students benefit from learning from professors who look like them, and those who don't. But while there has been a push over the past 3 years to diversify the faculty and the student body, has there been a push to diversify upper administration? Literature shows that diversifying faculty is hard. In fact, according to a 2019 report from the American Council on Education, while the student body has increased in diversity, faculty members and administrators remain predominantly white, with nearly 73% of full-time faculty being white. As previously stated in this thesis, the American Council on Education's (ACE, 2017) stated that only 30% of the nation's college and university presidents are women—an increase of just four percentage points since 2011. Surely higher education can do better than that when hiring for position in higher administration, obviously this is still a major issue in higher education.

Lastly, one hundred percent of the respondents agreed that taking responsibility of their own development would be a workable solution to the glass ceiling. The participants felt that

taking charge of one's own personal development is key to progress. Examples of this would be attending professional training or gaining sought-after qualifications, attending or speaking at conferences or seminars, expanding the scope of one's teaching or research, increasing one's knowledge about and exercising emotional intelligence, and finally finding a mentor. The importance lies in investing in oneself. All of the respondents believed that the solutions to reduce barriers of the glass ceiling should be lawful, imperative, and should be implemented at universities.

The majority of the respondents agreed that they had experience or had heard the term, "that's just how it's done" at their institution to justify appointments or decisions relating to the glass ceiling and faculty gender. People always respond to change with fear and sometimes loathing it is the nature of things. People tend to be resistant to change (whatever that change may be) because things have been done a certain way for years, sometimes decades, and sometimes centuries. So, is the scene set for women in academia?

Recommendations for Future Research

Future research should be done expanding the sample of this study to include female hospitality faculty in other regions of the United States or nationwide, this will help generalize the study. Additionally, a study should be conducted to look at other departments on university campuses that have a majority of female faculty. For example, agricultural communications or nursing. It would be beneficial to be able to do a comparison study of two different university departments in different regions of the United States. Another recommendation for future research is to include students in the study, particularly related to research question one and student evaluations. One of the reasons for looking at the student evaluations would be to examine how students are rating the women and men, and if it is different. Examining student

evaluations at universities could bring up many legal tendencies. With that being said, is it possible for this to even be studied in the future? In addition, this study indicates there is more research to be done on bullying in higher education. As well as, adding additional questions related to bullying on the survey would be valuable. Especially to determine who is being bullied and in what manner in higher education. The respondents indicated that being assertive was necessary for female faculty to advance in higher education and help break the glass ceiling. Further investigation should be conducted on what motivates women to be assertive. The definition of "assertive" could also have multiple meanings. The researcher believes that when looking at assertiveness it would be beneficial to do a qualitative study that could build upon the meaning and purpose of being assertive in higher education in order to gain more information. The relationship between mentors, feedback, tenure, and success rates could also be investigated.

Limitations of Study

In the area of sacrifices in this study, it is speculated that the respondents possibly didn't respond to some questions truthfully as there appeared to be no sacrifices made by the respondents. It is possible that the participants could have answered the way they thought would be viewed as a professional answer versus a truthful answer as everyone makes sacrifices of some sort or another for our jobs. Another reason for this, is it is possible that the survey didn't ask the sacrifices in a manner that allowed the respondents to answer on a more personal level.

Another limitation of the study was perceived bullying versus being bullied. It was unclear what each participate experienced regarding bullying. To determine what the perceived forms of bullying are and what respondents have experienced in the area of bullying, the section of the survey regarding bullying should be rewritten. Lastly, the survey asked the participants if they had help at home, but there was no specification on what type of help it was. Future surveys

should specify what type of help respondents may have at their home: a family member, nanny, housekeeper, etc.

Summary

Females in the Southeastern region of the United States in hospitality higher education have and still do endure gender equity, gender bias, personal and professional sacrifices. This will be the norm until universities decide to actively make a change. Women in hospitality higher education have had many experiences (both positive and negative), and this study has made it clear that there is still work to be done to combat the glass ceiling in higher education.

There is also multiple unknowns regarding gender in the workplace, but this is a good starting point. Bridging the gap between men and women is crucial to the success of universities. From this particular study it is clear that the diversity amongst female faculty in hospitality higher education is lacking and it is imperative that universities diversify their faculty, especially in the leadership positions and higher administrative positions.

When looking at the promotion and tenure decisions it is obvious that student evaluations are still making a dramatic impact on faculty and promotion. Having a mentor was important to the respondents, and they felt that they were not getting enough professional feedback from their leaders. Whereas, having a mentor could help ease the stress faculty is under, while giving them more guidance toward their current and future position.

When considering the solutions to reduce the barriers that the women are facing in hospitality higher education, recognizing that the glass ceiling exists and developing an awareness about it would be a great start to breaking that ceiling. All of the participants did agree that all faculty should move towards taking responsibility of their own professional development and continue to expand on their skillset. Another solution that could be added is to start women's

mentoring groups in national associations to encourages women to build relationships with one another.

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APPENDICES

APPENDIX A: IRB APPROVAL

UNIVERSITY OF ARKANSAS

To:	Clarissa Renae Mason BELL 4188
From:	Douglas James Adams, Chair IRB Committee
Date:	02/26/2020
Action:	**Exemption Granted**
Action Date:	02/26/2020
Protocol #:	2002246972
Study Title:	Females in Hospitality Higher Education: Is it the Mommy track or Tenure track?

The above-referenced protocol has been determined to be exempt.

If you wish to make any modifications in the approved protocol that may affect the level of risk to your participants, you must seek approval prior to implementing those changes. All modifications must provide sufficient detail to assess the impact of the change.

If you have any questions or need any assistance from the IRB, please contact the IRB Coordinator at 109 MLKG Building, 5-2208, or irb@uark.edu.

cc: Kelly Ann Way, Investigator

APPENDIX B: QUALTRICS SURVEY

Subject: Survey for women in higher education

Introduction/Description: Hello my name is Clarissa Mason and I am a master's student with the Food, Human Nutrition and Hospitality Innovation Program at the University of Arkansas. You are invited to complete a survey about: *Females in hospitality higher education: Is it the Mommy track or the Tenure track?* As part of my research project, I am conducting a study to investigate the gender bias, gender equity, and personal and professional sacrifices women make in hospitality higher education. I will sincerely appreciate a few minutes of your time to participate in this study.

Risks and Benefits: The benefit received from your participation in this study benefits society by increasing the knowledge and awareness about women in higher education. By conducting this online survey, I will be able to gather information about women in the southeastern region of the United States and gather data to combat the glass ceiling in higher education. There are not anticipated risks to participating in the study. I am conducting a study, which has been approved by the University of Arkansas Institutional Review Board (IRB), to gather information about women in higher education in hospitality. More specifically, regarding gender equity, gender bias, and personal and professional sacrifices women experience in their careers.

Voluntary Participation: Your contribution is very important to the success of this study. Participation is voluntary. It will take about 15-20 minutes of your time. If you need to take a break during the survey, you may return to the place you left off using the same computer. If at any time you wish to end participation, you may. The survey is not designed to sell you anything or solicit money from you in any way. You will not be contacted at a later date for any sales or solicitations. Participation is anonymous. All responses will be kept confidential and will be used only for statistical analysis by the research personnel.

Confidentiality: All responses will be anonymous. All data collected will be kept confidential to the extent allowed by law and University policy. No data will be reported in a manner that would allow a reader to associate any responses to individual respondents. If you have any questions or if you would like to know the results of the study, please contact Clarissa Mason at crm027@uark.edu or Dr. Kelly Way at kway@uark.edu.

By filling out and submitting the survey you are consenting to participate. You acknowledge that you read the description, including the purpose of the study, the procedures to be used, the potential risks and side effects, the anonymity of all responses, as well as the option to withdraw from the study at any time. The survey will take you about 15-20 minutes to complete. Thank you in advance for taking the time to participate in this research. Please click the link below to go to the survey.

https://uark.qualtrics.com/jfe/form/SV_5Au1dexo0ttSK2N

For questions about your rights as a subject, contact the University of Arkansas Institutional Review Board for the Protection of Human Subjects, University of Arkansas, Fayetteville, AR 72701, 479-575-2208, irb@uark.edu.

Thank you very much for your time and cooperation.

Sincerely,

Clarissa Mason

Hospitality Graduate Student

University of Arkansas

Start of Block: Section 1: Demographics

Q51 What gender do you most identify with?

- Male (1)
- Female (2)

Skip To: End of Survey If What gender do you most identify with? = Male

Q50

Females in Hospitality Higher Education: Is it the mommy track or the tenure track? Thank you for participating in our survey. We appreciate your feedback. This study takes approximately 15-20 minutes to complete. Click the next button to get started!

Q45 Section 1: Demographics

Please answer the following questions about yourself and your career to the best of your ability.

Q1 Age

- 21--31 (1)
- 32-42 (2)
- 43-53 (3)
- 54-64 (4)
- 65+ (5)

Q2 Education---Highest degree earned

- Associates degree (1)
- Bachelor's degree (2)
- Master's degree (3)
- Doctor of Philosophy (4)
- Doctor of Education (5)

Q3 What best describes your ethnicity?

- Hispanic or Latino or Spanish origin (1)
- Not Hispanic or Latino or Spanish origin (2)

Q4 What best describes your race?

- American Indian or Alaskan Native (1)

- ○ Asian (2)
- ○ Black or African American (3)
- ○ Native Hawaiian or Other Pacific Islander (4)
- ○ White (5)
- ○ Other (6) _____

Q5 What is your current position?

- ○ Chair/ Director/ Department Head (1)
- ○ Dean (2)
- ○ Associate/ Assistant Dean (3)
- ○ Instructor (4)
- ○ Assistant professor (5)
- ○ Associate professor (6)
- ○ Professor (7)
- ○ Other (8) _____

Q6 Have you worked in the hospitality industry before working in academia?

- ○ Yes (1)
- ○ No (2)

Display This Question:
If Have you worked in the hospitality industry before working in academia? = Yes

Q7 If so, how many years?

- ○ 1-5 (1)
- ○ 5-10 (2)
- ○ 10-15 (3)
- ○ 15-20 (4)
- ○ 20+ (5)

Q8 What university did you receive your last terminal degree?

_____

Q9 What university are you currently employed at?

_____

Q10 How long have you been in your current position?

- ○ 0-5 years (1)
- ○ 5-10 years (2)
- ○ 10-15 years (3)
- ○ 15-20 years (4)
- ○ 20+ (5)

Q11 Approximately how many students attend the university you are employed at?

- ○ 5001-15,000 (1)
- ○ 15,001-25,000 (2)
- ○ 25,001-35,000 (3)
- ○ 35,001-45,000 (4)
- ○ 45,001+ (5)

Q12 Current gross salary

- ○ $20,000-$40,000 (1)
- ○ $40,001-$60,000 (2)
- ○ $60,001-$80,000 (3)
- ○ $80,001-$100,000 (4)
- ○ $100,001-$120,000 (5)
- ○ $120,000+ (6)

Q13 Are you currently tenured?

- ○ Yes (1)
- ○ No (2)

Q14 Marital status:

- Single (1)
- Married (2)
- Widowed (3)
- Divorced (4)
- Other (5)

Display This Question:
If Marital status: = Married

Q15 If you are married, is your spouse working?

- Yes (1)
- No (2)

Display This Question:
If Marital status: = Married

Q16 What is your spouse's education level?

- Less than high school (1)
- High school graduate (2)
- Some college (3)
- 2-year degree (4)
- 4-year degree (5)
- Professional degree (6)
- Doctorate (7)

Q17 Number of children you currently have living at home:

- 0 (1)
- 1-2 (2)
- 3-4 (3)
- 5+ (4)

Display This Question:
If Number of children you currently have living at home: = 1-2
And Number of children you currently have living at home: = 3-4
And Number of children you currently have living at home: = 5+

Q18 If your children do not currently attend a public or private school, do they attend a daycare while you're at work?

- Yes (1)
- No (2)
- Not applicable (3)

Display This Question:
If you are married, is your spouse working? = No

Q19 Do you have in-home childcare?

- Yes (1)
- No (2)
- Not applicable (3)

End of Block: Section 1: Demographics

Start of Block: Section 2: Perceptions of Female Faculty in higher education

Q46 Section 2: Perceptions of Female Faculty in higher education

Please answer the following questions or statements regarding your perceptions as a female faculty member at your university.

Q20 Have you ever experienced bullying in the workplace by a female colleague?

- Yes (1)
- No (2)

Q21 Do you feel females are bullied more so than males in higher education?

- Yes (1)
- No (2)

Display This Question:
If Do you feel females are bullied more so than males in higher education? = Yes

Q22 If so, is that common where you work?

- Yes (1)
- No (2)

Q23 Have you ever been bullied by a student?

- Yes (1)
- No (2)

Display This Question:
If Have you ever been bullied by a student? = Yes

Q24 If so, was that student male?

- Yes (1)
- No (2)

Q25 Do you feel that male colleagues perceive you to be more emotional because your female?

- Yes (1)
- No (2)

Q26 Have you ever cried at work because you felt bullied, discriminated, or harassed?

- Yes (1)
- No (2)

Q27 Have you ever yelled at your partner or children at home because of stress resulting from work?

- Yes (1)
- No (2)

Q28 Do you feel women in Higher Education are more likely than men in Higher Education to carry work issues out on their friends and family?

- Yes (1)
- No (2)

Q29 Do you feel like you are more likely to become angry at work than your male colleagues?

- ○ Yes (1)
- ○ No (2)

Q31 Regarding student behavior, have you ever experienced the following feelings or emotion from a student? Check all that apply.

- ☐ Physical bullying/attack (1)
- ☐ Request for undocumented excused absences (2)
- ☐ Exercising a sense of entitlement (3)
- ☐ Anger directed at you (4)
- ☐ Persuaded to submit late work (5)
- ☐ Verbal bullying or attacking (6)
- ☐ Embarrassment caused by a student (7)
- ☐ Guilt caused by a student (8)
- ☐ Persuaded to change a grade (9)
- ☐ Intimidation caused by a student (10)
- ☐ Threatening behavior from a student (11)
- ☐ Humiliation from a student (12)
- ☐ Disagreement between student's perception of effort or ability (13)
- ☐ Physical posturing from a student (14)
- ☐ Use of offensive language/ profanity (15)
- ☐ Incivility (16)

Q33 As a female faculty member in hospitality higher education, please rate the following statements related to observations, feelings, and emotions you may have experienced in your career in higher education.

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
Feeling pressured to fit in or adapt to the culture (1)	○	○	○	○
Feeling like you are an outsider (2)	○	○	○	○
Not feeling comfortable asserting your views because of possible consequences (3)	○	○	○	○
Feeling that you can't make mistakes and learn from them without threatening your own job or future (4)	○	○	○	○
Feeling like men hold you to a higher standard than others (5)	○	○	○	○
Not enough mentoring (6)	○	○	○	○
Not getting access to the right people or not knowing the right people (7)	○	○	○	○
Not having a senior manager who facilitates your career progress (8)	○	○	○	○

Not reviewing enough meaningful feedback about your strengths and weaknesses (9)	○	○	○	○
Difficulty getting access to job assignments with bottom line responsibility (10)	○	○	○	○
Difficulty getting international assignments (11)	○	○	○	○
Credibility with your peers (12)	○	○	○	○
Being assertive is important (13)	○	○	○	○
Having a clear idea of your own career goals (14)	○	○	○	○
Taking personal risks (15)	○	○	○	○
Moral support and encouragement from your mentor or administration during stressful times (16)	○	○	○	○

Women do not have the same power and authority as men when they both hold the same university leadership position (17)	○	○	○	○
Women have less opportunities to get training or professional development classes than men (18)	○	○	○	○

End of Block: Section 2: Perceptions of Female Faculty in higher education

Start of Block: Section 3: Gender equity from the female perspective

Q47 Section 3: Gender equity from the female perspective

Please answer the following questions or statements regarding gender from the female point of view.

Q35 Does your university employ student evaluations in your courses?

- ○ Yes (1)
- ○ No (2)

Q37 What characteristics do you believe you have that are necessary for women to advance to a senior level administrative position in higher education? Please click and move to rank most important to least important.

_____ Leadership (1)
_____ Patience (2)
_____ Honesty (3)
_____ Industry experience (4)
_____ Ability to delegate (5)
_____ Communication (6)
_____ Confidence (7)
_____ Commitment (8)
_____ Creativity (9)
_____ Intuition (10)

Q38 Do you feel your male counterparts score higher on student evaluations than you do as a female instructor?

- ○ Yes (1)
- ○ No (2)

Q39 At your current university are student evaluations factored into (Check all that apply):

- ☐ Pay raise (1)
- ☐ Promotion (2)
- ☐ Tenure (3)
- ☐ Renewal of teaching contract (4)

Q40 The term "glass ceiling" refers to the way that some groups of people are held back in their careers by traditions, biases and the status quo. Research suggests that women are 18 percent less likely to be promoted than their male co-workers. While considering the previous statements about the glass ceiling, please rate your level of agreement with the following statements

regarding your personal experiences in higher education:

	Agree (1)	Strongly agree (2)	Disagree (3)	Strongly disagree (4)
I believe the glass ceiling exists in higher education. (1)	○	○	○	○
I believe the glass ceiling exists at my institution. (2)	○	○	○	○
The phrase "that's just the way things are done here" is used to justify appointments or decisions. (3)	○	○	○	○
There's little diversity in the top positions in higher education. (4)	○	○	○	○
Sexist, racist, or other prejudicial language is common across higher education, but people excuse it as "banter." (5)	○	○	○	○
There's resistance to innovation and change, especially over the long term. (6)	○	○	○	○

There are illogical pay gaps between male and female faculty. (7)	○	○	○	○
It's hard for female faculty to get senior leaders' time, and there are limited opportunities for mentoring from senior personnel. (8)	○	○	○	○
Women considered less motivated and less disciplined than male counterparts. (9)	○	○	○	○
As a female faculty member, I feel I must take on extra assignments, particularly those that are high-profile. (10)	○	○	○	○
As a female faculty member, I make a point of bonding with upper administration at my university. (11)	○	○	○	○

In my role as a female faculty member I feel I must become a part of the administrative network, even if it feels a bit too "boys club". (12)	○	○	○	○
My university fosters an air of equality between male and female faculty at every level of the institution. (13)	○	○	○	○
I have lost a job based on my gender. (14)	○	○	○	○

End of Block: Section 3: Gender equity from the female perspective

Start of Block: Section 4: Sacrifices

Q48 Sections 4: Sacrifices

Please answer the following questions or statements involving sacrifices that you have made in your personal or work life.

Q41 Of the sacrifices you have made in your career, would you say they have had a positive or negative affect on your personal life?

- Yes (1)
- No (2)

Q43 Do you have any friends or coworkers that have left academia due to gender bias or inequality?

- Yes (1)
- No (2)

Q44 Have you ever thought about leaving higher education?

- Yes (1)
- No (2)

Q45 As a female faculty member in hospitality higher education, please record your level of agreement to the following statements you may have experienced in higher education based on your gender.

	Very important (1)	Important (2)	Neutral (3)	Low importance (4)	Not important at all (5)
Being excluded from social events and informal interactions with colleagues either on or off the job. (1)	○	○	○	○	○

Not being considered for promotion when bigger jobs arise. (2)	○	○	○	○	○
Not being considered for jobs that require relocation. (3)	○	○	○	○	○
Household responsibilities prevent me from seeking a higher educational leadership position. (4)	○	○	○	○	○
If a leadership position requires travel, I am unable to accept it because of my home and family responsibilities. (5)	○	○	○	○	○
My home responsibilities must take priority over my job responsibilities. (6)	○	○	○	○	○
Having help at home allows me to pursue leadership positions at my university. (7)	○	○	○	○	○

/"End of Block: Section 4: Sacrifices

Start of Block: Section 5: Women in Higher Education today

Q49 Section 5: Women in higher education today

Q47 Below is a listing of solutions that might reduce barriers and break the glass ceiling in higher education. When considering gender equality, bias, and your personal experiences in higher education, please rate the following in order of importance and value to overcoming female limitations in higher education with one being most important and five being least important.

	Very important (1)	Important (2)	Neutral (3)	Less importance (4)	Not important (5)
Recognizing the glass ceiling exists (1)	○	○	○	○	○
Develop awareness of the issue (2)	○	○	○	○	○
Promote diversity and inclusion (3)	○	○	○	○	○
Take responsibility for your own development (4)	○	○	○	○	○
Encourage your institution to recognize and challenge bias (5)	○	○	○	○	○
Channeling your frustration into leadership (6)	○	○	○	○	○

End of Block: Section 5: Women in Higher Education today