ABSTRACT

BRADSHAW, MOLLY QUINN. Burnout with Females in Higher Education Administration. (Under the direction of Dr. Jacklyn Bruce).

This research explored the phenomenon of femaleness and how it impacts the experiences of women in higher education administration, specifically in colleges of agriculture, and how these experiences contributed to burnout, compassion fatigue, and job satisfaction. Despite representing more than half of the college-educated workforce, women are not represented equally within leadership positions in higher education. In academia, women faculty numbers have improved over the past several decades, representing 52.9% of assistant professor positions (Women in Academia: Quick Take, 2020). Higher education was initially intended only for men (Bystydzienski & Bird, 2006) and therefore valued men in higher-level positions (Bird, 2011; Trower, 2012). This has led to the creation of a culture where women and minorities are underrepresented and face multiple barriers (Bird, 2011). Having an inequitable distribution of power not only in organizations but within society suggests that women will need to traverse a different, more challenging path than their men counterparts to arrive at the same tier of status.

Similarly, the field of agriculture has been a traditionally male-dominated field with land being tied to a male partner, being passed down from a father to son, or a widow from her late husband (Brandth, 2002; Pilgeram & Amos, 2015). These traditions further perpetuate the patriarchal ideologies that men are more inclined to do a specific type of work than women, thus causing the agricultural fields to be more male-dominated (Pilgeram & Amos, 2015; Shisler, 2016). Women have outnumbered men on college campuses since 1988 (Warner, 2016), specifically in agricultural sciences (Cho, Chakraborty, & Rowland, 2017). There is still a substantial gap with women in educational leadership positions, and particularly within agriculturally related disciplines (Enns & Martin, 2015).
This study was framed by the work of scholars in organizational behavior and psychology. Maslach’s Multidimensional Theory of Burnout (MDB) and Ashby’s Law of Requisite variety were used as the framework. “Burnout is an individual stress experience embedded in context of complex social relationships, and it involves the person’s conception of both self and others” (Maslach, 1998, p. 69). Christina Maslach (1998) developed the multidimensional theory of burnout (MDB), supporting that burnout is comprised of three-dimensional key components: emotional exhaustion, depersonalization, and reduced personal accomplishment. This multifaceted theory provides the context that influences an individual’s response to stress.
Burnout with Females in Higher Education Administration

by:
Molly Quinn Bradshaw

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2020

APPROVED BY:

_________________________________________  _______________________________________
Dr. Jacklyn Bruce  Dr. Amy Orders
Committee Chair

_________________________________________  _______________________________________
Dr. Carolyn Dunn  Dr. Katharine McKee

_________________________________________
Dr. Rhonda Sutton
DEDICATION

This dissertation is dedicated to those who continue to pursue their dreams despite the challenges and barriers they face.
BIOGRAPHY

Molly Quinn Bradshaw was born and raised in St. Petersburg, FL. Later relocating to Lewiston, NY, Molly graduated from Niagara Catholic High School in 2002. Pursuing her love of animals, she began her college education in veterinary technology later changing her concentration to healthcare. She obtained a bachelor’s degree in healthcare studies and relocated to Raleigh, NC to work at North Carolina State University’s Terry Companion Animal Veterinary Medical Center. During this time, she obtained her master’s degree in healthcare administration. After accepting a position at NCSU’s College of Agriculture and Life Sciences (CALS) she developed an interest in leadership, training and development and decided to pursue her doctorate in Agriculture Extension Education. While in pursuit of her doctorate she was fortunate enough to meet Dr. Jackie Bruce who took her under her wing and guided her progress and direction in pursuit of that goal. She provided valuable lessons inside and outside of the classroom as well as constant support. During her time in the healthcare industry she had observed many people experiencing difficulties in their career including the phenomenon of burnout and compassion fatigue. While working in CALS she recognized a similar occurrence with some of the faculty and staff. These observations led her want to explore how the female administrators within land-grant institutions may be impacted by burnout and compassion fatigue. Molly is currently working in CALS in the role of Process Efficiency and Training Manager providing training and support to internal and external stakeholders.
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CHAPTER 1: INTRODUCTION

In the beginning, higher education institutions were intended to only serve, educate, and employ men (Bystydzienski & Bird, 2006) and value only men in higher-level positions (Bird, 2011; Trower, 2012). This led to a culture where women and minorities are underrepresented and faced multiple inequities (Bird, 2011). Acker (2006) defined inequality as: “loosely interrelated practices, processes, actions, and meanings that result in and maintain class, gender, and racial inequalities within particular organizations” (p. 443). For those who are underrepresented, the process of navigating in an organization within a culture of inequality can be challenging (Acker, 2006), and the result can often mean disparities in pay and treatment for women. The perpetuation of inequalities, via societal norms and expectations, in the United States (U.S.) causes additional issues, specifically for women. Inequality within an organization can dictate who holds and has access to power (Carli & Eagly, 2001). Disparities have been found in salary, expectations, treatment, promotion, and level of responsibility for women within male-dominated fields. Women have found they do not have equal footing in these environments.

This research interrogated a unique phenomenon; that of being female or “femaleness.” For the purpose of this research, a phenomenon is not intended to describe a strange or unusual occurrence but rather a situation that has been observed to exist. While Heidegger explained a phenomenon is that which manifests, it has been suggested phenomena exist through our living in the world (Vagle, 2014, p. 20). For half of the population living in the world, the phenomenon of femaleness exists. The term “female” is understood as a pejorative term as it confines a woman in her sex (De Beauvoir, 1949).

Throughout time, norms related to the respective roles of the different sexes have varied, initially lacking any scientific basis, based instead on social myths (De Beauvoir, 1949). The
different sexes within nature do not have distinguishable functions, as humans do, but rather their functions are dimorphic. When the two sexes are viewed as a whole, they represent two diverse aspects of the species’ life vital to its survival. De Beauvoir (1949) explained why sexual opposition increases when the individuality of an organism asserts itself. The male finds more ways to use the forces of which he is the master; the female feels her subjugation more and more (De Beauvoir, 1949, p. 38). There is a conflict between her interests and the expectations femaleness puts upon her. (De Beauvoir, 1949). As Merleau Ponty stated, “man is not a natural species; he is a historical idea” (De Bouvoir, 1949, p. 45). This has led to the historical notion of what being a female is and what femaleness entails. De Bouvoir (1949) stated: “Only within a human perspective can the female and male be compared in the human species. But the definition of man is that he is a being who is not given, who makes himself what he is” (p.45).

This research explored the impact femaleness has had on the experiences of high-level women administrators in male-dominated land-grant institutions. These women face unique and challenging realities in their lives due solely to defying the confines femaleness has dictated for them. As women fight for more equity in their worlds, it exposes them to a multitude of other challenges, barriers, and obstacles. The framework will examine some of the components that influence women simply based on the phenomenon of being female.

**Conceptual Framework**

The conceptual framework for this research examined components vital to understanding how gender, leadership, burnout, compassion fatigue, and job satisfaction all intersect for women in high-level administrative positions at land-grant institutions.
Gender

Research has indicated gender is not primarily an identity taught in childhood but instead an institutionalized system of social practices for constituting people as two very different categories: men and women; and organizing social relations of inequality based on that difference (Ridgeway & Correll, 2004, p. 510). It is “a social construct that outlines the roles, behaviors, activities, and features that a particular society believes are appropriate for men and women” (Hasanovic, 2015, para. 1). The expectations and norms any society places or dictates on gender may vary from group to group may change over time and may differ based on the setting. Like other systems of inequality and difference, gender involves distributions of resources and cultural beliefs, patterns of behavior, and organizational practices, selves, and identities (Ridgeway & Correll, 2004, pp. 510-511). Gender has been linked directly to one’s self-perception and identity. For this research, the gender binary definition of a classification system consisting of two genders, man and woman, will be used (Dictionary, 2020). Participants in this research all self-identified as women.

Gender Role Socialization

Vinney (2019) described gender role socialization as the process in which we learn our culture’s gender-related rules, norms, and expectations. This process begins very early in life, with children understanding gender categories (Vinney, 2019). Family can influence many different essential aspects of a child’s life. During childhood and adolescence, one’s gender roles are conveyed through the socialization process. Significant others shape these roles, mainly parents, teachers, and peers (Gabay-Egozi, Shavit, & Yaish, 2014, p. 2). As socialization for children occurs, boys are predominantly encouraged to be independent and friendly, while girls are encouraged to be dependent and modest. Experiences in school, with peers, and media will
expose and reinforce gender norms. Adolescents will look to their same-sex friends for clues about “appropriate” behavior. Due to this influence, girls are more likely to favor humanities and social sciences, and boys more likely to prefer STEM-fields (Gabay-Egozi et al., 2014, p. 3). While making choices related to education, girls and boys follow a common perception of the “appropriate” choice and behavior for their gender. Gender socialization is a lifelong process, and our childhood beliefs can affect us throughout our lives (Vinney, 2019). The impact of this socialization can vary but may still affect behaviors in school, the workplace, or relationships (Vinney, 2019).

Gender role socialization educates youth on the norms in society. Gender-role norms are embodied in a set of stereotypical beliefs about how women and men should be and how they should behave in different spheres of life (Gabay-Egozi et al., 2014, p. 12). When people are committed to their own gender stereotypes and identity, their decisions will primarily be based on social gender norms and stereotypes instead of rational calculus alone (Gabay-Egozi et al., 2014, p. 12). This trend of providing different life choices based on gender can continue into adulthood.

Gender norms are widespread and can even influence how individuals dress. Appearances and professions are often the focus of society’s influence, and society deliberately reinforces the use of gendered clothing, hairstyles, etc. to maintain gender norms (Lorber, 1994). In the United States, gendered clothing and hair norms include women wearing skirts or dresses, having longer hair, and wearing makeup. Men are expected to wear shorts or pants and keep their hair short (Lindemuth, Thomas, Mates, & Casey, 2011). The culture of the U.S. perpetuates norms and societal expectations by positively reinforcing gender-specific behavior and imposing punishments to those who deviate outside those societal standards (Morgenroth & Ryan, 2018).
Society builds these norms through the interactions of daily life, family, and career. These interactions are the social norms or commonly practiced behaviors within society related to gender. Gender norms can reflect and contribute to “inequalities in the distribution of power and resources that often disadvantage women and girls, many gender norms do, in practice, limit girls’ development opportunities and undermine their well-being” (Marcus, Harper, Brodbeck, & Page, 2015, p. 5). Behavior outside of the norm of these pre-written “scripts” discourages and can lead to differences in behavior, communication, and treatment.

Gender roles continue into the workplace in the form of “gendered organizations.” The term gendered organization emphasizes that gender is part of the very structure and culture of organizations and acknowledges that individuals experience organization through gendered advantages and disadvantages (Pullen, Rhodes, & Thanem, 2017, p.107). Joan Acker first theorized in 1990 that organizations are not just gender-neutral sites but that the organizations themselves are gendered, reflecting and reproducing a male advantage (Stainback, Kleiner, & Skaggs, 2016, p.110). Stainback et al. (2016) purported all aspects of an organization, including the rules, procedures, and hierarchies, while seemingly free of gender, actually reflect longstanding distinctions between men and women, masculinity and femininity, and power and domination in ways that aid in the reproduction and maintenance of gender inequality (p. 110).

Gender norms continue beyond childhood and are present in adulthood, in general, and at work, specifically where gender can be ascribed. This can be seen in the “Gendered Division of Labor” as it refers to how work is divided into traditionally “men’s jobs” and “women’s jobs” (Holmes, 2011, p. 8). This is demonstrated in the vertical division of labor (an organizational system based on hierarchical reporting) within the workplace. When examining gender by the vertical division of labor, women are scarce in higher positions, especially managerial roles
Perceptions of what is required to be successful in top management positions remain antiquated. An example of this is the thinking that women are “deficient in the qualities required for success in upper-level positions” (Heilman, 2012, p. 116).

Gender norms and gender socialization has led most of our environments to being highly gendered with an emphasis on traditionally male or female stereotypes becoming a part of our daily lives (Traditional gender roles and stereotypes, 2020). The enactment of these stereotypes has implications for a woman's career path and the promotion and perpetuation of workplace gender bias. This suggests gender influences higher-level positions and leadership positions within an organization. Academia seems to be no different, with a scant number of women in higher roles within the institution.

**Gender Stereotypes/Bias**

The act of being successful is not what is problematic for women, but instead being successful in an area that demonstrates a violation of a gender stereotype. Gender stereotyping may be descriptive or prescriptive in nature (Heilman, 2012). The descriptive gender stereotype designates what women are like, while prescriptive establishes what women should be like.

Societal norms, again, influence these specific biases. A gender stereotype is defined as:

- a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by or performed by women and men. A gender stereotype is harmful when it limits women’s and men’s capacity to develop their personal abilities, pursue their professional careers, and make choices about their lives. (“Gender Stereotyping,” 2019)

Stereotyping women based on gender creates negative expectations about performance in the workplace (Heilman, 2012). “Male gender-typed positions, which include top management and
executive positions, are believed to necessitate characteristics that coincide with stereotypic conceptions of men, but not with stereotypic conceptions of women” (Heilman, 2012, p. 116).

Behaviors associated with the opposite gender, when exhibited by a woman, may be viewed as unfavorable and may prohibit ascent in an organization (Heilman, 2012). There is a societal assumption that women are not equipped to handle typically male tasks and positions. These assumptions can influence women’s upward career trajectory. Women who aspire to be successful in upper-level leadership positions “have to be able to compete aggressively for positions, to act independently and decisively, and to take charge when the situation requires it” (Heilman, 2012, p. 123). These behaviors often lead to disapproval or negative consequences. Within their individual organizations, women can be penalized for demonstrating competence in traditionally male positions (Heilman, 2012).

An ongoing issue within higher education in the U.S. is access to educational opportunities. This is access, or lack thereof, is quickly apparent when examining the composition of senior administrators within colleges and universities (Mosley & Hargrove, 2015); only “31% of full professors and 27% of college presidents” (Warner et al., 2018, p. 1) are women. Individuals need only view the many references and newspaper articles that announce “she is the first woman” or “the only woman” to hold a specific position (Mosley & Hargrove, 2015) to have these statistics reinforced. When considering the statistics, it is clear an obstacle is in the way of women gaining access to these higher education positions. While women continue to work to break down barriers and obtain positions they have not occupied previously, they can experience a form of gender-based discrimination. This bias, whether conscious or unconscious, may manifest in ways both subtle and overt (“What is Gender Bias?” n.d.) such as discrepancies in pay, job opportunities, and treatment.
**Misogyny and Sexism**

Misogyny is defined as a hatred of women (Merriam-Webster, 2020). Women are perpetually oppressed through the adverse or hostile reactions of men, other women, and social structures (Lopes, 2019). The term initially emerged during the 17th century in response to an “anti-woman” pamphlet that included statements about women’s crooked character and references to the Biblical Eve’s duplicitous and wanton nature (Aron, 2019). The response to the pamphlet included a feminist play in which the main character was called “Misogynos.” The term was not common again until the 1970s with the second wave of feminism. By then, the idea of misogyny was understood to be structural, recognizing the organizations of society were deeply rooted in the oppression of women (Aron, 2019).

Today, this term is applied to describe a myriad of societal inequities, sexism, chauvinism, and the difficulty women experience with equal pay in employment (Clark & Lindfield, 2018). With this sentiment being ingrained within society and the continued propaganda against women, it is not surprising women begin to play a role in the preservation of these beliefs, cultural norms, and societal practices. This is referred to as internalized misogyny. Women have been taught since birth the “appropriate” ways to behave, act, think, and feel based on societal norms (Clark & Lindfield, 2018). This is a script they are expected to follow without question. For example, societal norms tell women being assertive is a male quality, and because of this, some women experience discomfort associated with being assertive. This discomfort is a direct result of violating the societal norm, which, in turn, leads them to be labeled “overbearing, desperate, bossy, or unladylike” (Clark & Lindfield, 2018). Similarly, assertiveness would result in a man being labeled self-assured and driven.
The misogynistic influence is so deeply ingrained into U.S. society that women do not even realize they are imposing the misogynist views on themselves and other women (Clark & Lindfield, 2018). Another example of the internal effects of misogyny is when girls and women, from a young age, are taught their appearance is a direct reflection of their character. Their hair should be well-groomed, clothing clean and pressed, and makeup should be worn to cover any flaws they may have. Due to this expectation, on days where a woman does not meet this standard, she may feel a diminished sense of self-worth and even a reduced sense of entitlement to exist in some spaces. This causes women to potentially feel unprepared to perform well in their career or school (Clark & Lindfield, 2018). One’s appearance should have no bearing on their performance abilities; however, society has taught women and girls differently. Clark and Lindfield (2018) discussed society imposes inequitable expectations surrounding women’s appearance. Women have begun to equate being and looking professional with looking attractive, and when they do not feel they are at their best, they feel unprepared to perform in their jobs or school. Fredrickson and Roberts (1997) discussed women, in varying degrees, internalize an outsider view. These women may self-objectify by viewing and treating themselves as an object to be looked at and evaluated on appearance. “Self-objectification manifests in a greater emphasis placed on one’s appearance attributes (rather than competence-based attributes) and in how frequently a woman watches her appearance and experiences her body according to how it looks” (Szymanski, Moffitt, & Carr, 2011, p. 8).

While men may be considered the primary perpetrators of misogyny, misogynistic women can be even more damaging and toxic. Women, too, can be driven by unfair or unjust feelings of hatred or contempt for members of their own gender (Brogaard, 2019). A woman’s misogyny may manifest as “either unjustified hate or contempt for women” (Brogaard, 2019,
For example, women can encounter disdain or disapproval if they are not very feminine or perhaps choose to work in a traditionally male career. This female misogynist may consider women to be incompetent, unintelligent, irritational, or dishonest (Brogaard, 2019). This individual does not support the other members of her gender but rather loathes them for not conforming to their role. The internalized misogynist may be in constant competition with other members of her gender, trying to eliminate her competition and further her career (Brogaard, 2019). Dr. Berit Brogaard (2019) quoted Vivienne Parry, a British science journalist, and broadcaster, describing this phenomenon: “when there are so few women at higher levels, many of them think they must behave like a tigress, using every weapon at their disposal to protect their position against other ‘sisters’” (para. 6). Misogyny can disguise itself as many things, including patriarchy, gender discrimination, male privilege, and belittling of women (Srivastava, Chaudhury, Bhat, & Sahu, 2017). For some time, women have been treated as a lower part of society with restricted rights. This history of oppression has led to a movement aimed at achieving equality of the sexes (Srivastava et al., 2017).

The feminist movement has made many contributions to social change by drawing attention to the ways in which women are more socially disadvantaged than men. The goal of feminism, as a political movement, is to make women legally, socially, and culturally equal to men (Lorber, 2010; Napikoski, 2015). The first U.S. feminist movement, which emerged during the 1800s (The Women’s Rights Movement, n.d.), had the goal of obtaining equal rights for women, specifically the right to vote (Lorber, 2010). Rights related to property, earnings, and access to higher education were granted at the end of the 19th century. As part of the movement for equal treatment came gains in equality within the workplace and access to positions that may not have been available to women previously, including leadership roles.
Women have been restrained in their sex and not given the freedom of endless possibilities like their male counterparts. While a woman is not a fixed reality but a becoming; she has to be compared with a man in her becoming; that is, her *possibilities* have to be defined: what skews the issues so much is that she is being reduced to what she was, to what she is today, while the question concerns her capabilities; the fact is that her capacities manifest themselves clearly only when they have been realized: but the fact is that when one considers a being who is transcendence and surpassing, it is never possible to close the books (Friedan, 2013, p. 45).

We know and accept there is a hierarchy of needs for a man (and thus for women). In our culture, the development of women has been stifled at a physiological level, with no need to be recognized higher than the need for the love of sexual satisfaction (Friedan, 2013, p. 379). Friedan (2013) posited the need and desire for strength, achievement, and adequacy are not clearly recognized for women (p. 379). Self-esteem is based on real capacity, competence, and achievement; on deserved respect from others rather than unwarranted praise. If a woman’s occupation does not permit or demand the realization of her full abilities, it cannot then provide adequate self-esteem nor allow the achievement of a higher level of self-realization (Friedman, 2013).

According to Friedan (2013), the human organism has an intrinsic urge to grow. As a woman evades growth by clinging to a role that does not permit development, such as the role housewife, the result is suffering increasingly severe pathology, physiological and emotional (p. 347). Psychiatrist Andras Angyal (1953) described a “neurotic evasion of growth” achieved by noncommitment and vicarious living (Angyal, 1953; Friedan, 2013, p. 348). Angyal (1953) posited noncommitment and vicarious living is at the very heart of our conventional definition of femininity (Friedan, 2013, p. 349). Most American girls are taught to seek their fulfillment as women (Friedan, 2013). Since humans, as organisms, have an innate urge to grow, change,
expand, and become all it can be, it is not then surprising that women’s bodies and minds would begin to rebel as they attempt to adjust to a role that does not permit personal growth (Friedan, 2013, pp. 349-350).

The mystique of feminine fulfillment became self-perpetuating and preserved the core value of contemporary American culture (Friedan, 2013). Women have been made into a creature of sex, with “no identity except as a wife and mother. She does not know who she is herself” (Friedan, 2013, pp. 18-19). A type of destructive and progressive symbiosis has become part of the feminine mystique progressing from one generation to the next (Friedan, 2013, p. 347). This symbiosis can be demonstrated when girls are permitted to “evade tests of reality, and real commitments, in school and the world, by the promise of magical fulfillment through marriage.” This results in arrested development, lack of personal identity, and inevitably result in a weak core of self (Friedan, 2013, p. 347). The essence of femaleness is the root of many of the barriers, issues, and obstacles women experience. Being female is not what these women are but rather who they are. Simply, femaleness and the phenomenon of being a female is the catalyst for being marginalized within society.

Leadership

Women comprise 50.8% of the United States (U.S.) population, including 47% of the U.S. labor force and 52.5% of the workforce who are college-educated (Warner, Ellmann, & Boesch, 2018). Despite representing more than half of the college-educated workforce, women are still not represented well within leadership positions. For example, the U.S. legislature is composed of 75% men and 25% of women (Barriers and Bias: The Status of Women in Leadership, 2016). Women represent only 24% of members in Congress, 24% of the House, and 23% of the Senate as of January 2019 (Warner et al., 2018). Within the financial services
industry, women constitute 61% of accountants and auditors, 53% of financial managers, and 37% of financial analysts; however, they were only 12.5% of chief financial officers within Fortune 500 companies in 2017 (Warner et al., 2018). Within the legal profession in 2017, women account for 45% of associates, 22.7% of partners, and only 19% of equity partners (Warner et al., 2018).

Leadership has traditionally been thought of as a male role (Vial & Napier, 2018). Women continue to be highly underrepresented in leadership roles. Stereotypically, masculine attributes have been valued as the defining qualities of those in a leadership role, “especially by men who are often the gatekeepers to these roles” (Vial & Napier, 2018, para. 1). Masculinity is associated with a task-oriented leadership style (Trinidad & Normore, 2004). And, men have historically been associated with agentic traits linked to effective leadership (Rosenbach, Taylor, & Youndt, 2012). These agentic qualities, such as self-confidence, dominance, aggression, and being forceful and individualistic, are generally associated with control and assertion (Rosenbach et al., 2012). Interestingly, competence is considered agentic and therefore associated primarily and stereotypically with male leaders (Mann & Budworth, 2010). While not usually explicitly stated, organizations define a leader as one who possesses these traits, implicitly equating leader and leadership as masculine. The concept of gender roles is situationally constructed in organizations. Categorically, characteristics such as aggression, independence, objectivity, logic, analysis, and decision-making are deemed masculine. Whereas emotionality, sensitivity, expressiveness, and intuition are feminine (Trinidad & Normore, 2004, p. 576). Again, the implication is leadership qualities are inherent in men, and men embody leadership qualities via their gender.
Contemporary examinations of leaders and leadership focus not only on the leader but also on those surrounding and supporting the leader. “Leadership is no longer simply described as an individual characteristic or difference, but rather is depicted in various models as dyadic, shared, relational, strategic, global, and a complex social dynamic” (Avolio et al., 2009, p. 423). In considering leadership and how it is defined, there are many assumptions made. Chamorro-Premuzic (2019) stated while we may understand the importance of leadership as a driver concerning business, organizational, and societal success, we are still in a place where most leaders are not being evaluated objectively, but rather matters of preferences and ideology tend to dilute the conversation. “Subjective evaluations rule, and perceptions trump reality” (Chamorro-Premuzic, 2019, para. 8).

Essentialist thinking about gender has taught women to fit into the workplace gender norms and rely on the stereotypes constructed to define leadership and perpetuate the lack of women leaders (Chamorro-Premuzic, 2019). Consequently, women leaders end up being demoralized and subjected to the constant pressure to lead in ways others think appropriate. Chamorro-Premuzic (2019) said if we continue the association of leadership with masculine features, we can continue to expect women will be more harshly and negatively judged despite their performance. As leaders, women’s styles are typically characterized by cooperation, interdependence, emotional tone, personalistic perception, intuition, and acceptance (Billing & Alvesson, 2000).

Self-promotion has been interpreted as self-confidence and therefore viewed as a desirable quality for leadership (Mann & Budworth, 2010). Men “consistently self-promote their successes to present a successful self-image to others” (Mann & Budworth, 2010, p. 180). This self-promotion led to men being financially rewarded for the possession and moderate
demonstration of desired qualities. Many perceive men possess the motivation and leadership qualities, effective performance requires, while women’s attitudes hinder effective performance (Boldry, Wood, & Kashy, 2001). Yet, arrogance and overconfidence are inversely related to leadership talent—the ability to build and maintain high-performing teams and to inspire followers to set aside their selfish agendas to work for the common interest of the group. Indeed, whether in sports, politics, or business, the best leaders are usually humble—and whether through nature or nurture, humility is a much more common feature in women than men. (Chamorro-Premuzic, 2013, para. 4).

Women in managerial roles are assumed to contribute communication and cooperation, affiliation and attachment, power and intimacy, and are nurturing. Successful women may be perceived as cold and interpersonally hostile when they take on traditionally male leadership styles (Heilman, 2012). Vial and Napier (2018) felt a reason for this disparity is such feminine traits are stereotypically appreciated as “add-on” features for leaders. These are traits society would like in addition to the traditional male characteristics. These perceptions create obstacles for women who aspire to move ahead in their careers. Heilman (2012) found women were evaluated on a harsher scale:

than men when they adopted autocratic or directive leadership styles—styles that deviate from communal and non-aggressive stereotypic prescriptions for women’s behavior—but women were not evaluated more negatively than men when they adopted a more stereotype consistent and gender-neutral democratic style of leadership. (p. 124)

A better understanding of, and responsiveness to, how women leaders negotiate the personal, professional, and organizational landscapes both informally and formally for career advancement is necessary to improve the number of women in higher education leadership roles
Women have overcome numerous barriers within the workplace. The “concrete wall,” “glass ceiling,” and now the “labyrinth” have all served as barriers women have had to navigate (Eagly & Carli, 2015). The concrete wall, while named only recently, was ever-present in the early 1900s and nearly impenetrable. This could be seen in discrimination in educational opportunities, leadership roles, and power. The glass ceiling is an invisible barrier women experience as they advance in their roles but are excluded from high-level leadership roles. A “ceiling” of unstated norms and distorted expectations hinders women from ascending to the top of the career ladder (Eagly & Carli, 2015). McMahon, Mora, and Qubbaj (2018) suggested the glass ceiling specific to the STEM fields is manifested in different ways, “glass mazes” and “glass obstacle courses” to demonstrate barriers are not just found at the top of the field, but along the way. The term labyrinth acknowledges there is a career path to the top; however, it has to be found and navigated (Eagly & Carli, 2015). An example of this path can be seen when examining managers of both genders in comparable roles within an organization. The positions women are in are structured to allow less authority over staff than male counterparts. Women must navigate this structure to ascend to higher roles within an organization. A significant amount of literature exists that concentrates on the barriers women face, especially within the academic field (Blinkenstaff, 2005; Cotter et al. 2001).

Another metaphor pervasive in the literature related to women in the STEM disciplines is the “pipeline” (Bystydzienski & Bird, 2006). The pipeline metaphor conveys a pipe that has a steady stream, but when the pipeline represents the population related to women, it has “leaks.” These leaks in the pipeline demonstrate how women “are stronger in incoming cohorts of students and faculty in many STEM disciplines but leak as they progress to more senior levels as
students or faculty” (McMahon et al., 2018, p. 10). Women “leak” out of the pipeline more often than men, and at many different stages. The leaks were described as creating:

A sex-based filter that removes one sex from the stream and leaves the other to arrive at the end of the pipeline. No one in a position of power along the pipeline has consciously decided to filter women out of the STEM stream, but the cumulative effect of the many separate but related factors results in the sex imbalance in STEM that is observed today. (Blickenstaff, 2005, p. 369)

This suggests the explanation for barriers of different kinds, ranging from sexism, workplace discrimination, career choices, cultural inequities, work-family conflict, a lack or absence of mentoring, and workplace priorities that may not be valued (Cotter, Hermsen, Ovadia, & Vannerman, 2001).

Higher Education

While women do hold some positions of leadership in the field of education, inequity persists. Women serve as 64% of educational administrators and 23% of college and university presidents (Eagly & Carli, 2015, p. 20). There is a “dismaying lack of success of women in making significant progress toward equality in the economic domain of American higher education. The gap between the salaries of women and men professors has not narrowed—it has widened” (Frances, 2018, p. 696). McMahon and associates (2018) found, in their review of the literature, on average, women are not progressing as far as their male counterparts within the academic pipeline. Literature suggests when women do advance, they encounter vast differences in grant acquisitions, salary, and recognition (Frances, 2018).

Over the past 20 years, there has been little to no growth in this area of women serving on college and university boards of trustees (Frances, 2018). “At the highest level in 2016, among
doctorate-granting institutions in the public sector, 23 percent of the presidents were women, and in the private sector, 20 percent were women” (Frances, 2018, p. 703). The American Council of Education (ACE) has conducted periodic reviews of studies from the American College President and found the path to high-level positions in academia, such as the presidency, may be very different for men and women (Frances, 2018, p. 703). Women traditionally work their way through the ranks within an institution, tending to take a traditional path of serving as a department chair, dean, and finally chief academic officer, positions from which some men have been promoted directly into the presidency (Frances, 2018).

**Women in Higher Education**

Women continue to be underrepresented within higher education institutions, specifically in fields of science and engineering (Jacobs, 1996). The National Science Foundation (NSF) found women are less likely to earn a doctorate in a science, technology, engineering, and mathematics (STEM) field than their men counterparts. In 2011, women earned 32% of doctoral degrees in STEM (McMahon et al., 2018, p. 8). While making up 48% percent of the workforce within the U.S., only 24% of women are working in STEM positions (Beede et al., 2011, p. 2). In 2018, women held only 49.7% of the tenured positions (Women in Academia: Quick Take, 2020). Nationally, in 2018 women represented 52.9% of assistant professors, 46.4% of associate professors, and 34.3% of professors. The number of women holding positions of college or university presidents has grown 200% from 10% in 1986 to 30% in 2016 (Women in Academia: Quick Take, 2020). This demonstrates that while the number of women within academia has increased over the years, the number of women present within higher-level leadership roles within academia has not. Women’s experiences ascending into leadership roles are different than those of their men colleagues (Cress & Hart, 2009; Glazer-Raymo, 1999; Wolfinger, 2008). This
may be due to some industries being male-dominated or roles being stereotypically labeled as a “male” role. Some researchers have viewed this lack of women faculty as evidence of a “chilly climate for women throughout higher education” (Jacobs, 1995, p. 172).

Women tenure-track assistant professors experience the same expectations as their men colleagues. They, too, are required to demonstrate they can produce scholarly work, participate in the academic community, and teach courses. Many women pursuing careers in academia have personal goals and commitments, such as the desire to begin a family or may be already raising children. The balancing act of career, family, university life, and marriage for pre-tenured women faculty may prove as an additional obstacle their male counterparts do not experience in the same way.

**Advancement Into Leadership**

While women may advance into leadership positions, an apparent inequality among senior university academics has been identified in many different countries (Airini et al., 2011). Many institutions in the world struggle with the design and implementation of programs that will help their women faculty, administrators, and staff to develop strong leadership skills. To improve the inequality of women in leadership an:

Increase[d] gender balance in university leadership should arguably explore the contributions that women can offer universities, thereby expanding ways of thinking and practice which lead to rich perceptions of what it means to lead people and organizations, with an inclination to explore multiple solutions to complex challenges. (Airini, et al., 2011, p. 45)

Further, there is a need to negotiate “traditional authoritarianism,” as it has been identified as an influencing factor in career advancement for women (Airini et al., 2011). “This
finds expression in bullying and fear tactics, the “gentleman’s club’ with its protective paternalism and patriarchal dividend, entrepreneurialism that promotes task-focused workaholism, and the nature of expertise/detachment of ‘careerism’” (Airini et al., 2011, p. 46). Many women have had the experience of invisible rules or the realization that certain things are done in specific ways. This realization forces administrators to “learn the rules” of the organization and learn the gains and trade-offs that playing by these rules will do for them.

There are fewer women in leadership in postsecondary institutions who are positioned to take on critical roles, such as president, provost, dean, director, and department chair (Madsen, 2012). This contributes to a lack of prepared leaders. The underrepresentation of women within higher education environments has been referred to as the “absent women” discourse (Aiston & Yang, 2017). This issue not only has an impact on the institutions themselves but also has an impact on the research being conducted within the institutions. Contributing factors that hinder the advancement of women in leadership roles include work relationships, university environment, invisible rules, proactivity, and personal circumstances (Madsen, 2012). These factors lead to gender imbalance within institutions. Due to this gender imbalance, the presence of women leaders and mentors available for other women is lacking.

Research has demonstrated women often lack a mentor or sponsor who promotes their skills and abilities to others within the organization and assists them in climbing the organizational ladder (Johns, 2013). Women underestimate the role sponsorship or mentor can play in their career mobility and may fail to cultivate it. A mentor can aid in building self-confidence and skill development for women within the workplace. “Women have a poor presentation of their skills, personality, and success. Women have a tendency toward understatement and poor self-assessment” (Schueller-Weidekamm et al., 2012, p. 247).
Compared to colleagues who are men, women leaders lack confidence. A contributing factor to feelings of decreased confidence, understatement, and low self-assessment may be the proverbial glass ceiling. No one single factor is more important than another, as factors that contribute to gender imbalance lend themselves to the creation of barriers in women advancing in the workplace. The result is additional challenges for women in the workplace. The challenges and obstacles women face are not always formal, such as people or a purposeful blocking of entry by an institution, they can also be informal or personal. An example of this is women opting out of the academic profession as the perception may be that the profession is not aligned or is incompatible with their other life choices (Ceci, Ginter, Kahn, & Williams, 2014).

Academia is a challenging environment in which to work. Faculty members, within colleges and universities, encounter multiple stressors. As their responsibilities continued to grow and expectations rise, this may result in the faculty member experiencing feelings of stress or being overwhelmed (Eagan & Garvey, 2015). The amount and different types of responsibility (teaching, grant writing, research pursuits, mentoring graduate students, etc.) is one explanation for these feelings. “Rank and gender of the resident instructional faculty provided to be significantly associated with task-based stress” (Smith et al., 1995, p. 276). In addition to having more experiences of stress in the role of faculty, women report having more task-based stresses. In contrast, men faculty were significantly less likely to have this experience. “Controlling the effects of the other variables, the likelihood of task-based stress for men was about half (0.4758 times) that of women” (Smith et al., 1995, p. 277). Without proper provisions in place, it is possible mismanaged workplace stressors could potentially cause other serious consequences for the employee, including, but not limited to, job dissatisfaction, burnout, or compassion fatigue, and ultimately affect the employee’s health and career.
Burnout

Burnout occurs as a result of the difference between a person’s intentions and the reality of their job (Kulkarni, 2006). When intentions and reality do not align, burnout can result. Due to inadequate coping strategies, burnout is often self-perpetuating. Since this condition is a gradual process, it may go unnoticed for some time. The condition is not a new one as it dates as far back as William Shakespeare's era. The psychologist Freudenberger (1980) first coined the actual term to describe human service professionals who are “worn out” (Kulkarni, 2006).

While there is no generally accepted definition of burnout, most do agree burnout syndrome is comprised of three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishments (Kulkarni, 2006). Burnout has common symptoms, including, but not limited to, constant negative state of mind related to work, strain, exhaustion, distress, tension, chronic fatigue, depression, professional melancholia, feelings of not being effective, decreased motivation, persona crisis, and poor mental health (Kulkarni, 2006). Kulkarni (2006) stated, “approximately 30-50% of the workforce is exposed to psychological overload at work resulting in occupational stress or burnout while 75% of US workers admit that their jobs are stressful and pressure of work is steadily increasing” (p. 3). This demonstrates workplace pressure and stress is realized and felt by individuals. Demands of the jobs have been identified as the root cause of burnout (Schaufeli, 1996).

Demands for new skills, new responsibilities, and pressure for a higher quality of work, time constraints, and hectic schedules all act as stressors in the workplace (Kulkarni, 2006). These workplace stressors are in addition to any individual’s life concerns. “The increasing difficulty in integrating working life with family life globally has caused imbalance in financial capital, social capital and health capital” (Kulkarni, 2006, p. 3).
Not only do stress and burnout affect an individual’s well-being and mental health, but they have a direct impact on organizations. In the U.S., occupational stress has been estimated to cost employers over $200 billion annually (Kulkarni, 2006). Individuals who may be experiencing burnout may exhibit a decrease in their workplace productivity, quality of work, and exhibit low morale. Organizationally, employee burnout may be manifested in an increase in staff turnover and absenteeism rates, increased worker compensation claims, and frequency of on the job injury rates resulting in increased demand for occupational health. There is a need for organizations to be aware of the results of occupational stressors leading to burnout. This awareness will allow the organization to act as a resource for their staff in the prevention and treatment of this condition.

Burnout may appear differently for individuals who work in academia. “The downside of having a brain that is constantly on call is that our energy is sapped continuously. The resulting burnout can happen at any stage of a career” (Gannon, 2008, p. 1157). As one’s career advances, the responsibility and workload given to the individual can potentially increase. This leads to what has been referred to by Gannon (2008) as the “stale phase.” Once an individual moves from tired, to stale, to burnt-out, it is difficult to recover. The time needed to complete tasks generally increases while the constant underperformance drains enthusiasm. It may become increasingly more difficult for academics to continue their work after reaching a period of burnout. In another psychological approach, burnout has been viewed as an existential crisis (Dzau, Kirch, & Nasca, 2018). This crisis manifests itself when the value of the individual’s work and sense of self-worth is being questioned. Teachers experiencing this level of burnout come to ask why they are working in a thankless and underpaid job. They may question what
difference their efforts are making. These feelings of depleted self-worth and a lack of appreciation in their career may cause teachers to leave their positions (Dworkin, 2014).

Work-life balance has been suggested to mitigate feelings and the potential for burnout. Having a balance between work and life allows for the pursuit of other activities and interests outside of the workplace (Heathfield, 2019). Some, who may not be able to balance work and life, may require a more drastic approach, such as a change in job or career. Employees alone are not responsible for work-life balance. Employers can assist their employees in maintaining a balance between their work and their personal life. Policies, values, decisions, and expectations the organization has will all influence the balancing of an employee’s work and life. Managers within the organization can model the behavior for their staff, provide paid time off, or a flexible schedule. Modeling the way the manager would like their team to behave sends a message to their staff (Heathfield, 2019). For example, calling into a meeting when out of the office or answering emails while on vacation. These actions signal the expectation of the manager is the staff do the same. The organization and the manager’s expectations need to be communicated to help the employee navigate this balancing act (Heathfield, 2019).

Burnout for women is attributed to many different stressors and challenges they face. As women climb the organizational ladder and take on more leadership responsibilities, they encounter more barriers in their path (Schueller-Weidekamm & Kautzy-Willer, 2012). Obstacles women may encounter when pursuing leadership roles include: “the sporadic focus on career advancement, time-consuming childcare, responsibility for family life, and a woman's tendency toward understatement” (Schueller-Weidekamm & Kautzy-Willer, 2012, p. 244). In Schueller-Weidekamm and Kautzy-Willer’s (2012) study, outside factors, including family and personal life, affected the careers of the women leaders. Harassment at work and lack of a women’s
network were additional factors that hindered prolonged career development. A lack of women mentors and role models paired with low self-confidence may pose challenges for women within leadership.

Children play a crucial role and are mentioned frequently within research as an obstacle encountered in a woman’s career ascent. For women, the time expenditure for family life, including responsibility for children’s education, childcare (Watt, 2009), and organizing family life and structure, has been identified. “Women report significant challenges when balancing their work and family lives, due to the lack of sufficient time, their husbands' non-involvement in house chores, cultural norms, and gender biases that still exist in the workplace until this day” (Karkoulian & Srour, 2016, p. 4919). There is more stress due to the burden of family and career imposed on women leaders with families, and “these stress factors might lead to a burnout syndrome that occurs in > 30% of people who work in the healthcare system” (Schueller-Weidekamm & Kautzky-Willer, 2012, p. 248).

**Compassion Fatigue**

The condition of compassion fatigue has been defined as “deep physical and emotional exhaustion and pronounced change in the helper’s ability to feel empathy for their patients, their loved ones and their coworkers” (Mathieu, 2007, p. 1). This occupational hazard has been referred to as the “cost of caring,” as the attributes of empathy and compassion have now become an issue. Those who care about the ones they are working with, and providing service to, have the potential to experience this on some level. This condition has been prevalent within the helping professions, such as health care, child protection services, law enforcement, correctional officers, and counselors. With compassion fatigue, it is essential to recognize the stressors that influence this condition can result from burnout (Gentry & Baranowsky, 1998).
While symptoms may manifest differently, common symptoms of compassion fatigue include exhaustion, anger, irritability, the dread of working with certain people, a reduction in the ability to feel sympathy or empathy, diminished enjoyment in career, heightened anxiety, or irrational fear (Mathieu, 2007). These symptoms may be exhibited outside of the workplace as difficulty separating work and personal life, issues with intimacy and personal relationships, and absenteeism. How compassion fatigue symptoms are displayed is influenced by current life circumstances, personality, and coping abilities. In challenging professions, individuals have outside stressors and are not immune to additional stress. In many cases, these individuals are more vulnerable to life changes than those in less stressful careers.

Compassion fatigue is a treatable condition if the issue is recognized early, and appropriate intervention is provided (Mathieu, 2007). Organizations need to implement strategies to aid their employees in protecting themselves against compassion fatigue. Organizational approaches can include increasing access to professional development, implementation of regular check-ins with the staff, allowing staff to discuss the impact their work may be having on them, debriefings, peer support, assessment of workloads, and mental health days.

Improved personal self-care is at the heart of preventing compassion fatigue (Mathieu, 2007). Many individuals who engage in this type of work commonly put their own needs aside as they tend to the needs of others. A careful and honest assessment of one’s own work-life balance and activities in their life is necessary. Taking additional time for thoughtful reflection about balance within an individual’s life is extremely important in combating compassion fatigue. Without this reflection, compassion fatigue, along with stress and burnout, can lead to other issues.
Job Satisfaction

Feelings of stress, burnout, and compassion fatigue play a role in how satisfied one may be with their job. Dissatisfaction does not always stem from the work itself; the culture of an organization can cause it. An organization’s culture is made up of the values, beliefs, underlying assumptions, attitudes, and behaviors of a specific group of people (Mosley & Hargrove, 2015, p. 31). Culture is represented within an organization’s language, decision making, stories, and day-to-day work practices (Bolman & Deal, 2003, 2008). An organization’s culture is heavily influenced by the founder, executives, and others in managerial roles. This is due to the role these positions play in strategic direction and decision making (Schein, 2004).

Organizational culture tends to stay the same because, quite simply, it is easier that way. The lack of change, along with certain practices, easily results in “group think” (Cherry, 2020). This is when different perspectives are avoided because they may interfere with the values and beliefs of the dominant group. An organization’s culture and values are one factor that can dissuade women from staying in the workforce. The masculinity of organizational culture has been recognized as a factor that deters women from corporate America (Cabrera, 2007). Traditional feminine values include positive feedback, peer cohesion, empowerment, and participation. Cabrera (2007) found women can be uncomfortable when working in an organization with values that differ from their own and feel pressured to conform. “Traditional organizational cultures are masculine, characterized by competitiveness, zero-sum views of power, and hierarchical relations, where managerial decisions are based on masculine values of rationality, orderliness, and conformity to authority” (Cabrera, 2007, p. 220).

Commonly, discrimination, harassment, and a perceived lack of opportunity and advancement have been cited as reasons that may push women from the workforce (Cabrera,
Research indicates a preference exists for higher-level administrators to possess masculine values. Top-level positions are more likely to be less structured and based on subjective criteria, which can result in the final hiring decision to be more biased, favoring a male candidate over a candidate who is a woman. Sexual harassment and discrimination are factors that continue to influence women’s job satisfaction and work environment (Philipsen, 2008). Discrimination is no longer as it was in the past; it is much more subtle and, at times, viewed as the subconscious, subliminal, or even considered as microaggression(s). This type of discrimination can be challenging to identify or fight against. This can cause women to feel a sense of isolation and even hopelessness in a male-dominated environment.

An additional factor recognized as a deterrent for women from the workforce is lack of role models (Cabrera, 2007). Lack of role models results in women being excluded from networks. Role models, especially role models who are women, are essential as they demonstrate specific levels of success and advancement are possible for women and can act as an inspiration to those women in lower positions. Without having a woman in a higher-level role to inspire others in lower-level positions, women may feel such a job is not attainable. Women face many stressors and obstacles as they make their way, or not, through the labyrinth of their desired career path, including implicit and explicit biases, personal commitments to family or caregiving roles (Griffeth, Tiller, Jordan, Sapp, & Randall, 2018), lack of mentoring, or networking opportunities (Wang, 2009).

Many factors may play a part in a woman’s decision to leave the workforce. In each situation, the elements and stressors will be different. One of the factors, as mentioned earlier, may not be the sole reason, but rather a combination of these factors may be the reason that job satisfaction suffers and results in the woman leaving the career.
Contextual Framework

This study focused on what women in a male-dominated field experience concerning burnout, compassion fatigue, and job satisfaction. Women have a much different path and experiences in their careers than their male counterparts. To put this research into context, the component of land-grant institutions needed to be considered.

Land-Grant Universities and Colleges of Agriculture

The creation of the Morrill Act in 1862 influenced U.S. higher education by placing a focus on practical means (National Academy of Sciences, 1996). Land-grant institutions provided training in agriculture, home economics, and mechanical arts. In addition to requiring agriculture and mechanical arts, the Morrill Act required military tactics or Reserve Officers' Training Corps (ROTC; Thorne, 1985). The Morrill Act did not prohibit women from attending these institutions nor pursuing the same studies as men. Women enrolled in the domestic arts (later known as home economics), a hallmark of coeducational agricultural colleges (Thorne, 1985). Although technically open to men and women, agricultural science was a considerable part of the land-grant institution curriculum and has traditionally been a predominantly male field.

Even in the present-day, this tradition of gender typing still exists with land-grants. It has been “widely recognized that the agricultural sciences contain one of the smallest proportions of female scientists among all the major academic fields in the United States” (Buttel & Goldberger, 2002, p. 25). “Male dominance in contemporary agricultural research is well recognized” (Goldberge & Crowe, 2010, p. 25). Further, Goldberge and Crowe (2010) suggested within the agricultural sciences, the unequal gender composition is a reflection of “rural patriarchy and the
biases against females in recruitment into undergraduate programs in land grant colleges of agriculture” (p. 25).

The field of agriculture in the U.S. has been traditionally male-dominated. Some agricultural traditions further perpetuate the patriarchal ideologies that men are more inclined than women to do a particular type of work. One of these traditions is land being owned and worked on by men. Historically, land was often tied to a male partner or passed down from father to son (Brandth, 2002; Pilgeram & Amos, 2015; Shisler, 2016). Only men could own land, while women were only allowed to work and farm the land. While women are now permitted to own land, the role of a farmer or producer in the agriculture industry, in general, is still considered a male field. This is demonstrated within the U.S. The Agriculture Department’s Census of Agriculture report showed, in 2017, women were only 36% of producers within the agricultural industry (the United States 2017 Census of Agriculture, 2019). While women are working in the industry and producing, they still were less than half of the population of producers.

Even the educational side of agriculture lacks the presence of women. Although women have outnumbered men on college campuses since 1988 (Warner, 2016), there are some areas wherein they remain underrepresented. Specifically, in agricultural sciences, women earned only 44% of Ph.D. degrees in 2012 (Cho, Chakraborty, & Rowland, 2017). A substantial gap remains with women within agriculturally related disciplines (Enns & Martin, 2015). In 2009, more men outnumbered women as agriculture teachers at a ratio of 2:1. Even with the almost equal number of women and men holding doctorates in agriculture, the overall representation of women in agricultural fields was disproportionate. In 2005, women faculty members in agricultural science were at 12% and increased to 23% by 2014 (Chao et al., 2017). The representation of women in
academic leadership positions remains low, with 18% of women serving as department chairs and 9 out of 50 women holding positions as deans of colleges of agriculture, clearly lagging behind men (Chao et al., 2017).

While there has been growth, it is clear men dominate the fields of academia and agriculture. Women who pursue careers in traditionally male-dominated areas must take into consideration a potential lack of acceptance from their coworkers and superiors due to stereotyping and societal gender norms, a lack of mentors and support networks, and differences in interaction styles (Minnesota State, 2020). This constant lack of control over the career trajectory may lead to burnout and compassion fatigue for women (Western Governors University, 2019). When the challenges of navigating a path rich with obstacles become too heavy to shoulder, women are forced to evaluate whether their career is worth the challenge or if another, healthier environment could be found elsewhere. Research has suggested the academic environment to which women are exposed may result in women pursuing a different career or leaving the academic community (August & Waltman, 2004; Metcalfe & Gonzalez, 2013). If they do remain in academia, women find themselves, often unknowingly, falling in line with gender-role stereotypes. For example, women faculty are assigned and take on more service work and committee obligations than their male counterparts (Bartel, 2018). While these assignments are intended to aid in the gender imbalance within higher education leadership, the reality is because women are in the minority, more of their time can be spent with projects that result in little or no professional reward (Bartel, 2018).

Purpose and Problem Statement

The purpose of this research was to explore the phenomenon of femaleness and how it impacts the experiences of women in higher education administration, specifically in colleges of
agriculture, and how these experiences contributed to burnout, compassion fatigue, and job satisfaction. While these conditions are widespread within helping industries (Lyndon, 2016), these variables have not been explicitly explored in colleges of agriculture within higher education institutions. With the identification of these factors, land-grant universities can take steps to prevent their women administrators from experiencing feelings of burnout and provide resources to assist employees if they do experience burnout and compassion fatigue within their careers. Newer generations of women need and will benefit from role models and mentors in predominantly male-dominated sciences within land-grant institutions. These role models provide understanding regarding the path women students have selected and can empower and guide them on their journey.

Research Questions

To understand how the phenomenon of femaleness impacts burnout, compassion fatigue, and job satisfaction for women academics and their career trajectories, the following research questions were used to guide this study:

1. How does the phenomenon of femaleness impact the lived experiences of high-level women administrators at land grant colleges of agriculture?

2. What are the experiences that result from femaleness, as they relate to career burnout, compassion fatigue, and job satisfaction?

3. What are the consequences of stress, stress coping mechanisms, and implications of long-term stress exposure for those who are female?

Definitions

To have a full understanding of the context of this research study, I used the following definitions:
• Agriculture: “the science, art, or practice of cultivating the soil, producing crops, and raising livestock and in varying degrees the preparation and marketing of the resulting products” (Tey et al., 2012, p. 383).

• Burnout: “A condition characterized as emotional exhaustion, depersonalization, and reduced personal accomplishment” (Kulkarni, 2006).

• Barrier: “something that impedes or separates, prevents or prolongs something from happening” (Sklet, 2006, p. 495).

• Compassion Fatigue: “deep physical and emotional exhaustion and pronounced change in the helper’s ability to feel empathy for their patients, their loved ones and their coworkers” (Mathieu, 2007, p. 1).

• Gender: “either of the two sexes (male or female), especially when considered with reference to social and cultural differences rather than biological ones” (Lexico, 2019) and “a social construct that outlines the roles, behaviors, activities, and features that a particular society believes are appropriate for men and women” (Hasanovic, 2015, p. 55).

• Land-Grant: “A grant of land made by the government, especially for roads, railroads, or agricultural colleges” (Gove, 2002).

• Mentor: “A trusted counselor or advisor” (“Mentor,” n.d.).

• Microaggression: “A comment or action that subtly and often unconsciously or unintentionally expresses a prejudice attitude toward a member of a marginalized group” (“Microaggression,” n.d.).

• Phenomenon: “an observable fact or event.” (“phenomenon,” n.d.).
• Role Model: “A person whose behavior in a particular role is imitated by others” ("Role Model,” n.d.).

• Woman/Women: An adult female person (“Woman,” n.d.).

Assumptions

It is assumed the information provided from oral interviews intended to probe participants about their personal experiences was offered honestly, and the information provided represents the individuals accurately. It is also assumed the participants factually recounted personal accounts, examples, anecdotes, etc.

Limitations

This study was limited to women in leadership roles within land-grant universities and colleges of agriculture within the United States. As a result, some of the information shared for this research may be unique to this group based on the participants’ gender, the field of study, and geographic location. Therefore, this information may not be representative or accurate for other groups outside of the population who participated in the research.

Chapter Summary

The phenomenon of femaleness impacts societal norms, gender bias, stereotyping, and a woman’s individual experiences in the world, thus contributing to unique stressors for women within the workplace. As this phenomenon continues and impacts women’s daily lives, continued research will be necessary for the future of women in leadership roles. Leadership roles are now a reality for women, where they were not in the past. While significant progress remains necessary, it is crucial to understand the unique conditions that may influence women from navigating through the labyrinth (Eagly & Carli, 2015) and advancing within their careers, particularly in academia at land-grant institutions. This study was conducted to examine how the
phenomenon of femaleness may impact the conditions of burnout, compassion fatigue, and job dissatisfaction for women administrators at land-grant institutions, their career trajectory, and longevity.
CHAPTER 2: LITERATURE REVIEW

Theoretical Framework

This chapter discusses the theoretical framework of this research and related salient literature. This study was framed by the multidimensional theory of burnout (Maslach, 1996) and Ashby’s Law of Requisite Variety (De Raadt, 1987). Together, these two frameworks explain how any biological or regulated system attempts to cope with stress and the effects of prolonged chronic exposure to stressful situations individuals are ill-equipped to handle. When an individual cannot respond with an appropriate response or coping mechanism to combat disturbances or changes in their environment, the potential for burnout or compassion fatigue is present.

Theory of Burnout

Originally, burnout was not a clearly defined phenomenon or theoretical model (Maslach, 1998). While H. B. Bradley (1969) first used the term burnout in an article about probation officers, it is Herbert Freudenberg, who is considered the founding father of the theory (Harizanova, Stoykovs, & Stoyanov, 2014). In the 1970s, Freudenberger, an American psychologist, first used the term “burnout” in a clinical sense (Schaufeli, 2017). Freudenberger borrowed the name from the drug scene, where it referred to the effects of drug abuse. As a consulting psychologist, he used the term to describe the conditions of volunteers of St. Mark’s Free Clinic in New York's East Village. He witnessed suffering a gradual emotional depletion, loss of motivation, and reduced commitment to their work (Schaufeli, 2017). Freudenberger, himself, was affected by burnout twice. His diagnosis led to an increase in his credibility regarding the condition of burnout.
**Maslach’s Multidimensional Theory of Burnout**

“Burnout is an individual stress experience embedded in the context of complex social relationships, and it involves the person's conception of both self and others” (Maslach, 1998, p. 69). Christina Maslach (1998) developed the multidimensional theory of burnout (MDB), providing the context that influences an individual's response to stress. Once thought to be only afflicting those in the helping professions, this term is no longer exclusively used in that way. Instead, it is understood that burnout can impact anyone, from celebrities to homemakers (InformedHealth, 2017). Burnout is comprised of three key components: emotional exhaustion (emotional depletion), depersonalization (our response to others), and reduced personal accomplishment (response to ourselves).

The multidimensional theory of burnout utilizes a systematic approach for observing and monitoring burnout, two critical components of occupational health, and preventative medicine (Maslach, 1998). Observation and monitoring provide vital information about stressors within an organization, stress responses, and individual and organizational stress signs. Surveillance indicators regarding workplace stress are indications or warnings that high stress and risk may be arising. Maslach (1998) felt these were foundational to an evidence-based approach to the preventative management of workplace stress.

The three components of burnout are often described sequentially. Figure 1 illustrates the components of burnouts as the condition progresses (Leiter, 1993). The first component of MDB, emotional exhaustion, is assumed to develop first (Maslach & Leiter, 2016). Emotional exhaustion is the fundamental representation of the individual stress dimensions associated with the MDB. It causes individuals to experience feelings of being overextended and a depleting of emotions. Emotional exhaustion is often operationalized as a lack of energy to face challenging
situations or people within the workplace. This component is characterized by fatigue, wearing out, and debilitation (Maslach & Leiter, 2016).

Figure 1. Components of Burnout. (Requested permission to reprint for educational purposes)

The second component of the theory is depersonalization or cynicism, which represents the interpersonal dimensions side of burnout (Maslach, 1998). Maslach (1998) defined depersonalization as “a cynical, negative, or detached response to others, with a loss of idealism” (p. 69). Depersonalization develops as a response to the overload of emotional exhaustion (the first component; Maslach & Leiter, 2016). This second component of depersonalization is typically formed as a self-protection method or an emotional buffer of detached concern. Detached concern is a strategy that regulates one's emotions by keeping an emotional distance from an individual they are helping. The purpose of detachment and detached concern is to reduce the emotional impact on the caregiver/helper. The behaviors that result as depersonalization develops contribute to stress within interpersonal relationships. An
interpersonal strain may include feelings of discomfort and disengagement in the relationships with people at work (Borgogni, Cosiglio, Alessandri & Schaufeli, 2012). This may result from exceeding social demands and pressure (Borgogni et al., 2012). These workplace relationships may begin to suffer as the individual experiencing burnout exhibits symptoms of disengagement and discomfort during an interaction. Those suffering from burnout have the potential to impact colleagues negatively. Maslach & Leiter (2016) stated that burnout could be contagious as it perpetuates in the workplace via social interactions.

The third component of the model is reduced personal accomplishments (Maslach, 1998) or inefficacy (Maslach & Leiter, 2016). A sense of reduced personal accomplishment is defined as a decrease in an individual’s feelings of competence and successful achievement in work (Vercambre, Brosselin, Gilbert, Nerrière, & Kovess-Masféty, 2009). Individuals may experience a sense of inadequacy about their abilities to help those in need (e.g., clients or patients). While varying by the individual, the symptoms are the same for those working in a non-clinical capacity (InformedHealth, 2017). For example, within an educational setting, a faculty member may doubt their teaching abilities or have feelings of inadequacy related to their research. “This lowered sense of self-efficacy has been linked to depression and an inability to cope with the demands of the job, and it can be exacerbated by a lack of social support and opportunities to develop professionally” (Maslach, 1998, p. 69). Reduced personal accomplishment can take a toll on one's self-esteem, self-worth, and self-efficacy, potentially causing increased stress and anxiety or leading to a career change. Individuals feel they cannot cope with the demands of their current position.
The significance of an individual's stress experience being rooted within a social context cannot be understated. As demonstrated with the second component of MDB, interpersonal dimensions make burnout different from other types of reactions to stress.

What has been distinctive about burnout (as opposed to other kinds of stress reactions) is the phenomenon's interpersonal framework. The centrality of relationships at work—whether it be relationships with clients, colleagues, or supervisors—has always been at the heart of burnout descriptions. (Maslach, 1998, p. 69)

These relationships have the potential to impact people in several ways. Professionally, the perception of support provided by an individual's supervisor can affect an employees' work attitude and perceptions of the organization's support (Ng & Sorensen, 2008). Individuals in high-stress positions use their peers (in the same stressful situation) as psychological support systems (Ng & Sorensen, 2008). Relationships in the workplace can not only influence job satisfaction but perpetuate stress or dissatisfaction within the individual's personal life. These interpersonal relationships may be an additional factor in exacerbating the feelings of stress and potential burnout. Whether personal or professional, these relationships can be the source of emotional strain, or in some situations, be beneficial, by acting as a support network.

Maslach’s (1998) research resulted in two constructs: "detached concern" and "dehumanization in self." Detached concern recognized that a medical practitioner could be concerned about their patient's well-being; however, they are aware they need to avoid over-involvement and maintain objectivity to have a successful relationship. Dehumanization in self-defense is the process one goes through to protect themselves from overwhelming emotions. This is done by viewing people more as objects than as people. These two guiding concepts originated within the medical profession.
As research expanded from medical professionals to other professions including police officers, social workers, teachers, and ministers, the common link was identified as a "focus on providing aid and service to people in need" (Maslach, 1998, p. 71). Healthcare workers were not the only population affected by burnout, but rather those in positions to help those in need (Maslach, 1998). These "helping professions" take on many shapes and professions, resulting in multiple people and jobs being susceptible to burnout. As the trades affected by burnout have increased so, have the factors that may put individuals at risk for the condition. Because of this, it is vital to mention a second model related to imbalances that lead to strain and are based on theories of job stress (Maslach & Leiter, 2016). This supplementary model is the Job Demands Resource Model or JDR. The JDR utilized three stages: (1) job stressors (an imbalance in work demands and individual resources); (2) individual strain (emotional response of exhaustion and anxiety); and (3) defensive coping (changes in attitudes and behavior; Maslach & Leiter, 2016). This model demonstrates what leads up to burnout.

Demerouti et al. (2001) first published this model that was constructed from Lee and Ashforth’s (1996) research identifying eight “job demands” and thirteen “job resources” that may be potential causes of burnout and Maslach’s Burnout Inventory test (Schaufeli & Taris, 2014, p.44). Most models related to burnout clarify the causal theorizing that has been constant in burnout research that certain factors (both situational and individual) cause people to experience burnout. Once burnout has occurred, specific outcomes may result; both situational and individual. (Maslach & Leiter, 2016). The JD-R model focuses on the notion that burnout occurs when individuals have incessant demands within the workplace and a lack of resources to resolve them.
In this context, job demands refer to physical, social, or organizational factors of a job that require sustained physical or mental effort and are associated with individual psychological costs (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001, p. 501). The JD-R model proposed that the development of burnout is related to two processes, as seen in Figure 2. During the first process, one's work demands can lead to constant overtaxing and eventually to exhaustion. In the second process, a lack of resources creates obstacles to meet one's job's needs, resulting in withdrawal behavior, possibly resulting in disengagement from one's work (Demerouti et al., 2001). The model demonstrates various working conditions that may be differentially relevant in explaining burnout considering the occupational group examined (Demerouti et al., 2001).

Figure 2. The Job Demands-Resources (JD-R) Model of Burnout
This model predicts (high or unfavorable) job demands are primarily and positively related to exhaustion, a symptom of burnout, and stage in the burnout model. In contrast, job resources are primarily and negatively associated with disengagement from work (Demerouti et al., 2001, p. 508). When considering this model, it demonstrates that more than individual stressors are impacting symptoms related to burnout. Organizational stressors and factors can cause exposure to stress and may play a role in the condition of burnout. Burnout may be a result of a specific arrangement of conditions within a particular workplace. If a job is associated with high demands, the product can be exhaustion for the employee. If resources are lacking, then the employee can experience disengagement. In a situation where the conditions of both exhaustion and disengagement are present simultaneously, then the result will be burnout (Demerouti et al., 2001, p. 508).

Ashby’s Law

Ashby’s Law of Requisite Variety contributes to this study’s theoretical framework as it examines the link between work stressors and employee’s behaviors to cope with the stressors (Maslach, 1998). “An employee can cope with only that number of different work stresses for which he or she has the requisite number of relevant responses” (Maslach, 1998, p. 112). Ashby’s Law concentrates on two strategies to manage personal stress: to increase the person’s response complexity or to work to reduce the environment’s stress complexity (Maslach, 1998). While MDB explains the behaviors observed as a result of stress in the workplace and interpersonal relationships, Ashby's Law focuses on how individuals respond to and cope with that stress.
Ashby’s Law of Requisite Variety is a law of organizations (Lewis & Stewart, 2003). To better understand this theory and contribution to the frame, the meaning of the terms "variety" and "requisite" need to be defined. In this context, variety refers to the number of "elements that could be distinguished within a certain system and/or the extent of possible combinations which could be realized by merging them" (Palumbo & Manna, 2018, p. 242). The term requisite suggests that the noun attached to it is used for a specific purpose or required to achieve the desired condition. Ashby’s research is based on the concept of cybernetics, which are system controls, concerned with information, and feedback to control behaviors.

Ashby applied his Law of requisite variety mainly to biological systems and the brain's regulatory activities; he acknowledged that this Law would apply to any system that performs a regulatory process, not just biological systems (De Raadt, 1987). The majority of living systems are supported by positive and negative feedback loops that aid them in survival. The positive feedback loop enhances changes and makes the system more unstable. In contrast, the negative feedback loop acts as a buffer and holds the system in equilibrium, making it more stable. (Allen, Maguire, & McKelvery, 2011). The negative feedback loop demonstrates how systems preserve themselves under changing external conditions (Allen et al., 2011). Like any other living system, humans have internal mechanisms that help control conditions they are exposed to and aid with internal regulation for survival. Homeostasis, or maintaining an inner equilibrium, is a built-in mechanism that most systems and organisms have to keep an internally stable environment. This mechanism combats changes to the organisms' environment. For example, when the temperature rises, the human body will combat that change by sweating or shivering to regulate a constant temperature for survival.
Ashby proposed that an individual is effective at handling disruptions to the extent that they possess coping behaviors or a requisite number of responses that match the work-related stress they may be facing (Cummings & Cooper, 1979, Cohen, 2013). This Law has been used to explain how systems adjust their actions to cope with a disturbance in their environment. The Law of requisite variety

states that “only variety can destroy variety;” a system survives to the extent that the range of responses it is to able to marshal—as it attempts to adapt to imposing tensions—successfully matches the range of situations—threats and opportunities—confronting it.

(Allen et al., 2011, p. 282)

Simply, there needs to be a system response available to counter the disruption and remain at equilibrium for every disruption. For the system to be controlled, the variety should eventually be controlled. Systems possess internal controls that aid in homeostasis when the system experiences several conditions at one time that are either greater or equal to the number of possible conditions that the system can control. Not all individuals have the appropriate tools or responses necessary to handle all disruptions and levels of stress exposure (Cohen, 2013; Palumbo & Manna, 2018). The response that occurs may be behavioral and exclude one's cognitive control, such as a reflex or hormonal reaction.

The response an individual has could be a combination of cognition and behavior. In 2003, Lewis and Stewart argued because the Law is a fundamental law of organizations, individuals are called to develop information management skills and decision-making capacity to handle the complexity arising in their competitive environment. Ashby's Law demonstrates how burnout and stress, as defined in the multidimensional theory of burnout, will influence an individual’s behavior to cope with stress and maintain equilibrium.
For example, consider a higher education faculty member and their complex positions and daily work. They may lead complex research, prepare for and teach classes, mentor graduate students and facilitate graduate committees, serve on boards and task forces related to their industry, and address the endless challenges and complexities involved with each student, colleague, and administrator that will inevitably arise. Each variable has the potential to be a disruption to the individual’s equilibrium, including, but not limited to, students and colleagues showing up unexpectedly with issues, class scheduling, committee, and board obligations, mentoring, research deadlines, and lack of resources. An example of a system supplying a requisite response for each disruption is provided in Figure 3 (Global Risk Insights, 2014). The diagram below demonstrates requisite responses, both inappropriate and appropriate, to a disturbance or stressor. As illustrated here, appropriate response controls or mitigates disruption to the system. An additional illustration of appropriate participant responses related to risk can be viewed in Appendix F.

![Law of Requisite Variety Illustrated](image)

*Figure 3. Law of Requisite Variety. (Requested permission to reprint for educational purposes)*
Correlation between Multidimensional Theory of Burnout and Ashby’s Law

There is an indication of a correlation between the various aspects of burnout and specific coping techniques, for example, problem-focused versus emotion-focused coping. Problem-focused coping behaviors work to reduce or resolve particular threats or negative consequences, such as controlling symptoms or finding ways to overcome illness-related obstacles to engaging in work tasks (Cameron & Wally, 2017). Emotion-focused coping involves the management or regulation of emotional distress caused by illness experiences. For example, managing one's fears about treating illness by speaking about it to a spouse or seeking reassurance from a doctor (Cameron & Wally, 2017). Necessary coping techniques are directly connected to the theoretical framework through Ashby’s Law of Requisite Variety (Cooper & Cummings, 1979).

The Law of Requisite Variety overlaps with the other component of this research’s theoretical framework—Maslach’s (1998) Multidimensional Theory of Burnout or MDB. They both indicate that stressors encountered in an organism’s environment require a response to buffer the effects. If the organism has a requisite reaction, then homeostasis will be achieved. If the organism does not possess the appropriate response, the result may be burnout.

Ashby’s Law focuses on coping mechanisms an individual may possess. At the same time, Maslach’s theory is the resulting consequences of one’s inability to cope or handle the disruption or stress to which the individual is exposed. In Maslach’s model, the third dimension is reduced personal accomplishment (inefficacy; Maslach & Leiter, 2016) described as “reduced productivity or capability, low morale, and an inability to cope” (Maslach & Leiter, 2016). This inability to cope demonstrates a situation of not possessing the requisite tool to address a stressor to one's system or the environment as outlined in Ashby’s Law.
Ashby's Law suggests the more variety of responses or actions available in a system, the more variety of disruptions the system will compensate for (Cohen, 2013). In burnout situations, when the individual has reached the dimension of a reduced sense of personal accomplishment, they are unable to cope. Without a response to act as a buffer between the disruption (or stressor), the individual's homeostasis will be disrupted, resulting in chaos (Cohen, 2013).

**Salient Literature**

To contextualize this research and understand the challenges of women administrators, specifically in agriculture colleges, may face a review of select literature was imperative. The following literature was compiled to demonstrate the different sets of challenges female administrators meet in male-dominated land-grant institutions.

**Burnout**

Schonmefld and Bianchi (2016) examined the overlap between burnout and depression. In this study, the Shirom-Melamed Burnout Measure (SMBM) was used. The population for this research was composted of 1,389 public school teachers from 19 different U.S. states. These teachers were asked to complete an internet survey that consisted of the SMBM, the nine-item depression module of the patient health questionnaire. The questionnaire examined job adversity, workplace support, stressful life events occurring outside of work, and demographic and health-related forms (Schonmefld &Bianchi, 2016). The SMBM was used to identify samples of individuals affected with burnout.

Findings proved a strong correlation between burnout and depression. Schonmefld and Bianchi (2016) found “the state of burnout is *not* a passing response to a transient stressor; it is supposed to reflect the end stage of a process of resource depletion at which the sufferer, drained, experiences an adaptive breakdown” (p. 31). While burnout and depression were found to be two
distinct entities, Schonmelt and Bianchi (2016) posited sometimes this could convey the idea that burnout is a lesser condition, thus discouraging someone exhibiting burnout symptoms to seek professional help or treatment. They felt if burnout is recognized as a depressive syndrome, those affected by it may be more included to engage in healthcare-seeking behaviors (Schonmelt & Bianchi, 2016). When considering this research with the current study, it confirms while burnout and depression are two very different conditions, they can overlap and be experienced simultaneously. The term burnout has become so common that the condition is not considered as serious as depression. These findings suggest it will be viewed as a severe condition by promoting education about burnout, thus increasing the behavior and mentality that healthcare assistance is necessary to treat the condition.

Soares, Grossi, and Sundin (2007) conducted a study that examined the occurrence of burnout as it correlated with demographics/socio-economics, work, lifestyle, and health. Participants were a sample of 3,591 randomly selected women from the general population. The study was cross-sectional, with data being collected for eight consecutive weeks. Questionnaires were sent to the participants' homes with instructions on completion and asked them to complete and return. The findings indicated that significant factors of burnout are a chronic deficiency in an individual's energetic resources.

Factors such as financial strain, work demands, depression, and somatic ailments were independently associated with high burnout. These findings indicated that the impact on women may be profound and should have immediate attention and possible intervention to improve burnout (Soares et al., 2007). Concerning the current study, this research provides insight into what factors correlate with women experiencing burnout.
The condition of burnout has been studied consistently related to those working in healthcare, especially physicians. Shanafelt et al. (2015) evaluated organizational leadership's impact concerning personal satisfaction and burnout on physicians employed in a large health care organization. Physicians and scientists who worked for the Mayo Clinic in supervisory roles were surveyed and asked to rate their immediate supervisor’s leadership qualities in 12 specific areas. A total of 2813 individuals participated in the study. Shanafelt et al. (2015) concluded these supervisors' leadership qualities impacted the well-being and satisfaction of the individual physicians within the organization. Results included participants experiencing the stages of burnout with 38% of physicians reporting high emotional exhaustion, 15% high depersonalization, and 40% at least one symptom of burnout. There was found to be a strong association with satisfaction and burnout at the individual physicians’ level. (Shanafelt et al., 2015). The supervisor's burnout level was not found to be related to the prevalence of burnout within their department or division. Well-being and professional satisfaction affect the quality of care that physicians provide to their patients (Shanafelt et al., 2015). These results, with the current study, indicate recognition is needed on the necessity for reducing burnout and the development career satisfaction is not only the responsibility of the individual but that of the organization for which they work.

The relationships among job burnout, turnover, workplace incivility, and job performance were studied by Rahim & Cosby (2016). Literature indicates that incivility in the workplace has become more prevalent (Rahim & Cosby, 2016), including threats, gossip, disrespect, demeaning language, and sending inappropriate emails. Rahim and Cosby (2016) completed their research using a dyad survey to collect data and structural equation modeling for the data analysis. Findings demonstrated that workplace incivility had a negative association with job performance.
Workplace incivility was positively associated with job burnout, which, in turn, was positively associated with turnover intention (Rahim & Cosby, 2016, p. 1262). This research has implications for the context under study here in that it is necessary and appropriate to enhance those in a supervisory capacity's social skills. These skills help these people in supervisory positions interact effectively with staff and better play a role in their success. These skills are essential as, without them, the negative experiences become cumulative and result in burnout.

Lu and Gursoy (2016) studied the possible generational differences in the relationship between job burnout and employee satisfaction. These researchers examined the hotel industry as a service-oriented industry that is a stressful environment for its workers (Lu & Gursoy, 2016). Participants from hotels owned or managed by a North American branded hotel management company were asked to participate. Human resource managers at each hotel distributed self-administrated questionnaires to the managers in each department. During the staff meetings, the managers encouraged their employees who have frequent contact with customers to participate in this study. This study utilized the MBI–General Survey (MBI-GS) to measure the hospitality workforce's burnout conditions.

Results indicated, when comparing the generations, there was a significant moderating effect of age on the relationship between emotional exhaustion, job satisfaction, and turnover intention, and the relationship between job satisfaction and turnover intention (Lu & Gursoy, 2016, p. 15). Millennials reported the symptoms of lower job satisfaction and a greater turnover intention than the older generation when exhausted. Lu and Gursoy (2016) found the older generation may be more willing to tolerate emotional depletion symptoms rather than attributing it to their job due to the strong emphasis they place on their career (p.15).
The impact of stressors on an individual’s overall well-being depends on how the stressor is perceived (Lu & Gursoy, 2016). Factors such as values, expectations, and preferences will influence the interpretation and perception of stressors. Burnout can affect people of different ages for different reasons. When considering this research with the current study, while their environments may differ, it demonstrates that burnout will result in any environment where there are levels of high chronic stress.

**Burnout in Women**

Moore, Ziegler, Hassler, Singhal, & LaFaver (2019) sought to investigate burnout among female neurologists in the U.S. The goal of this study was to determine the prevalence of burnout among women neurologists and identify factors that may lead to burnout within this group. An online survey was sent out to participants. The Mini-Z survey was used, and questions about current work settings, family and childcare responsibilities, work-life balance, experience with gender discrimination, satisfaction with their career, and career change plan were used to assess burnout (Moore et al., 2019).

Findings indicated burnout symptoms have been identified in more than half of the physicians in the United States and are having adverse effects on a physician's professional life and personal life (Moore et al., 2019). Medical errors, nosocomial infections, malpractice, and patient mortality can result from professional impacts due to burnout. Over half of neurologists in Moore et al.'s (2019) study reported experiencing at least one symptom related to burnout. "Burnout rates are higher among women physicians, who face unique challenges such as harassment, gender discrimination, income inequity, increased prevalence of work-home conflicts, and difficulties advancing academically compared to their male counterparts" (p. 515). Associations between high stresses (self-rated), perceived discrimination, long hours at work,
lack of control over their schedule, and burnout were found. In addition to increasing work-related demands, family responsibilities and job dissatisfaction played an essential role in burnout in this group. Duties related to the pressure surrounding family care was found to be great for women, who “spent 8.5 hours more per week on domestic duties than men and are more likely to experience work-home conflicts” (Moore et al., 2019, p. 522). While most of the research is concentrated within the healthcare industry, this research demonstrates that the condition of burnout may impact other helping professions that have factors such as perceived discrimination, high-stress levels, long hours, and or a lack of control.

Organizational factors have been found to increase stress-related disorders, particularly in women (Grossi, Perski, Evengard, Blomkvist, & Orth-Gomer, 2003). Grossi et al. (2003) studied working women, within the public sector, who have been diagnosed with low- and high-levels of burnout and the physiological correlation. The public sector was selected as this group has a prevalence of stress-related disorders due to the workplace's psychosocial conditions. Using several questionnaires, “white-collar” employees at three social insurance offices were screened for the study's eligibility. As a result, 137 employees were asked to participate in the research. Screening questionnaires assessed sociodemographic variables. Maslach Burnout Inventory, Pines Burnout Measure, Shirom-Melamed Burnout Questionnaire, Beck’s Depression Inventory, Spielberger’s State, Trait Anxiety Inventory, the Maastricht Questionnaire, and Kaolinska Sleep Questionnaire were all used as tools to collect data. Blood samples were taken for physiological measurements. Researchers found evidence that participants with high-levels of burnout did not have significantly more demanding jobs but were found to have less control within the workplace resulting in increased strain (Grossi et al., 2003).
This group reported having less social support within their workplaces and higher emotional distress and sleep impairment rates. The significant finding applicable to this research was that the lack of workplace control and social support directly impacts burnout. For this study's context, these findings are significant as they suggest those lacking a support structure within their workplace may be at a higher risk for burnout.

Hall, Schmader, and Croft (2015) studied the social identity threat to promote women in STEM and obtain a better understanding of social identity threat experience. The goal was to examine social identity among working professionals and how it may undermine productivity and well-being. Participants were asked to complete ten daily diary surveys online from home over two weeks. These diaries were then analyzed to determine any of the experiences or encounters among colleagues who could trigger or threaten one's social identity. Results indicated women leave the engineering field at a higher rate than their male counterparts and a higher rate than in the other STEM professions (Hall et al., 2015). Social identity threat is experienced among professional women in STEM when partaking in conversations with male colleagues that result in experiencing feelings of incompetence and a lack of acceptance. Hall et al. (2015) found these types of experiences can predict daily feelings of burnout. This is relevant to the current research as it demonstrates that women may leave due to feelings of not being accepted or being incompetent as a result of their male counterparts in the male-dominated STEM fields. Implementing inclusive workplaces would foster positive interpersonal interactions that would assist in creating safe identity environments for the staff that works there.

Elliot, Garg, Kuehl, DeFrancesco, and Sleigh (2015) studied burnout related to developing programs to enhance and extend women law enforcement officers' careers. Elliot et al. (2015) performed a Safety & Health Improvement: Enhancing Law Enforcement Departments
(SHIELD) study. This was a randomized controlled trial of law enforcement personnel in Oregon and southwest Washington. Three hundred nine law enforcement officers (67 female and 242 male) participated in the research. The participants completed a written survey.

Questions from the emotional subscale from the Maslach Burnout Inventory were used to assess burnout. While gender did not seem to be a predictor of burnout, the results indicated women law enforcement officers had higher burnout scores and experienced feelings of burnout significantly more than their male counterparts. Stress among peers was higher with a trend toward more significant amounts of personal stress. These women had increased feelings of depression, personal anxiety, and perceived stress among peers despite having regular exercise and healthy eating habits. Elliot et al. (2015) found an increase in fatigue and deficits in their sleep. This study is related to the current research as it is concentrated on women working in a predominately male field. The women who were part of the population were significantly impacted by stress among their peers, indicating these male-dominated environments may cause undue stress on the women working within them.

Recommended Responses to Stress

When individuals experience prolonged exposure to stress, they are more susceptible to burnout or gradual depletion of their intrinsic energetic resources. These resources include emotional exhaustion, cognitive weariness, physical fatigue, and health issues (Ginoux, Isoard-Gautheur, & Sarrazin, 2019). The literature cites recommendations for the prevention, reduction, and combat for stressors that may result in burnout (see Appendix H). The responsibility to combat the risks related to burnout does not fall solely on the individual but is shared with the employer. The risks associated with burnout decreases when the individual and employer implement measures to recognize, prevent, and combat symptoms.
One recommendation for the reduction of burnout in helping professions, specifically with physicians, is the development of greater mindfulness. In this context, mindfulness is related to the quality of one being fully present and attentive during everyday activities. Krasner et al. (2009) studied whether an intensive education program concentrated on mindfulness, communication, and self-awareness was associated with improvement in physician’s well-being, psychological distress, burnout, and their capacity to relate to their patients. The research was a before-and-after study that included 70 primary care physicians participating in a continuing medical education course. The participants were asked to complete five sets of self-administered surveys based off the 2-Factor Mindfulness Scale, the Jefferson Scale of Physician Empathy, the Maslach Burnout Inventory, the Physician Belief Scale, the Mini-markers of the Big Five Factor Structure personality scale, and the Profile of Moods States (POMS).

Findings indicated this educational experience resulted in positive changes in physicians’ empathy and psychosocial beliefs. “Mindfulness-based interventions are increasingly frequent in health professions education and have demonstrated improvements in anxiety and mood disturbances in medical and premedical students, and reductions in burnout among a selected group of family medicine residents” (Krasner et al., 2009). The research indicated physicians who participated in this program experienced improved personal well-being, including burnout and enhanced mood. They experienced positives changes in their level of empathy and psychosocial beliefs. Both of these traits are indicators of a patient-centered orientation to medical care, which increases patient trust, appropriate prescribing, reduced amount of health care disparities, and lower health care costs.

When considering this study with the current research it demonstrates employer education intervention focused on mindfulness, self-awareness, and improved communication
skills play a role in coping with stress and combating burnout. The employer providing this educational opportunity will not only benefit the individual, but also the organization by mitigating the effects stress may have on them. Skills learned during this program lower participants’ reactivity to stressful events and allow them to have greater resilience when faced with adversity (Krasner et al., 2009).

Rupert, Miller, & Dorociak (2015) examined possible solutions for reducing or preventing burnout among psychologists. The objective was to answer the following questions: what job demands increase the risk for burnout?; What job resources decrease the risk for burnout?; What personal resources reduce the risk of burnout?; and How does home life influence the risk for burnout? For this research, they drew from the theoretical models of burnout and empirical studies with psychologists and literature.

Findings indicated the importance of monitoring work demands to not only prevent feelings of being overwhelmed but to ensure involvement with work activates that may build a positive sense of accomplishment (Rupert et al., 2015). They found a psychologist’s response to work demands may be a crucial factor in determining burnout. Rupert et al. (2015) emphasized the importance of “job-fit” for individuals as a mismatch between a job and an individual can lead to emotional exhaustion, depersonalization, and dissatisfaction with their job. When individuals have a sense of control related to their work, such as the ability to structure work life, so demands do not become unmanageable, this allows the individual to not only meet the demands of their work but build a sense of personal accomplishment. Employers can assist their staff by enabling them to share feedback and have some autonomy with their roles. Rupert et al. (2015) discussed workplace support as a significant resource to combat burnout prevention as it assists in building a sense of personal accomplishment. The burden of stress prevention and
management should not fall on the individual alone. To help employees, organizations should provide the opportunity for their staff to have formal support mechanisms, such as support groups, in place. These formal support mechanisms would give dedicated time to explore the employee’s feelings about their work. This provides an opportunity for interdisciplinary support and an opportunity for staff to come together to discuss common issues. An additional support mechanism workplace can supply is mentoring. Employers can provide newer staff members mentoring from a more experienced practitioner. This provides a resource familiar with the work and can be a sounding board. In addition to organizational support, personal support outside of work is crucial. Support from one’s family has been related to less emotional exhaustion in the workplace (Rupert et al., 2015).

This research has indicated the implementation of escape-avoidance and emotion-focused coping leads to higher levels of burnout. Examples of escape-avoidance would be wishing a situation would go away, using substances, or sleeping more. Escape-avoidance is related to high levels of emotional exhaustion and depersonalization, and lower levels of personal accomplishment (Rupert et al., 2015). These coping mechanisms are not recommended. Maintaining a sense of control, reflection on positive and satisfying experiences related to work, work-life balance, and self-monitoring are recommended to combat aspects of burnout, specifically emotional exhaustion. Additional recommendations ranged from self-awareness and self-monitoring to having active cognitive strategies for gaining a constructive perspective on one’s work, setting appropriate boundaries, and the importance of having interests outside of the workplace. This research is related to the current study as it demonstrates each individual’s response to their work can impact their level of satisfaction and risk of burnout. It is crucial to
ensure there is are appropriate recourses at home and work and a balance between work and personal lives.

Meier and Bresford (2006) studied challenges that face palliative care professionals who work with seriously ill patients. The objective of their research was to determine recommendations for how to prevent burnout for this highly susceptible group. In examining the literature and speaking with palliative care practitioners, Meier and Bresford (2006) were able to compile approaches to not only manage stress and burnout but potentially prevent it. Their findings indicated individuals need to practice self-awareness, self-reflection, and self-monitoring. These tools will allow one to be aware of when their stress level is peaking and what factors associated with their job impacts that level. By being mindful of the origin of their stress, personal triggers, and what may be depleting one’s work help manage stress. As individuals practice self-awareness and self-monitoring, they will be able to clearly define their limits (Meier & Beresford, 2006).

Techniques such as journaling, regularly discussing one’s situation with a colleague, and personal reflection are recommended to aid in the management of individual stress levels. Another recommendation part of the findings was to have a supportive interdisciplinary team to provide meaningful support. Meier and Bresford (2006) stated “having some sense of control over your working conditions and autonomy over what you do and who you care for is worth fighting for, even though some aspects of every job will be beyond your control” (p. 1047). To aid in the management and prevention of stress and symptoms of burnout, the recommendations included some institutional interventions. Formal, scheduled support mechanisms, such as a support group dedicated to discussing personal feelings about work and problem-solving, provide staff a supportive outlet to discuss their feelings and triggers of stress. They
recommended having an experienced practitioner as a mentor in the workplace to assist with employee stress and burnout. Having a colleague who is experienced and perhaps had similar experiences will aid staff in navigating difficult and stressful situations. Those exposed to stressors must make their wellness a top priority. This can be done by focusing on self-care at a basic level. Meier and Beresford recommended individuals take time to ensure they have fun and laughter in their lives. Some have found personal practices, which may contain spiritual components, including meditation and yoga, have been helpful. In addition to mental activities, the study recommended personal techniques include physical release such as exercise (Meier and Beresford, 2006).

When considering this research with the current study, it is essential to realize the individual is not the only one who can prevent stress, burnout, and compassion fatigue. The institution bears responsibility and plays a significant role in their staff’s well-being and satisfaction with their position. By implementing recommendations on an individual and intuitional level, the management of stress, and the risk of developing burnout decreases.

Krusie (2018) examined potential organizational solutions to assist in the prevention of burnout among healthcare professionals. To explore the institutional responsibilities associated with this topic, literature and prevention programs were studied. The research examined what can be done on an organizational level to assist their staff with managing stress and burnout. The findings made several recommendations. The first recommendation was that a current-state assessment of an organization should be done to identify existing programs and sources related to the expertise of specific organizations (Krusie, 2018). Programs and educational resources related to the promotion of high-quality behavioral health is recommended. To assist with critical incident stress management, the creation of a RISE (Resilience in Stressful Events) team may be
beneficial to help with stress management. While some individuals may be reluctant to utilize an employee assistance program, if possible, ensuring confidentiality may encourage staff (Krusie, 2018). Educational opportunities to train leaders to recognize stress and burnout, enhance communication skills, and be advocates is a valuable resource.

Krusie (2018) stated a burnout prevention program must go beyond just treating the symptoms and begin at the root cause of the problem (p. 26). Autonomy and control are cited as critical factors in understanding the prevention of burnout. Providing staff with a sense of self-direction and independence in their work can increase engagement and personal ownership. Another recommendation for institutions to aid their team in combating burnout is having leaders who are available to listen and encourage their staff to provide feedback (Krusie, 2018). The implementation of servant leadership systems that outline the attributes and competency the organization’s leaders are expected to display may be helpful. This ensures leadership’s principles are aligned with coaching and mentoring needed to provide continuous improvement and support of the staff. Concerning the current study, there is a further implication that the individual alone cannot manage and combat such high-level exposure to stress but needs their employer to play a role.

Ginoux and Isoard-Gautheur (2019) investigated the benefits of workplace physical activity intervention related to reducing work-related burnout. This research compared participation in a 10-week program that included two Nordic walking sessions per week compared to another leisure activity or a waiting list control condition to determine which is most effective in improving employee well-being at work. The study allowed researchers to compare the physical activity to other leisure activities and the influences of the context of physical activity in practice on burnout and vigor.
The results indicated the implementation of physical activity interventions in the workplace are an effective way to promote vigor among employees and prevent burnout. Findings suggested another option to combat burnout is through vigor (Ginouz & Isoard-Gautheur, 2019). Ginoux and Isoard-Gautheur (2019) defined vigor as “one’s feelings of possessing physical strength, emotional energy, and cognitive liveliness.” These characteristics have been related to higher performance and job satisfaction. This research is related to the current study, as it indicates institutional intervention is beneficial to combating burnout. An employer can do this by offering opportunities for their staff to participate in physical activity. Physical activity has consistently been related to an increase in one’s vitality and a decrease in burnout. By both the individual and institutional implementation of physical activity, it will not only combat burnout but also improve activity levels and impact the individual’s health.

Women in Higher Education

Baker and Bobrowski (2016) examined the lack of inclusivity in academia's leadership positions in the southeastern United States. This research aimed to identify a potential relationship between the gender composition of individual institutions' upper administrations and the pay trends and hiring practices as they differ between men and women. Eight doctoral institutions included in the study were a subset of land grant universities within the Southeastern United States. Data for this research was provided by the American Association of University Professors, the American Association of University Women, and the National Center for Education Statistics (NCES).

Baker and Bobrowski’s (2016) findings indicated women are underrepresented in these organizations in the ranks of a full professor and administrative positions. “Power is shared among a homogeneous voice that, in some cases inadvertently, devalues, minimizes, and
dismisses the contributions of women” (Baker & Bobrowski, 2016, p. 82). They noted primarily non-African American males mandate the policies that influence women in academic leadership roles. Finally, the results demonstrated none of the study institutions had been able to reach parity in the hiring, pay, or promotion for faculty members. Baker and Bobrowski suggested if women do not have the same opportunity to be in decision-making conversations and selected for advancement into administrative roles, the results may negatively impact their careers. The sense of “powerlessness among women that can not only cripple careers but has an extremely negative effect on the progress of the university as well as the community in which the university is located” (Baker & Bobrowski, 2016, p. 83). These results relate to the current research as it provides further evidence that women in academia who experience dissatisfaction with their role or higher risk in developing burnout.

Similarly, Baker, Bobrowski, Brauss, Gramberg & Linn (2015) performed a study that explored the framework of gender inequity related to hiring, pay, and promotion within land-grant universities in the Southern Eastern Conference (SEC). This research's objective was to determine if a lack of women in academic leadership slows the rate at which women at these institutions advance toward equity in pay, hiring, and promotion. Or perhaps it slows the rate of advancement for women faculty to stop them from entering leadership roles at a pace correlated with their representation within the university (Baker et al., 2015). Baker et al. used public information provided by the American Association of University Professors (AAUP) to examine the percentage of pay women earned compared to their male counterparts at eight SEC doctoral-granting land grant institutions within the South. Raw data related to education was obtained by the National Center for Education Statistics (NCES).
Findings indicated the fewer women were hired, the fewer women receive promotions, and therefore fewer women can achieve a high-level administrative appointment (Baker et al., 2015). They concluded an issue is known as "the pyramid problem" existed among the eight SEC doctoral granting land grant institutions. This problem is summarized as fewer women being at the top of the pyramid or academic hierarchy. The women who do achieve these roles are paid less than their male counterparts. Results indicated this issue might impact family formation as the women at the top of this academic pyramid are much less likely than men to have children. At the bottom of the academic hierarchy, there are far more women than men working in adjunct and part-time roles, and they are disproportionately women with children (Baker et al., 2015). This research suggested institutions to move toward equity in pay, hiring, promotional practices, etc., by considering changes to their culture to value women's contributions and demonstrate this value with flexibility and support ensuring equality of opportunity. This study is related to the current research as it provides further evidence that women are underrepresented within higher education and higher education leadership roles. These findings indicated the beginning of a cyclical issue as women are not in positions of authority, respect, or decision-making power.

Mars and Hart (2017) explored the academic and professional aspirations, perspectives, and experiences of women who selected to pursue a graduate degree in the STEM field at land-grant universities within the U.S. These programs represent entry points into careers within agriculture that have been shown to favor men and masculinity (Mars & Hart, 2017). Specifically, researchers and policy advocates are looking at women’s experiences breaking into the specific field of agriculture. This quantitative case study explored the perspective of 11 women graduate students in STEM at agriculture colleges at three land-grant research universities. In-depth, semi-structured interviews were conducted. Results demonstrate an
increased interest in the roles and status of women within agricultural communities (Mars & Hart, 2017). The researchers found the study participants were unaware of the gendered subtexts, organizational logics, and ideal worker norms standard in male-dominated fields (Mars & Hart, 2017). The academic and professional agency expressed by the women were compromised, if not threatened, by the masculinization of the agricultural domains in which they intended to enter as emergent professionals.

The conciliations and threats were subtle and not outwardly apparent to the women. (Mars & Hart, 2017, p. 268). The results indicated women were not prepared for the realities of some predominately male environments, such as agriculture and other gendered career pathways.

"Masculine privilege can be reproduced in large part through its obscure, yet pervasive presence" (Mars & Hart, 2017, p. 277). When considering the current research, this study contributes as it has provided attention to the need for a better understanding of conditions and experiences that influence and shape the opportunities for women in masculinized domains such as agriculture (Mars & Hart, 2017). This work promotes the integration of gender bias discussions inside and outside of the classroom

Allen and Flood (2018) studied the relationship challenges women face in higher education settings and with their colleagues, along with experiences of relational aggression, perceived causes, and perceptions regarding female colleagues' relationship. This research aimed to characterize how women in higher education environments respond to incidents of relational aggression. Allen and Flood used a convenience sample of women who participated in leadership development programs in North Carolina. Fifty-one women completed questionnaires for this research. Of the participants, 67% (34 individuals) expressed having experienced instances of relational aggressive behavior. These 34 individuals were invited to participate in semi-
structured interviews, with 19 agreeing to the interview. The findings showed that 30% of the participants acknowledge having feelings of avoidance toward the aggressor or wanting to keep to themselves after an incident (Allen & Flood, 2018, p. 19). Others focused on their larger objective and viewed their negative situation as a steppingstone to another position. Still, others engage in self-blame, retaliation, or defiance. A common reason participants cited for the aggressor's behavior is a lack of confidence in their job performance and abilities. This study indicated women are highly susceptible to episodes of aggression at other women's hands when working in higher education. This research is related to the current study. It demonstrates regardless of the perpetrator being a man or a woman, women face unwelcome, cold environments within higher education. The numerous obstacles and challenges may be acting a deterrent for women working in or even considering careers within higher education.

**Gender Discrimination**

Several gender-based studies have concentrated on factors ranging from misrecognition and biased assessment procedures to the “good ole’ boy” networks, sexual harassment, and gender scientific excellence (Carpintero & Gonzalez Ramos, 2018; Jensen & Deemer, 2018; Moore et al., 2019). Carpintero and Gonzalez- Ramos (2018) examined the gender distribution of responsibilities and evidence of gender bias in academia. Attention was given to gender-based discriminatory practices that may have an accusative impact and potentially cause the woman's well-being to suffer. Ten case studies were conducted to compare scientific performance and academic cultures in different disciplines and research institutions in Spain from the perspective of gender. The researchers analyzed 36 semi-structures biological interviews conducted in 2015 and 2016. Results indicated because women are considered “outsiders” in academia, they feel
pressure to be “worthier, which may compel them to internalize to a large extent the precepts of high productivity expectations” (Carpintero & Gonzalez Ramos, 2018, p. 4).

Further, the researchers noted researchers who have responsibilities outside of their careers, mainly women, are at a higher risk of adverse psychosocial outcomes due to gendered divisions of work (Carpintero & Gonzalez Ramos, 2018). Maybe most importantly, this study found psychosocial dangers for men and women academics. These risks increase when job insecurity and precariousness are present. The result may be a breakdown of collegiality, cold work environments, low academic quality, and burnout (Carpintero & Gonzalez Ramos, 2018). These findings relate to the current research as it demonstrates psychological harm is increasing in gendered institutions. Masculine power relations in these institutions have resulted in unwelcome environments that hinder women's advancement within the academic organization (Carpintero & Gonzalez Ramos, 2018).

Jensen and Deemer’s (2018) research examined the unwelcoming and “chilly” climate women scientists encounter as undergraduate STEM (science, technology, engineering, and mathematics) students. “The underrepresentation of women in STEM is often explained through intrapersonal factors that place the burden on women to improve their situation” (Jenson & Deemer, 2018, p. 99). Jensen and Deemer (2018) adapted the Maslach Burnout Inventory-Student Survey (MBI-SS) and the Maslach Burnout Inventory-General Survey (MBI-GS) to measure burnout among 363 women undergraduate STEM students in the Midwest. These items were rated on a seven-point Likert scale via a Qualtrics survey. Findings indicated the climate made women feel more detached from their studies and emotionally exhausted (Jensen & Deemer, 2018). Further, the researchers found a cognitive form of academic burnout and identity
interference related to the degree to which the participants felt their academic climate was unwelcoming.

Jensen and Deemer’s (2018) findings indicated a sense of identity for these women played a significant role. Women experienced incongruence between their identities as women and as scientists resulting in feelings of being emotionally drained. This caused them to feel more skeptical of the importance of the work they are doing and a lack of competency as students. These findings support the idea that having a stronger sense of identity can serve as a protective factor against discrimination (Jensen & Deemer, 2018, p. 102). The results of this research related to the current study demonstrates an opportunity for educators to promote academic environments that minimize gender bias and encourage women to enter STEM. This research highlighted the importance of improving the climate on campus for female scientists and the need to provide female scientists with identity support.

Masser and Abrams (2004) examined the association between hostile sexism and negative evaluations of a female candidate when being considered for a masculine-typed occupational role. In this experimental study, Masser and Abrams asked 307 participants (144 men, 137 women, 26 unspecified) to consider the curriculum vitae of either a man or a woman applicant for a management position. The participants were asked to indicate the degree to which a series of traits were descriptive of the candidate and the candidate's perceived employability in the management position. (Masser & Abrams, 2004, p. 611). Findings indicated hostile sexism was related to the negative evaluation of and lower recommendations of the female candidate for any male role. Participants who had scored higher in the areas of hostile sexism were more likely to recommend a male candidate over a female candidate for a managerial position. Benevolent sexism was found to be unrelated to the evaluations and recommendations. Considering these
findings related to the current research provides evidence that women have negative workplace experiences due to their male counterparts viewing them as a threat. Women are not being viewed as a colleague or an asset to the workplace but rather as an obstacle or threat to a man's status.

Verniers and Vala (2018) examined the psychosocial processes involved with the persistence of gender discrimination in the workplace toward women. Using the 2012 and 1994 ISSP family and changing gender roles cross-national survey, the researchers selected 18 countries that participated in both surveys. The data file for the 2012 survey included 24,222 participants (54.4% women), and the 1994 survey included 27,410 participants (54.4% women). A four-step analysis was then performed, including hierarchical regression analysis, Confirmatory Factor Analysis, a test of the hypothesize mediation, and a test of hypothesized moderated mediations (Verniers & Vala, 2018). Findings related to the hierarchical regression analysis found sexism and motherhood myths predict resistance to women's work, over other factors. The structural equation modelings confirmed motherhood myths mediate the relationship between sexism and opposition to women's career following a birth.

The moderated mediation results found the indirect effect reaches significance in each survey in almost all countries examined without a substantial difference (Verniers & Vala, 2018). These results demonstrate discrimination toward women does predict resistance to women and their work within the workplace. Concerning the current research, findings indicate opposition to women in the workplace may be related to women being mothers and giving birth. This research provides underlying causes for the adverse treatment and resistance women face in the workplace.
Chapter Summary

This research utilized the theoretical framework of multidimensional burnout theory (Maslach, 1998) and Ashby's Law of Requisite Variety (Cummings & Cooper, 1979; De Raadt, 1987). The framework provides a basis not only for the resulting behaviors of stress, but the coping mechanisms being implemented to combat the stressor(s). Humans, like any other organism, need to maintain a regulatory process for survival. When stress is experienced, the individual implements coping behaviors in response to the stress to buffer potential disruption and maintain their state of equilibrium. Coping behaviors are learned to aid in surviving stress and turmoil within the environment. These coping behaviors may not be enough to combat the stressor, potentially resulting in the individual experiencing compassion fatigue, burnout, and job dissatisfaction.

The workplace is no different from any other environment. The presence of stress has an impact on individuals in a variety of ways. Together, the theory and Law applied within this research demonstrate the effects of burnout and stress within a work environment, resulting in symptoms that may impact the individual and their career satisfaction. Factors such as gender and stereotyping play a role as potential stressors for women within academia. While men and women are biologically different, the opportunity and resources afforded to them to ensure success should be the same. Understanding some of the factors discussed, such as gender and gender bias, may begin to change individuals’ perspectives who may ascribe certain traits, personalities, and roles to women. This would be a hopeful step in the direction of increasing women within leadership roles.
CHAPTER 3: METHODOLOGY

This chapter discusses the methodology used in completing this study on female administrators in land-grant universities (specifically in colleges of agriculture) and their experiences related to burnout, compassion fatigue, and job satisfaction. The research design, population, data collection and analysis, and trustworthiness of the study are discussed.

Guiding Research Questions

This research used a phenomenological approach to investigate and make meaning of the phenomenon of being female while holding high-level administrative positions at land-grant institutions within colleges of agriculture-related to burnout and compassion fatigue. This was done by examining the participants’ authentic perspectives and lived experiences. To stay true to the fundamentals of the method, this study was guided by the following research questions:

1. What are the lived experiences of high-level female administrators at land grant colleges of agriculture?
2. What are the experiences as they particularly relate to career burnout, compassion fatigue, and job satisfaction?
3. What are the consequences of stress, stress coping mechanisms, and implications of long-term stress exposure?

Epistemological Position

An individual’s history, experiences, beliefs, and values, shape the realities they live each day. I believe no two individuals’ realities can be the same because each individual is crafting and creating those realities based on the very things that make them unique. Where someone is situated within a context will shape how they experience a phenomenon differently than others involved. The constructivist epistemology is based on understanding the world of human
experiences (Mojtahed, Nunes, Martins, & Peng, 2014). Constructivism focuses on “the meaning-making activity of the individual mind” (Crotty, 1998, p. 58). Constructivists “emphasize the instrumental and practical function of theory and construction and knowing” (Crotty, 1998, p. 57). Constructivism assumes “reality is socially constructed, that is, there is no single, observable reality. Rather, there are multiple realities, or interpretations, of a single event” (Merriam, 2009, p. 8). Simply, each person is creating and constructing their own reality. This paradigm emphasizes experiences, understanding, and meaning-making (Merriam & Tisdell, 2016). “Social constructivism,” a subset of constructivism, reflects the notion that the world individuals create in the process of social exchange is unique (Crotty, 1998). Essentially, social constructivists believe reality is created through their interactions with each other. Social constructivism “emphasizes the hold our culture has on us: it shapes the way in which we see things (even the way in which we feel things!) and gives us a quite definite view of the world” (Crotty, 1998, p. 58).

I believe researchers cannot gain a deep understanding of the realities others have constructed but researchers can listen to their stories and experiences to determine how they perceived an experience. The experiences and perspectives of the researcher will create a new lens to examine the participant’s reality. However, it is essential to hear directly from participants about their unique perceptions and interpretations of their experiences.

This paradigm was most appropriate as it not only allowed each participant to construct and share their experiences in ways that stayed true to those experiences without presuppositions of what those experiences did, or should have looked like but also aligned with my personal beliefs on how we obtain knowledge and know what we know.
Introduction to the Methodology

To understand the phenomenon of being female and femaleness, a qualitative approach was selected. The main objective of qualitative research is to understand the experiences of a particular individual or group and the meaning those individuals attach to those experiences (Denzin & Lincoln, 1994). By entering participants’ perspectives, researchers can go beyond determining a cause and effect, predicting, or describing certain groups, to explore and study the experiences under investigation (Merriam & Tisdell, 2016). Particularly in the discipline of leadership education and development, it is important to “understand the meaning people have constructed” concerning their environment and experiences that they have encountered in the world as it relates to their position (Merriam & Tisdell, 2016, p. 15). Qualitative research also uncovers “insights from existing or new concepts that may help to explain social behavior and thinking” (Yin, 2016, p. 9), which allows for a deeper understanding of specific topics and uncover beliefs, feelings, values, and motivations that quantitative research would not capture (Berkwits & Inui, 1998). This is accomplished via rich descriptive data found within field notes, interviews, and/or observations. All of these tools produce the descriptive data which in turn represents the lived experience of participants.

Because of the goal of this study, there was an opportunity to further refine the methods by implementing a phenomenological approach, to concentrate on the particular, salient phenomena of being female in this context. Phenomenology was defined by Husserl as “the science of essence of consciousness” (Smith, 2018). Phenomenology focuses on different forms of experience as we experience them, taken from the person who is living through the experience. Vagle (2014) described phenomenology as studying “what it is like as we find-ourselves-being-in-relation-with others and other things” (p. 20). A phenomenological approach
further centers on an individual’s perspective by including how they experience the world and interpret its meaning (Merriam, 2016). Phenomenological interview results are based on the participant’s descriptions of their personal experiences. In the case of this study, because the focus was not on measurements or explanations, valuable insight into participants’ feelings of burnout, compassion fatigue, and career satisfaction was gleaned.

**Population and Participant Selection**

The population for this research was administrators within colleges of agriculture at land-grant universities who identify as women. Individuals from both 1862 and 1890 institutions across the country made up the population. Women administrators at land-grant institutions were selected for this research as they are a minority within the White, male-dominated STEM fields at land-grant institutions. Participants’ demographic information will not be shared due to the limited number of women holding leadership positions within this field, jeopardizing the participant’s anonymity by making them easily identifiable. The anonymity of the participants is important as they have agreed to divulge information that may be sensitive including negative experiences with superiors or with the organization, generally, or instances of stereotyping or bullying, specifically. I identified a population of approximately 85 potential participants via university organizational charts, websites, and personal connections.

Next, I used purposeful sampling to determine the sample for the study. Purposive sampling is “based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (Merriam & Tisdell, 2016, p. 96). Berg (2001) described using a purposive sample for when “researchers use their special knowledge or expertise about some group to select subjects who represent this population” (p. 32). The specific qualifying criteria for the study were identifying as a woman
and holding a leadership/administrative position of a department head or higher at a land-grant institution in a college of agriculture, as those participants had unique experiences related to the context of this study. I organized the information gathered from institutional websites, etc. into a spreadsheet and coded to represent potential qualifying participants while still allowing for anonymity. After I collected this information, I contacted 83 potential participants, who met the qualifying criteria, via email and invited them to participate in the study. Of the 83 potential participants who were invited to participate, a total of 24 administrators responded agreeing to participate in the study. The interview process was completed by 22 participants. The 22 participants represented a range of demographic characteristics and professional positions from department head to dean, with years of experience ranging from 13 to 40 years.

Using thick description when writing about and describing this population aided in maintaining anonymity among those who selected to participate (Ponterotto, 2006) while still facilitating “the reader’s ability to visualize the sample including their relevant demographic and psychological characteristics” (p. 246). Further, this description enables the reader to have a deeper understanding of the population (Geertz, 1973) to help contextualize findings.

**Research Design**

The descriptive method of phenomenology Giorgi used is a version of Husserlian’s approach, however, it places the focus on the “importance of going to the description of others; assuming the attitude of the phenomenological reduction (bracketing); and the search for an invariant psychological meaning …” (Vagle, 2014, pp. 52-53). The phenomenological interview allowed me to focus on learning about experiences the participants lived through and the meaning they associated with those experiences. This approach is useful as “corrective both to
the ‘natural attitude’ of everyday life and to other scholarly approaches that gloss over the meanings of such experiential data, or even the data itself.” (Salter & McGuire, 2014).

The primary instrument used to collect data in this study was semi-structured interviews. Interviews were selected as a means of data collection as “the main purpose of an interview is to obtain a special kind of information” (Merriam, 2009, p. 88) seeking a complete description of the participant’s experience (Giorgi, 2009). For me to be able to respond during interviews with the flow of the discussion, a semi-structured protocol was created for the interviews based on the theoretical frameworks. These interviews required participants to describe their experiences, while I obtained results that were rich in detail. These phenomenological interviews allowed for rich detail to be obtained through the flow of discussion, body language, and other tacit information.

**Data Collection**

Data collection should be a “series of interrelated activities aimed at gathering good information to answer emerging research questions” (Creswell, 1998, p. 110). According to Merriam (2009), “qualitative inquiry, which focuses on meaning in context, requires a data collection instrument that is sensitive to underlying meaning when gathering and interpreting data” (p. 2). Humans possess a sensitivity to underlying meanings within the data, and therefore I, as the researcher, made an ideal instrument. During the interview, first-hand knowledge is exchanged and tacit knowledge is generated (Hoffding & Martiny, 2016). In this context, tacit knowledge is conveyed through one’s body language, facial expressions, and/or tone of voice. Also, during the encounter the knowledge generation process is interactive (Hoffding & Martiny, 2016).
Interviews were conducted via Skype, Google Hangouts, or via a telephone call. Before the start of the interview, participants received an informed consent form, making them aware of their rights regarding participation within the study. After the interviews were completed, I transcribed each interview and assigned each participant an alias to protect their identity. Further, I reviewed any observations noted during the interview and transcribed them with the recorded interviews. The information the participants provided was left in its original state for analysis (Vagle, 2014).

**Data Analysis**

Corbin and Strauss (1990) asserted “analysis begins as soon as the first bit of data is collected” (p. 6). I utilized “the usual methods suggested in the interview and fieldwork literature to assure the credibility of respondents to avoid biasing their responses and observations” (Corbin & Strauss, 1990, p. 5). Data collection and analysis occur simultaneously inside and outside of the field to maintain credibility as well as accuracy (Merriam & Tisdell, 2016). By comparing new data with the previously acquired and reviewed data, I kept bias in check. From the data, I developed categories, systematically reviewed them, and when possible combined them. This was done to update and create more current and relevant categories that corresponded with the ongoing and developing research.

When analyzing the data, the focus was placed on the participants’ descriptions of their lived experiences and the tacit information conveyed during the interview. It was imperative the words of the participant be represented without edit. The focus was on understanding the participants’ experiences via their descriptions of those experiences (Hoffding & Martiny, 2016). During the analysis of the data, I used horizontalization, reduction, and the whole-part-whole method.
Horizontalizations is part of the phenomenological reduction process (Eddles-Hirsch, 2015). This is a process in which the data are examined, and each statement is given an equal value at the initial data analysis stage (Padilla-Diaz, 2015). Each statement represents a segment of meaning. The segments are then categorized into themes (Chun, 2013; Merriam, 2009; Moustakas, 1994). With horizontalization there is an interweaving of person, conscious experience, and phenomenon. In the process of explicating the phenomenon, qualities are recognized and described; every perception is granted equal value, nonrepetitive constituents of experience are linked thematically, and full description is derived. (Merriam, 2009, p. 27, Moustakas, 1994, p. 96)

“The researcher’s role is to take this raw data and analyze it from within the phenomenological reduction” (Vagle, 2014, p. 53). Smith et al. (2009) described phenomenological reduction as a process intended to lead the inquirer away from the distraction and misdirection of their own assumptions and preconceptions, and back towards the essence of their experience of a given phenomenon. I used reduction to guide me back to the lived experience of the phenomenon to get back to its essence (Merriam & Tisdell, 2016). Reduction was achieved through the epoche, acknowledging, and putting aside my own experiences, opinions, and bias regarding women in leadership (Kee, 2019). Giorgi stressed the importance of detaching from personal experience, understanding, and knowledge to analyze the data from a new perspective (Vagle, 2014). By journaling before and after each interview session, I was able to bracket my experiences, viewpoints, prejudices, and assumptions. In doing so, I set aside my potential biases to examine consciousness itself. In this way, the phenomenon was isolated and set aside to comprehend the essence (Merriam, 2009, p. 27). Doing so ensured the focus stayed
on the participants’ words and described experiences and not the biases of the researcher. As the final analysis process, I implemented member checking and whole-part-whole analysis. The whole-part-whole analysis method requires researchers to revisit their data minimally three separate times, each time with a different view (Giorgi, 2009). The process of whole-part-whole method, as used in this study, is outlined below:

**Holistic Reading of the Entire Text:** In an initial reading, the researcher became familiar with the data and took notes.

**First-Line-by-Line Reading & Follow Up Questions:** In this reading, large sections or excerpts of data that contain meaning were marked. Once the researcher completed reading one whole transcript and finished the first line-by-line readings then margin notes were reviewed to aid in crafting additional follow up questions for the participant.

**Second Line-by-Line Reading:** This stage of the reading was used to define meanings and identify themes and categories based on the first line-by-line reading. It was important to continually ensure that the meanings that originated from the data and participants rather than the interpretation of the researcher.

**Third Line-by-Line Reading:** This reading, I read each transcript again articulating personal thoughts about each section.

**Subsequent Readings:** As the researcher read the individual participants’ data, they would identify tentative themes. As these themes emerged, they were labeled, new trends were identified making it necessary for additions and deletions to this list. (Vagle, 2014, pp. 110-111)
Presentation of Phenomenological Data

The product of this phenomenological research is a description of the studied phenomenon of being female (Manen, 2014). The goal of this research was for the audience to take away what it really feels like for someone who has had the experience. “Giorgi consistently uses the word ‘description’ to communicate both the data one collects from those who have experienced the phenomenon and what the researcher crafts …” to “communicate the invariant meanings based on his or her analysis” (Vagle, 2014, p. 53). The researcher’s role in presenting the data, as described by Giorgi is “describing the experience from the natural attitude,” (Giorgi, 2009, p. 96) that is, the every-day, taken-for-granted way we tend to move through the lifeworld, and to provide a description “That is as faithful as possible to the lived through” (Vagle, 2014, p. 53). The researcher must remain as true as possible to the experiences of the participants and data. Data are presented in themes (see Appendix E). These themes stem from trends and common traits in the data collected (Vagle, 2014). The findings are an accurate representation of the participants’ lived experiences as the data does not center around guiding research questions or answers to a set of predetermined questions.

Trustworthiness

“The qualitative study provides the reader with a depiction in enough detail to show that the author’s conclusion “makes sense” (Firestone, 1987, p. 19). Patton (2015) recommended certain methods are essential to ensure the credibility and trustworthiness of qualitative research: “ultimately, for better or worse, the trustworthiness of the data is tied directly to the trustworthiness of those who collect and analyze the data—and their demonstrated competence” (p. 706). Dooley (2007) felt some scholars may view qualitative research as less verifiable due to small sample sizes not being “generalizable.” Due to this obstacle, those performing qualitative
research must be diligent with the demonstration of trustworthiness in their studies (Ingerson, 2013). To demonstrate the trustworthiness of this study, I increased credibility, transferability, confirmability, and dependability.

Credibility

Credibility is defined by Dooley (2007) as the “truth value” of qualitative research (p. 38). Lincoln and Guba (1985) argued instead of a single tangible reality to be measured, there are multiple realities to be represented by research. The researcher’s job, then, becomes one of “representing those multiple realities revealed by informants as adequately as possible” (Lincoln & Guba, 1985, p. 215). I achieved credibility, in this study, via peer debriefing and member checking.

Member checking is another strategy to increase credibility. Member checking shifts the validity process from the researcher to the participants of a study, asking them to confirm the information is correct and accurate (Lincoln & Guba, 1985). Lincoln and Guba (1985) have described member checks as “the most crucial technique for establishing credibility” (p. 314). This technique enlists the participants to verify the data collected. After the interviews were completed and transcribed, I selected to “have participants view the raw data” (Creswell & Miller, 2000, p. 127) of their interview transcript. Participants were asked to read their transcripts to verify the information captured was indeed accurate and that I did not insert incorrect information or assumptions (Creswell & Miller, 2000). The participants were then able to further agree, disagree, or suggest edits with the transcript that may better capture their perspectives (Merriam & Tisdell, 2016).

Further, I also established credibility with the use of peer debriefing. In peer debriefing, a peer is utilized to review the data, ask questions about the methods used, interpretation of the
data, and challenge any assumptions made by the researcher (Merriam and Tisdell, 2016; Yin, 2016) to keep the researcher accountable. This person examines the narrative account and documentation on research decisions, activities, and the details surrounding them. The feedback provided by these peers assists the researcher in improving the quality of their findings (Anney, 2014). Throughout the research study, I kept documentation of the process and decisions made via journaling and memoing. I provided a peer debrief memoranda to my committee peer reviewers throughout the study. The peer debriefs memoranda sent to the committee can be found in Appendices D.

**Transferability**

Transferability is the degree to which the results of the “research can be transferred to other contexts” (Anney, 2014, p. 277). “A full description of all the contextual factors impinging on the inquiry” (Shelton, 2004, p. 70) should be offered to provide a full understanding to the readers. Providing descriptive, thick descriptions within the research makes transferability possible. According to Krefting (1991), the research needs to provide enough descriptive data allowing for future researchers to compare the information in a manner that makes it transferable. Lincoln and Guba (1985) suggested “the best way to ensure the possibility of transferability is to create a thick description of the sending context so that someone in a potential receiving context may assess the similarity between them and … the study” (p. 125). It is the responsibility of the researcher to provide a detailed in-depth description of the research process and participants, for others to apply their understanding to their own setting (Korstejens & Moser, 2016). In this case, a thick rich description of the phenomenon that is being investigated is provided to allow readers to obtain a sufficient understanding of it and then to compare the findings of the phenomenon to their own situation.
Dependability

Dependability is largely based on the consistency of the findings and data. The methods utilized to obtain, analyze, and interpret the data must be described in detail (Shenton, 2004). Providing such descriptive methods makes it possible for the research to be repeated. I established dependability by implementing journaling and an audit trail. In implementing these tools, I mapped out every step of the process including how decisions were made and how conclusions were reached.

Throughout the entire process, I kept detailed notes. I created a spreadsheet that documented the participants when they were contacted and interview details. Notes, including my thoughts, methodological decisions, and observations were recorded in a field notebook. The documentation included communications between the participants and myself, observations during the interviews, details about the interviews, methodological decisions, and how they were made, and conclusions. Additionally, I kept a reflexive journal to record researcher opinions, thoughts, and potential biases about the interviewees and related experiences (Vagle, 2014). These documents were kept to allow me to reflect on and plan data collection (Anney, 2014). This journal was to act as “an assessment of the influence of the investigator's background, perceptions, and interests on the qualitative research process” (Krefting, 1991, p. 218).

The final technique used to ensure dependability was auditing. Dooley (2007) described an audit trail as being used “to track the process by providing an audit trail with documentation on methodological decisions and reflections” (p. 39). For a thorough audit trail to be constructed, Anney (2014) felt the following was necessary to have for cross-checking: data, interview, and observation notes, documents, and records collected in the field, test scores, and others. To increase dependability, I took detailed notes throughout the entire research process. I used these
notes to reflect on the process, my thoughts, and decision-making during the study. To ensure the organization of the audit trial documentation, I created Excel spreadsheets to retain vital information related to the study. These spreadsheets organized the participants’ data, correspondence, interview details, and other information collected throughout the study. Having this information aided the confirmability of the study.

**Confirmability**

Confirmability is “designed to replace the conventional criterion of neutrality or objectivity” (Seale, 1999, p. 468). I created an audit trail to validate the confirmability of this study. According to Seale (1999) “auditing is an exercise in reflexivity, which involves the provision of methodologically self-critical account of how the research was done” (p. 468). To aid confirmability, I created Excel spreadsheets to ensure the organization of the documentation throughout the research process. In addition to the spreadsheets, I created a separate folder within Google Drive to organize and track participant communications, peer debrief memos, and other study-related information.

**Epoché**

An epoché is an important method in which a researcher identifies their own personal experiences and biases on a certain topic before beginning their research (Merriam & Tisdell, 2016). I completed an epoché instead of a traditional bias statement as it allowed me to delve deeper into my own personal thoughts, perspectives, and potential biases. The reflection of my position related to the research was able to be conveyed within the epoché. This is a vital step for phenomenological researchers, as it makes them aware of their own underlying feelings about the topic (Chun, 2013). By being aware of any potential bias as well as relinquishing those biases, the researcher can examine the topic with a fresh set of eyes. By completing an epoché as
part of this research, I had an opportunity to step outside of the research process and assume not only a distance but also objectivity from the research (Lowes & Prowse, 2000).

**Researcher’s Epoché**

To ensure any personal bias I may possess related to this topic have minimal impact on the study, I would like to take time and reflect on my personal situation. The objective of this reflection is an attempt to understand how this possible bias has impacted me. By doing so, there should be a minimum impact on the study. This reflection process is also a reminder that with a phenomenological study, I, as the researcher, am at the heart of the interpretation process, and must be with minimum bias.

I am the only female child within my family, raised with only an older brother. We are close in age so anything he wanted to do growing up, I was sure to follow. Due to the closeness in age, I participated in and was exposed to many things considered “boy things” by going along with my older brother. My parents were divorced, and I split my time between their homes. At my mother’s house, I could do “feminine things” with her. At my father’s house, I was the only female in the house. This usually meant watching and participating in sports, fishing, and getting dirty. I was not given a pass on these things because I was a girl. I worked with my father in the garage building things, learned how to help him fix things around the house, and watched ball games. There was never the thought that perhaps I would not be interested in, want to participate, or learn something because it was a predominantly male event, and I was female. I was always interested in going along, learning, and participating in whatever was happening even if I did it wearing head-to-toe pink. In reflection, I feel that these experiences have served me well and helped me be the independent and mostly self-sufficient woman I am today. I never had the perception that I could not pursue something or be qualified for something due to my gender.
I originally started college pursuing a career in the field of veterinary medicine. I studied and worked in this field for about 15 years. In this field, I found most doctors I worked with had their own style and preferences. A trend I noticed with the practice I worked for was the male veterinarians could be arrogant and difficult to work with while the female staff and veterinarians always seemed to be more competitive, especially when it came to proving themselves to their male superior. I observed the owner of the practice I worked at would sit and talk at length with the male veterinarians when they would come to our practice. He would coach them, assist them, and joke with them. When he worked with the women he was not as jovial and assistance on procedures was viewed as “hand-holding” or that they “needed Doc to come help with her surgery.” The culture and norm within the practice were that the men were basically self-sufficient and more capable than the women doctors. In reality, this was not the case. From my years of observation, the women worked just as hard as men, if not harder, and were just as educated and well equipped to handle the cases; but not always treated as such.

As a young, single, female I was expected to work and take on tasks that those with families did not want to. I have personally experienced being treated differently due to being female, single, and without children. I thought, perhaps, this was a misperception of mine; it was not. When I questioned this, I was told “well, you’re carefree, single, and don’t have a family to take care of.” There was an expectation that because I did not have a husband or children I had no other obligations or responsibilities. Male co-workers who were also young and without families, however, were not stereotyped by the owner but provided flexibility to their schedules. Also, I witnessed male staff receiving raises or financial considerations the female staff were not afforded. As a hospital administrator, I found I would have to make a stronger argument for raises for the female staff than the male staff members annually.
I cannot say this experience or perception of mine has only been limited to men; I have also experienced it with women. I have observed and experienced women being difficult to work with and quick to find fault in other women’s work. As if drawing attention to a colleague’s mistakes would make them appear more competent and the other person less competent. At times, I found the environment to be difficult with men assuming incompetence and women being competitive and unwilling to acknowledge someone else being knowledgeable or skilled in their role.

While the field I worked in seemed to have its own gender bias instilled into the organizational culture, I also found judgment and perpetuated gender bias in the new region I called home. In the south, I found I was judged and even looked down on for concentrating on career and education instead of pursuing a traditional role as a wife and mother. Remembering back to when I first moved to North Carolina from New York, most of the people I encountered would start small talk with one of the following questions: Where is your husband? Are you married? Divorced? Do you have kids? Why not?

It is not that I did not, or do not want, these things for my life. I have chosen to concentrate on my education and career trajectory. I have found this mentality and decision is confusing to many people I encounter, and not only in the south. At times, however, I have experienced the other side of this coin where my way of thinking has benefited me concerning other women within the workplace. I have had male superiors prefer working with me instead of other women in the office. It was attributed to my “dedication” to the position. However, it was noticeable that one difference between myself and the other women in the same roles was the fact that I did not have a family or children who would interfere with my obligation.
It is easy to speak to men’s doubt and stereotyping of women; however, I feel it is equally important to also mention that women are guilty of the same judgment and stereotyping of each other. I have experienced this judgment not only in the workplace but also within my own family. Throughout my college career, I have frequently encountered skepticism about my path and decisions to pursue and further my education specifically from women in my family. The women in my family were raised in a traditional household where the women are dedicated mothers and career came second or not at all and men were the breadwinners. By not fitting into this mold, I have certainly stood out.

My focus has never been on my relationships, but rather on my education and career. This has been confusing to my family, to say the least. I have often received comments asking: “Why a Master’s degree?” “Why do you need that?” “Don’t you want to be done with school?” and “Are you going to stay in school forever?” I think the biggest confusion is from individuals in older generations who cannot wrap their mind around why, as a woman, I am pursuing an education instead of a husband and a family. I have even been told, “Don’t worry you can always adopt” since I elected to pursue a doctoral degree instead of a family.

It is personally disappointing that some family and friends view my dedication and perseverance in achieving my dream, as a negative or rather an obstacle in living what society proclaims is the role I should have based only on my gender. I have frequently felt looked down on for not having a traditional role of wife and mother. While having to contend with gender bias in the workplace, it is unfortunate that personal relationships have also been judgmental and at times unsupportive.

In my personal experience, it has become increasingly more common that women view other women in a negative light. There is no comradery, but rather a competition. While I can
sympathize with those women who have had to fight harder than a man counterpart to obtain a leadership position, I also feel they should then be more motivated to empower other women knowing the struggle. I think at times women may meet me with apprehension and a bit of intimidation because I do not fit into a standard box and my focus is not traditional “women” priorities. I am outgoing, well rounded, grounded, and ambitious, the mixture of which may be intimidating.

I believe without my exposure to male role models in my life or these first-hand observations, I may not be equipped to pursue goals and ideas outside of the prescribed societal norms. I certainly would not have pursued a doctoral degree. While I am thankful for the “tough love” and life lessons I have received from the interactions not only with men in my life and that I have encountered in my professional career, but also with the women, I do realize that not all women have the experiences I have and some of the “tough love” and negative experiences have been deterrents.

Overall, I would classify my experiences as positive and beneficial. This is certainly not always the case for others with similar experiences. Women deserve to have equal work environments and opportunities as men. To accomplish this as the new norm, the obstacles and barriers standing in the way of women advancing within the workplace and leadership need to be realized, understood, and measured to prevent these issues from being put into place. As the primary investigator of this research, I understand my experiences and where I have come from impact this study. While my experiences and feelings may influence this study, I think it is equally important everyone takes time to reflect personally on how their feelings and experiences may be impacting things outside of themselves. We are not silos, no matter how much we may
feel we are or want to be. This alone drew me to this study. People, who want to excel and help others are experiencing fatigue from caring? How can that be? I needed to know more.

In contemplating this topic over the past couple of years, I was not sure I wanted to focus specifically on women. My hesitation, honestly, was that focusing on women would classify me as a “feminist.” I had thought feminism was a controversial term used to describe women who had radical thoughts about men and society. You think this would be easy since I am a woman; however, it was not. I had not thought much about or discussed feminism before this research, to be honest. While I stand true for what I believe in and will speak up for it, I, by nature, do not want to cause conflict or confrontation. In reflection, it was serendipitous, that my advisor became a priceless mentor. She has taught me feminism is so much more than I ever knew it to be and is not negative. The reservations I had about writing about this study as it relates to my gender was only my ignorance.

The more I read and researched the feminist component of this research, the more I wanted to know. Feminism is not a radical approach to thinking, it is not the man-hating, bra-burning club I had previously been guilty of stereotyping. It is only a simple request—to have women be viewed and valued equally alongside men, not after. Studying this topic has caused me to reflect on my experiences and beliefs revolving around being a woman, and being a woman trying to work her way up within organizations. I have realized I may have had some strong male role models and mentors in my formative years but as an adult, I have had some strong fearless women serve as mentors. All the experiences, relationships, and mentors have been invaluable to my development as a person, and I am confident I will carry the values and ideals that have been a result of these relationships with me into my future endeavors.
Chapter Summary

This study is phenomenological and qualitative. The goal of this research was to carefully examine the experiences of the specific population. Semi-structured interviews were performed with 22 high-level land-grant administrators working in colleges of agriculture who identify as women. These interviews were used as an opportunity to receive a personal vantage point from the participants themselves. The data collected were transcribed and organized by themes. The themes originated from trends and common traits that emerged from within the data (Vagle, 2014). To ensure trustworthiness in this study, credibility, dependability, and transferability was implemented. I established credibility, trustworthiness, dependability, and transferability by using such methods as triangulation, member checking, peer debriefing, journaling, and an audit.
CHAPTER 4: FINDINGS

This research began as a study of experiences and life journeys. I was interested in the impact femaleness had on the paths and lived experiences of female administrators in academia, particularly those positioned in traditionally male-dominated land-grant colleges of agriculture. The phenomena these participants have experienced—the phenomena of “femaleness”—became an essential part of these women’s stories. Historically, there has been a historical idea of what a man is and is not and, therefore, what a woman is and is not. With this idea, “the definition of man is that he is a being who makes himself what he is and what he will become” (DeBouvoir, 1949). This, unfortunately, is not true for women. Women are compared to men related to her becoming (DeBouvoir, 1949). These participants, as women, have a fixed reality with defined possibilities. Due to the experiences associated with the phenomena of femaleness, many women’s capacities and capabilities are not considered. Therefore, they are presented with different life and career choices than their male counterparts.

In this chapter are the stories of women who represent a diversity of age and race/ethnicity, are married and not married, have children and do not have children, and who find themselves on career paths that have expected and unexpected obstacles. They come from diverse backgrounds; some raised in agriculture, who made a conscious decision to pursue that career direction, while others did not have an agriculture background and arrived in agriculture via the Ivy League and other routes. Some participants selected to pursue a career in administration within academia, while others had no intention of this role within their career trajectory.

The following report will present the findings of the study derived from the participants’ semi-structured interview answers. Quotes and excerpts from each of the interviews
will be used to illustrate these stories further. The findings of this study have been arranged by research questions.

1. How does the phenomenon of femaleness impact the lived experiences of high-level women administrators at land-grant colleges of agriculture?

2. What are the experiences that result from the phenomenon of femaleness, as they relate to career burnout, compassion fatigue, and job satisfaction?

3. What are the consequences of stress, stress coping mechanisms, and implications of long-term stress exposure for those that experience the phenomenon of femaleness?

**Introduction to Participants**

The female administrators who participated in this research are employed at land-grant universities all over the United States. They are between 40-75 years old. They hold various administrative leadership positions within colleges of agriculture; participants held positions of associate dean or higher. These female administrators have a varied range of responsibilities, functions, and roles they operate within. In addition to their professional lives, they are mothers, daughters, sisters, and wives. The participants represent many ethnicities, including African American, Hispanic, Asian, and Caucasian. These women have diverse educational and personal backgrounds. Some are traditional “bench” scientists, others are social scientists, and others find themselves somewhere in between. Combined, they have a total of 517 years of experience within academia. Pseudonyms are used to identify the participants: Abby (P1), Emma (P2), Ava (P3), Sophia (P4), Evelyn (P5), Chloe (P6), Susan (P7), Cheryl (P8), Michelle (P9), Grace (P10), Kristin (P11), Natalie (P12), Maria (P13), Caroline (P14), Julia (P15), Katharine (P16), Sara (P17), Andrea (P18), Mary (P19), Rebecca (P20), Laura (P21), and Diana (P22).
The purpose of this study was to explore the lived experiences of female administrators at land grant institutions using the lens of the phenomenon of femaleness to see how it may have impacted burnout, compassion fatigue, and satisfaction. These women agreed to share their personal stories and experiences related to being a woman in the male-dominated environment of a land-grant institution’s colleges of agriculture. Each participant was asked to reflect on experiences they have had during their careers related to the phenomenon of femaleness, concentrating on how they made meaning of those experiences and how this meaning shaped their reality. The research findings are presented in a thematic fashion. I selected to use this approach to maintain the phenomenological view of the participant’s experience. The major themes that emerged from the research include career impacts, misogyny, stress, and the effects of stress.

**Question 1: How does the phenomenon of femaleness impact the lived experiences of high-level women administrators at land-grant colleges of agriculture?**

**Career Path**

The story of these participants starts with an examination of where they started and what inspired them to pursue academia as a career. These women came from varied backgrounds that influenced their unique career trajectories yet, and all have in common the phenomena of femaleness. These women have experienced this phenomenon and being confined by gender for their entire lives. Due to this confinement, educational and career opportunities may not have been known or available to these women. The possibility of a particular rank or status may not have ever been a possibility in their mind as they did not see any other woman hold that position. These unspoken rules or norms may impact their career decisions and journey. Those in places of
power and influence, such as a mentor, have affected their trajectory while living under the phenomena of femaleness. I start at the beginning of the participants’ career journey which helps to paint a full picture of the impact of the phenomenon and influences that led them to academia.

Arriving in academia. Not all of these women started their journey with a desire to work within academia (P1, P6, P7, P18, P21, P22). Reflecting on the types of careers, Andrea had “a variety of choices” she considered and the path she selected ultimately led her to her current role. When deciding on her career, she considered “things that I figured out I was good at, and things that I figured out I was not good at, or career options that I realized would play into the life that I envisioned versus what I really didn’t want.” Since she was not planning to teach within higher education, “a Ph.D. wasn’t in my original plan.” Similarly, Abby had set out on a very different career path. She found herself in a career she was not satisfied with and therefore decided to return to school to pursue her master’s degree. This decision ultimately influenced her to follow the direction of higher education.

Like Abby, Chloe originally planned to pursue a completely different career, unrelated to academia. Chloe explained, “I did not set out to be in academia … I was going to go to medical school.” Diana also shared this experience of entering a career she had not planned to:

The default was, of course, premed just to keep the adults off my back. Then I took a course in biochemistry, and I absolutely loved biochemistry. It’s just you can visualize how proteins bind DNA and all that sort of stuff. Then once I got into the biochemistry major, I was not interested in going into medical school. I didn’t like doctors. Then I went to grad school, and I went to grad school at [university], and then I did a postdoc at [university], and then I came here.

Similarly, Susan originally had no intention of a career in academia but found her career evolved. She recounted her path, saying she decided to “become a teacher” at the high school level because she “enjoyed working with youth. I enjoyed the kids. I especially like high school
kids, so I became a family and consumer science teacher.” Susan described her motivations to pursue this role saying:

> to be really honest with you, part of the motivation is I knew I liked to talk with people, but I also recognized that this would be a great career that would give me time off. I thought it was a good mom’s job because I wanted to be able to have time with my children, follow the school schedule if I was a teacher. So I started out in education to become a teacher …

Susan selected this job as it fits into her family plan. This is an example of the phenomenon of femaleness impacting this participant’s career. She has chosen a career that worked around her family and allowed her to be available for her children. If she were not female, this would not be a consideration when selecting a career. As Susan kept pursuing her education, more career opportunities became available to her. Ultimately, she “ended up completing a Ph.D.,” giving her “the degree that I needed to move on up higher into administration.”

These participants began their educational path with other career goals in mind. Once they started their career, they found areas they were interested in and passionate about, ultimately leading them to change course and pursue careers within academia. However, others had a more linear path to their current job (P2, P9, P11). Emma had a linear pathway leading to her current role as she worked her way up through the ranks of “assistant professor, associate professor, full professor.” Emma said, “while I was an associate professor, I was chosen to be a department head at my former institution.” During this time, she became a full professor. She then became the associate dean for a couple of years. Emma then decided to go back to a faculty position. At that point, she then changed institutions and took the role of department head, and then moved into the role of senior associate dean. Similarly, Michelle shared she started at her institution as a postdoctoral researcher and then “became an administrator, the head of the department, and then
the director of [unit].” These women traveled a linear path in academia, working their way up through the ranks into different and better positions.

Other participants (P15, P17, P19) were inspired to pursue a role in academia by their background in agriculture and 4-H. Mary described her experience and inspiration, saying:

Well, as far as preparation, I grew up in a rural area. Growing up in a rural area, you get involved with a lot of different types of you know, organizations such as 4-H and things like that that teach leadership and agriculture. And so going through each program, and my mom was an educator, watched her, modeled her, and always wanted to be like my mom.

The phenomenon impacted this participant’s career choice. She had her mother as a female role model. By seeing her mother as an educator, she knew that was a position available to her as a female and modeled herself after it. Similarly, Sara “had experience [in] the 4-H youth [organization] … Through that, I learned about an extension career and aspired to that.” Julia explained

I come from three generations of extension families; both my grandmothers were volunteers. My mom was a volunteer and worked in the 4-H office. So extension was something I was exposed to early when I grew up. With getting ready to graduate from college, my advisor sat me down and said that I had to find five things that I could be passionate about as I went out into the world. And one of those things that I wanted to do was extension. And the right job finally came around for me. I continued to volunteer with extension through my professional career, prior to coming to [institution]. So when I started at [institution], it was like coming home.

These participants had a background in and around agriculture throughout their childhood years. By seeing women hold these extensions and 4H roles, she was aware that these were positions that women could have, and therefore, she could aspire to follow in their footsteps. This agriculture exposure and background proved to be inspirational and impactful, eventually leading to the pursuit of a career within academia at land grant institutions.

**Leadership in academia.** As with their arrivals to academia and higher education, these women leaders all found themselves arriving at leadership positions in very different ways.
Several participants, when faced with this opportunity (P3, P4, P8, P11, P12, P14) were reluctant to take on leadership roles. The phenomenon conditioned these women that leadership positions within academia are male positions, causing apprehension about assuming these roles. Ava admitted that the leadership position was not something that she had aspired to, saying, “I got into the administrative path somewhat reluctantly, to be honest with you.” Likewise, Sophia had not desired to work in administration. She said, “I didn’t really plan anything; it wasn’t a plan; it just happened.” Similarly, Caroline shared she “never anticipated being in this role and never structured my career choices to become a leader in academia.” Much like Carolina and Ava, Cheryl and Natalie both found themselves in leadership roles unexpectedly.

One participant, Emma, discussed changing her career path based on satisfaction in her role. As an administrator, she “felt like I was spending more time being at facilities meetings than actually leading.” She decided this was not where she wanted to spend her time saying, “I said, no, I’ve got too much research left to do. I’m going to go back to faculty. So that’s what I did.” Although with every position, issues can arise. Emma continued, “then after a time I decided that you know, faculty is great, but I’d really like to be in a leadership role again. And so, then started applying for some [position] jobs,” ultimately leading her back into an administrative leadership role. Emma shared she had not thought about a higher-level leadership role until someone suggested it. “I don't know how intentional I've been about some of the things that I've ended up doing. A lot of it has been someone planting a seed.” Once someone suggested the opportunity of being a leader, she began to consider it and eventually pursued it. Due to the phenomenon, as a woman, she had not considered she could hold a leadership role. The path these women traveled was influenced by the phenomenon and filled with countless obstacles.
Mentors and Role Models

Mentors and role models played critical roles for these participants, providing guidance and assistance to these women along their career journey. These crucial people helped women learn to navigate through the phenomenon of femaleness and how it impacts their career choices, opportunities, and trajectories. The women discussed finding role models in various places and different stages of their lives and careers. Each gleaned other useful skills, knowledge, and guidance from their mentors that impacted them on their path.

Only male mentors. The relationships these women had with their professional mentors are unique to each individual. Some of the participants sought out mentors while others connected with a mentor organically. Since women are the minority within STEM fields, many times, female mentors did not exist for the participants, and therefore they only had male mentors (P1, P5, P11, P12, P20, P21, and P22). The phenomenon’s impact is demonstrated by the lack of visible women in positions to guide and mentor these women. This is an issue their male counterparts have not faced. When reflecting on mentors, Evelyn, Diane, Laura, and Rebecca all described their mentors as “all-male.” Rebecca shared while she was aware of inspirational females in her field, she did not have direct contact with them. While these men acted as mentors and even role models, the women were acutely aware there were no females to fulfill these roles, demonstrating these careers and opportunities were available to women.

Female mentors and opportunities. Some of the women were fortunate enough to have a female mentor or role model to assist them in their career trajectory (P3, P6, P11, P14, P16, P21). Kristin shared while she may have had male mentors along the way, they were not as impactful as her female mentors. Female mentors have been more impactful as the participants can associate with another woman who has been impacted by her gender and the phenomenon of
femaleness and overcome those challenges. Julia described working with a woman principal investigator. She discussed the relationship saying, “we ended up working together for eight years on that ticket. And so she was certainly an important mentor for me.” Chloe shared that:

probably the most positive mentor was my master's advisor … and she was a very, very driven [position], and I loved that about her … I had that same passion, and I just felt like this is an amazing thing that you can be a woman and have that sort of drive. But she was also married and had kids and was incredibly devoted to them, and she went out of her way to mentor me until she died a few years ago. So, she was my number one mentor.

The ability to see a woman in a position uncommon for a woman to hold and having that individual as a mentor impacted this participant's career trajectory. By witnessing someone of the same gender navigate successfully around the phenomenon of femaleness, it inspired other women to do the same. It demonstrated women do not have to choose between having a family and a career. Ava discussed a female mentor she observed throughout the highs and lows in her career.

I think probably one of the best ones I had she was the [position] for [office] at the [institution] where I was. And she served three times as the [position]. Each time she did extremely important and impactful things to improve the institution. And yet every time they searched for [position], she was passed over, and a male was hired. But despite that, you could tell that the institution was her highest priority, and she didn't let personal issues overcome that. She worked tremendously hard for the institution.

This experience of witnessing a female leader, who was impactful within the institution, be continually overlooked in place of a male may have the potential to harm future women leaders seeing this behavior.

Caroline had the opportunity to witness women in higher-level leadership positions, opening her eyes to the possibility of a similar role for her future (P14). This proved while the phenomenon of femaleness impacts many, if not all, facets of a woman’s life, it can be navigated around successfully. She said, “probably my role model was a faculty member in the [discipline] at the [University]. And seeing her as a woman working in, as a [position], encouraged me that it
was possible.” This woman unconsciously was acting as a role model in showing Caroline the options available to her within these male-dominated fields.

**Being a role model.** Two of the women (P13, P19) found themselves unexpectedly in the position of a role model or mentor. The phenomenon had conditioned them to not think of themselves in this regard. Maria had not given much thought to being a female role model until a female graduate student approached her. This student encouraged her to apply for a position so that she could demonstrate the possibilities available to her and other females.

Before I had even applied, one of the female graduate students came to my office, and she said you have to apply for this job because there are no female role models in the college, zero female department chairs or deans, or anything like that. And I thought when she first said that, that was stupid, but I keep thinking back to her saying that and thinking this is absolutely true. You have to have kind of a minimum like in our department, you can look around and see there's a faculty member who's a female. There's one who's Hispanic; there's one who's African American. You know, you too can be, if you are matching these demographics, you can do this too. And I think there's a subconscious effect. So, it is important to go for these positions because it does establish, I guess, a normalcy that any minority group can do things.

This student inspired Maria not only to pursue a higher position within the institution but to also become a role model for the female students. By her aspiring to be an administrator in a male-dominated unit, it demonstrated to the students they too could navigate the phenomenon of femaleness and its impact on their lives. Similarly, Mary discovered that her female students were observing her as a role model and mentor. She shared a time when she was applying for a high-level position within the institution. Although she did not receive the job, she found the students were watching her throughout the process as they congratulated her on attempting to gain access to the male-dominated role. This is an experience that a male academic would not experience as their lives and careers do not have limits from “femaleness.” It is expected and commonplace for a male in academia to aspire to a high-level position, where femaleness stifles a woman’s aspiration and trajectory.
Motivations

An important component to understand these women’s stories is what inspires, drives, and motivates them within their career. The motivators that influence a woman’s life are based on the parameters they are confined in from the phenomenon of femaleness. The common themes that emerged associated with the participants’ motivations include students, the need to make an impact, and problem solve. These motivators play a large part in the overall satisfaction and enjoyment the participants have with their positions.

Students. In reflecting on what motivates them in their work, many participants referenced their students (P6, P8, P9, P10, P12, P13, P16, P19). Michelle explained she remains where I'm at because of the students. I love the students, and I love the research I'm doing. If I didn't have the love of the students and the research, I probably wouldn’t stay in academia, not because I don't like it but because that motivates me.

Maria shared, it’s the idea that I could make this place better. Students come through each year, and they’re excited. They learn so much, and they go out, and they become very successful, and they get all kinds of jobs … So being able to help them and remove the roadblocks and make sure they’re successful is really what’s exciting.

Grace shared “training the next generation of students that are going to be working in STEM” was motivating her. Cheryl shared her motivation is “students, my doctoral students are so sharp, and for me, a long time drive I would say is that sense of nurturing what I’d call my academic children.” Likewise, Natalie was motivated by “providing new services or opportunities for the students.”

Making a difference. When these women assist others and solve problems in their daily roles, they feel fulfilled and satisfied within their position based on the parameters of the phenomenon of femaleness. Others were satisfied when they could be part of furthering the department, organization, or organizational goals (P1, P2, P3, P4, P7, P11, P17, P20, P22). Sara
discussed being motivated by “help[ing] others do their job, supporting the staff to do the great work that they do.” She also referenced “position[ing] the organization for great work.” Similarly, Emma referenced working together with colleagues to move the department towards its goals, gave her satisfaction.  

Sophia found it motivating “to feel that I am contributing to progress and making things better in the university and the state.” Diana said, “my motivation really was that I wanted to do what I can do to make [institution] the best place possible.” Kristin discussed her personal satisfaction was from a combination of helping people and being a part of the change and improvement efforts within her department. While Abby also found motivation in the service of others, explaining, she is “motivated because I want to serve the faculty and have the best department that we can have.” These participants discussed the desire to improve their institutions. Ava remarked:

I think for me the most satisfying thing is feeling like I have an impact. Whether it’s making a positive change in somebody's life or fixing a problem, that's an obstacle for someone moving ahead or making a connection that encourages someone. Those are the things that are the most important to me. I think I represent a slogan around here that people are important. People are the important things, not things.

The source of motivation for these women varied; however, many drew inspiration from the ability to assist the students and having an impact within their institution. This is a prime example of the constraints the phenomenon of femaleness imposes on women to find fulfillment within taking care of others, their homes, and families. Women are taught to seek fulfillment by assisting others and putting others’ needs before their own as part of the phenomenon. These motivations provide insight into what is driving these women in their work and from where they are drawing satisfaction.
Question 2: What Are the Experiences that Result from Femaleness as they Relate to Career Burnout, Compassion Fatigue, and Job Satisfaction?

Stereotyping

When discussing participant experiences, it is crucial to consider the impact the phenomena of femaleness have on the individual and their larger situation. The experience of a woman in a particular position or workplace cannot be compared to that of a man. As DeBeauvoir posited (1949), the male species has and finds more and more ways to improve their situation. In contrast, the female finds conflict between her interests and the expectations placed on her. Participants found they were being treated differently than the males in their groups, found themselves in cold and challenging environments, being marginalized as a group, and experiencing misogyny. All these experienced are the result of femaleness. The cumulative effect resulting from femaleness are career burnout, compassion fatigue, and job satisfaction.

Stereotyping was a pervasive experience shared by participants that is a direct impact of femaleness. The participants, due solely to their gender, experience adversity, and negativity in the workplace. They are forced to weather stereotyping, and over time, these experiences have negative emotional and physical repercussions for these participants. From uncomfortable situations to blatant inappropriate statements, participants shared their experiences of stereotyping that they have experienced only because of their gender (P1, P2, P3, P4, P5, P6, P12, P14, P15, P16, P17, 18, P19, P21).

Explicit experiences. Laura described experiencing gender stereotyping “all the time. All the time.” Ava also experienced stereotyping, sharing during a faculty interview experience, she
had the opportunity to explain her qualifications only to be met with the interviewer’s inability to look beyond several stereotypes. Ava described the situation saying:

I know how to [specific function]. I can demonstrate it to you right now if you need.” He said, “no, actually, we're looking for someone who knows how to [another specific function].” I said, “well, I have no problem with that.” He said to go ahead and describe it. And I did. He said, “well, we really want someone who can [different specific function].” So, I had to describe that too. He said, “I'm not sure that you have all the qualities we need.” I said, “what were those qualities?” And he was stumped. He couldn’t come up with anything that I had not already experienced. So that was the first example. And I did get that position. And yes, I did put in a [specific research], and yes, I developed all the [test subject] myself. And yes, we got an [supporting structure for research] in

Ava, though very qualified and experienced, felt she had to jump through unnecessary hoops in the interview to be considered for the position while being told a man was wanted for the role for no other reason than gender assumptions. These experiences stem from being female and result in symptoms of burnout, including feelings of tension, strain, and distress.

Caroline explained she has personally experienced countless instances of stereotyping as a female, “I have multiple experiences. We would not have enough time today to talk about these experiences.” She explained “when I was interviewing” for the position, “everything went great.” However, at the end of the interview, she was told, “you know, we think you're really promising young [role]. I'm really impressed with your communication and your [specific type of] skills, but honestly, we have no idea what we’d do if you got pregnant.” This a prime example of the phenomenon being demonstrated. Solely, because of femaleness, there are expectations of pregnancy, but at the same time, these expectations will prohibit the woman from furthering themselves.

Further, male supervisors often doubted her ability and competency simply because of her gender “there were multiple times in my career where my supervisor, who was always male, looked at me and would say something like, I really don't know if women should be doing this.”
Despite having the credentials and interviewing well, Caroline’s gender always ended up being more salient to her supervisors. Again, this demonstrates the phenomenon in action.

Some were advised not to pursue a promotion due to the fact it was viewed as a “male” role. Mary’s peers affirmed this thinking by stating, “Oh, no way, you know they’re not gonna let you have that. They don’t want women.” As you can see, these participants found themselves in situations where they were qualified and, in some cases, overqualified, but their femaleness served as a barrier to their career advancement. Continual roadblocks like these stemming from femaleness result in feelings of frustration, eventually causing individuals to become disengaged from their work. The continual challenges and negative experiences can put the participants at a higher risk of burnout and compassion fatigue. The feelings of disengagement, hopelessness, and self-doubt are all symptoms of burnout that these participants exhibited within this theme.

**Gender inequity.** One prevalent stereotype affecting the participants in this study was the misconception that women do not work as hard as men and are not as equipped to handle certain positions. This thinking about women has created an expectation they must work harder than their male counterparts just to be recognized as equals. Evelyn “had to work pretty much harder to be stronger in terms of publications, stronger than my male counterparts,” which often meant working “double hard to be able to be considered like my white male counterparts.”

The stereotype that women do not work as hard as men or at the same level can be associated with discrepancies not only in treatment but in pay. Evelyn elaborated, saying, “I had about a $30,000 pay discrepancy … I was paid less than my male counterparts.” She added, “… when I understood that I was paid about $30,000 below my male colleagues, that hurt and that took a little bit of time to readjust.” These feelings of self-doubt are a symptom of burnout.
Diana felt her career and salary were undermined when she said she was told by a male faculty colleague: “You have a husband, you don't have to worry about the salary.” This thinking is another demonstration of femaleness. These participants are pigeonholed into being nothing more than their gender. As a female, the expectation is to have a husband who will support you financially; therefore, working or career should not be a concern. This is an experience a man, unaffected by the phenomenon, would not have.

Salary was not the only area where the participants felt they were being treated differently, recounting experiencing odd or inappropriate comments related to their gender. Diana described a time

the chair of the department had asked for a comment on a memo that's being sent. I put my comments on the memo, and his comment was, "Oh well, you're gonna put lipstick on this, and you know make it up or something like that”

This is a comment that would not have been made to her male colleagues. Similarly, Chloe shared an experience where she felt she was being treated differently than a man may have been. She described speaking up about a situation she thought was wrong. She was met with an adverse reaction where she was yelled at. These experiences stem from the phenomenon and have a cumulative effect which results in feelings associated with burnout and compassion fatigue and influencing one’s satisfaction. These feelings of cynicism, detachment, negativity regarding work, and hopelessness are symptoms of burnout. While some participants shared blatant experiences of stereotyping in male-dominated fields, other participants experienced passive-aggressive microaggressions. While very different than the overt aggressive situations, the participants still discussed the cumulative effect these behaviors had on them, their well-being, and their satisfaction.
**Microaggressions.** Participants shared experiencing continual small acts of passive aggression that caused feelings of discomfort, stress, and dissatisfaction in their work (P3, P5, P10, P11, P19, P21). These small acts or words are small but frequent, and while they are often overlooked or seen as a daily annoyance, they have a cumulative effect over time. Evelyn shared her microaggression experience, saying she felt, “it's more overt. But it's still very there.” She felt, “the perpetrators know that it may not be okay to do or they're starting to see little signals, but it's not as acceptable as let's say 20 years ago.” Grace felt those guilty of microaggressions were very aware of their behavior but tried to be more subtle with their actions. The demeaning and dismissive behavior not only creates barriers within the workplace but can affect an individual's satisfaction and sense of self-worth over time. Feelings of self-doubt and tension are symptoms of burnout.

Another experience that is a direct result of the phenomenon included the use of inappropriate terms of endearment. These terms are not ones men use toward one another in the workplace. Kristin discussed the common references to being called “baby” or “honey” despite her high-level administrative position. Mary said she is frequently told, “you’re too pretty to do this, and you look too young to do this.” Unfortunately, the participants have grown accustomed to this behavior as the phenomenon impacts most areas of their lives and interactions with others. While these participants acknowledged how inappropriate these situations are, they dismissed it as generational quirks or habits. These experiences would not happen if the participants were male.

Others shared inappropriate exchanges and being treated as if they were “the help” merely because they were women. Three participants described men treating them this way by assuming the women in the room automatically support staff and there to serve (P3, P11, P19).
Kristin shared, “almost all the farmers think I'm a secretary.” Kristin detailed another situation where she was again mistaken as support staff. She explained:

But really the most obvious of this, like recently I was leading a meeting, and as the director, I'd brought a bunch of people in. I had lunches ordered, and my administrative assistant was in the room. We were helping to facilitate this discussion … but I didn't know these people very well, and with my first time to really interact with this, and when they got up to leave, one of the guys handed me his box lunch to throw away in the trash because the trashcan is right there beside him. I mean, wow. He thought it was my job to take this trash and clean up after him. I mean, it was unbelievable. I was stunned. I was just absolutely stunned. And that kind of stuff happens, happens to me regularly.

Ava shared a similar situation,

I think another time that I thought was kind of ironic is that I was sitting at a table with all-male leaders, and a secretary came in and said, there's fresh coffee, and does anybody want fresh coffee? And she went back in to make another pot. And they all looked at me like I was going to do the pouring. And so, I decided to be preoccupied with something else. And one of the guys then got up to pour.

She recounted this kind of treatment has occurred on multiple occasions. She shared the men in the room all looked at her, the female when the task of note-taking came up. These unfair gender norms and assumptions were standard within their day to day experiences, demonstrating the prevalence of the phenomenon’s impact.

**Challenging Departmental Climates**

As the gender minority, participants found themselves within challenging workplace environments. These unwelcoming and cold climates have created additional challenges for the participants, even if they were aware of the male-dominated environment before gaining entry. The experiences the participants have had, based on their femaleness, have affected and impacted their satisfaction and exposure to stress. In this section, the themes of a minimal female presence, climate, challenging colleagues, and a lack of voice and support emerged.

As the structural minority, these participants experienced challenges with the culture in their departments. Some of these women described the culture and climate of their institutions,
colleges, or department; they used descriptive words including “chilly,” “leaky pipeline,” “a challenging environment for women,” and “lonely” (P2, P3, P5, P6, P10, P11, P22). Grace shared she feels “at times the atmosphere can be a little chilly, I would say chilly, I won't say cold.” Grace felt, in addition to the environment, there is inequity within her unit, saying, “as far as inclusivity, I feel that males are appreciated more.” Evelyn also felt the environment was “chilly,” giving an example: “just two weeks ago, I approached some of my male colleagues, and they stopped talking.” This made her uncomfortable as it was clear to her they had stopped talking because she had walked up.

As the only woman in her department, Evelyn also described her environment as: ”Very, very lonely.” Julie shared the climate in her area made her feel she did not belong. The result of this experience was feelings of strain, tension, and professional melancholia, which are symptoms of burnout. Evelyn discussed she is often made to feel out of place. Julia agreed, saying:

the fact that when I sit at the table, we as the department, you know all the [roles], especially before the other women came in there was definitely the feeling that I got from some of the other male [role] who were very successful, tenured professors that I didn't belong. There's no question about it.

These feelings of self-doubt and feelings of ineffectiveness are symptoms of burnout, while a decrease in career enjoyment is a symptom of compassion fatigue. Chloe characterized the culture and climate within her unit, negatively saying it's: “pervasive and it is deep-seated.” She continued to say, “people get out as quickly as they can. At least people, well, I know a lot of women that just gave it up over there.” She went on to say the department “has the history of just being … We call it the mafia, it's like you're with the mafia.” While participants have shared the chilly and unwelcoming environment, they have experienced challenging colleagues with the units that have impacted their overall satisfaction and exposure to stress.
While their workplace environments were viewed as “chilly,” “lonely,” or “unwelcoming,” the climate is not the only challenge these women encountered. Lack of supportive colleagues had a significant influence on satisfaction within the participants’ roles. Emma found it challenging, saying, “[university] and other institutions [are] challenging, it was challenging for women to get tenure. It was challenging for women to get support.” Another participant, Ava, found it difficult for women to break into her discipline, saying, “many of our disciplines are predominantly male. So, to get females in some of the areas is a challenge, and to get minorities period is a challenge because of the negative stereotypes.” As a female, the expectation is not to develop a successful career; therefore, entry into many fields is more than challenging. These interactions lead to feelings of strain, tension, and distress, which are symptoms of burnout. Evelyn shared a similar sentiment about the challenge of being a woman in these fields, saying, “of course, my career was a lot harder than … if I would've been a man.” The lack of support, in addition to being the minority within the environment, created additional barriers for the participants.

Diana shared an incredible experience she had as a new employee in her unit. She shared during “the first week I was in my office, it had to be painted, and so there were painters in there.” When she returned to her office, she said, “someone drew, I assumed one of the workers, a pornographic picture and left it on my desk.” Being the only woman within the unit, this behavior suggested she was being hazed or bullied as the new woman in the department, another example of behaviors that result from the phenomenon of femaleness.

The negative experiences have led to an increase in stress levels and impacted feelings related to burnout, compassion, fatigue, and satisfaction. If not for these participants being female and being affected directly by the phenomenon, would they have to experience the same
difficulties? Evelyn cautioned women aspiring to hold positions in these environments to be aware of the challenges that will face them and the patience that may be required. She shared she feels “things are slowly changing, but … don't expect to have the same quick career progression as let's say a white male.” Similarly, Kristin shared the importance of women having an awareness of the challenges associated with working in these male-dominated environments. She encouraged women who have an interest in holding a career within these fields to “develop thick skin. Don't be afraid to stand up for what's right; you know it can be hard when you're a minority to be vocal about things.” Kristin continued saying “you just have to push back on those people there. It will only get worse if you do not immediately and strongly push back on them [bullies].”

As an individual is exposed to this type of chronic stress over a long period, they can begin to exhibit symptoms of burnout, including negativity about their work, loss of motivation, and hopelessness. A decrease in overall job satisfaction is a resulting symptom of both compassion fatigue and burnout.

**Excluded from the group.** Exclusion from departmental trips and networking highlights another form of gendered microaggression that is a direct result of the participants’ femaleness. Evelyn described her role as a gender minority in her department, where she often found herself excluded from networking situations. She shared,

I’ve been in situations where there were fishing trips organized and putting fences on the farm. Male faculty, faculty all rank, were invited, but I was never invited to partake in that. Of course, there's a lot of information that is exchanged in these collegial Saturday events.

Being treated differently left the participants feeling out of place and excluded in their department. The cumulative effect that these types of environments can have may be described as ‘death by a thousand cuts’ due to the slow wearing down on the individual. These acts of stereotyping and microaggression create not only barriers but perpetuate (and in some cases
encourage) negative feelings that some colleagues already harbored toward women. This negativity results from femaleness and the decision to go against female expectations. Unfortunately, the product may be negative feelings toward self and others and cynicism, which are classic symptoms of burnout.

**Women as a Marginalized Group**

The lack of female presence is prevalent in the STEM/agricultural industries, and higher education seems to be no different. In speaking with these women, a recurring experience many of them discussed was being the only or at least the first woman within a department, unit, or administrative role (P3, P4, P5, P11, P12, P13, P14, P15, P18, P19, P21). This is another example of the phenomenon in action. These participants, as women, have expectations placed on them that do not include entry into a male-dominated discipline. Due to this, they find themselves often the only female in their environment. Maria shared she has “a colleague who was saying that he has no women” on staff, “which I find appalling. He has 60%, female undergrads, and zero female faculty.” Kristin reflected on her experience as a student, sharing she “was one of only two female graduate students in the whole department, and there was no female faculty members.” Natalie shared when she accepted her position, “I was the first female to take this position as [high-level administrator].” Ava said she was “the only female among the [high-level position], and I'm still the only female among the [position].”

Similarly, Maria shared, “I’m still the only female [position] in the college.” Julia shared a similar experience saying, “when I started as [role], six years ago, I was the only female [role]. The rest were men, white men.” Evelyn and Caroline were also the first women in their units. Caroline shared a neighboring department “to [my] knowledge still hasn’t successfully hired and retained a female faculty member.” According to Julia, only recently have those numbers
changed in her institution. She attributed this to a change in leadership, saying: “We have a new dean coming in and the new dean named three more women to the [role] rank.” Laura shared in her role, “I’m trying to hire more women. I’m making sure that I’m networked and that I know all of the people that are coming up.” She has recognized there was a discrepancy in her unit’s hiring practices and wanted to promote more women being hired to diversify the faculty. These hiring practices are not a barrier men would be exposed to because of their gender.

Sophia discussed traveling to conferences where colleagues from around the country meet and are one of the only women in those settings. She shared she had just returned from a meeting involving other land grant institutions. In describing her counterparts, she said they “are male; I’m the only female.” She went on to say, “there was only one other female in the room … it's pretty male-dominated.” Being outnumbered by male colleagues demonstrates not only a lack of diversity within these units but also within STEM. These experiences only create additional challenges related to culture and climate.

**Gender Expectations**

Another challenge resulting from femaleness was an expectation of the roles in which they belonged due to their gender. As a female, the parameters of their station have been ascribed for them. Many functions have been deemed "male" or "female," and traditionally, those are the genders that fill those positions. These women ignored that way of thinking and expectation, going against the norm, and pursuing a career within male-dominated professions. For some of the participants resisting the conditions of femaleness was particularly salient (P3, P6, P7, P11, P12, P14, P15, P19, P21, P22). Ava shared during her career, she found “research was sort of relegated as a male role, so unfortunately teaching and service was a female role.”

Similarly, Caroline identified a similar situation saying at her institution:
women here are pigeonholed to a certain extent into traditional roles, they can work in HR, they work with teaching, work with youth and children, but it's much harder to have a voice in the harder science things … in where I work, you know, we have [barriers] in having a voice and being heard in agriculture.

Susan had shared a similar experience with women at her institution being pigeonholed into traditionally female subjects/units. She explained “the females did family consumer sciences and males did the agriculture area.” The norms surrounding these positions create barriers and limits on specific roles women can hold and perpetuates the limits femaleness put upon these women. Women who have gone against these societal norms caused by the phenomenon and broken into traditionally “male” roles have adapted to exist and survive in these environments. This has led to the perception that women in male-dominated fields begin taking on male qualities. Chloe shared her observation of women who self-select into a traditionally male-dominated discipline. She felt these women focus on career-centered pursuits, much like their male counterparts. She explained, saying,

It's mostly male-dominated at the upper echelon. And the women that make it up, again they tend to be the women who didn't marry for whatever reason, don't have kids. And they are tough women in a different sort of way. So, they kind of fit that male expectation or the male role?

Women within these traditionally “male” positions have different expectations placed on their behavior, goals, leadership style, and wardrobes. When one gender is dominating a discipline, it creates barriers, whether real or imagined, for the other genders to overcome, sending a message that conforms to your assigned gender role and traits is required. Laura shared she is very aware of how some of her leadership qualities, at times, are viewed as more male traits and how others can perceive those. She explained, “for me to switch into the leadership role, I had to be really careful.” She went on to say, “some of the things that do make me successful: my directness and aggressiveness is often not seen very well.” Being aware of this,
she said she has “had to work on how I show that and when, I know this is a common problem for all leaders, but I think it's particularly a problem for women.” Laura said “while I don't always like it, I recognize that I'm able to have more influence when I take that into consideration.” When women display traits that traditionally have been associated with male leaders, they are often perceived negatively.

**Misogyny**

As part of the phenomenon of femaleness, these women have experienced and grown accustomed to receiving different or antagonistic treatment based only on them being a female. Participants discussed either having the first-hand experience, observing the behavior, knowing someone, or hearing about women around them experiencing misogyny (P2, P5, P16, P20). As the only female in her unit, Evelyn shared she is often treated negatively, saying, “there is no inclusion, and I was not part of the buddy talk.” She continued, she is often ostracized as the female in the group, receiving very different treatment by her superior to her male colleagues. She explained she does not have pleasant interactions with her supervisor, saying during interactions, she is “on guard, and it's not collegial.” She continued saying, “with some of my other male [role] he has a very collegial, rapport.” Feelings of dread when an individual has to work with or interact with certain people is a symptom of compassion fatigue. Rebecca shared, “there are single people that may be more misogynist than others, and you know about them, but they've never affected my behavior or my performance.” She categorized her experience with these individuals saying, “They were just incidental interactions.”

While some did not experience stereotyping firsthand or were not directly impacted, their silence made them complicit in allowing this treatment of others to continue. By not speaking out against this treatment, they will enable the phenomenon to continue to dictate their treatment and
station in life. Some participants pardoned the behavior, saying the offenders were not aware of what they were doing or how they were making someone feel, while others chalked up the action to cultural/institutional norms (P5, P11, P22).

**Internalized misogyny.** The experience of misogynistic treatment came not only from men but also women. This treatment again can be traced to the phenomenon and its predetermined role that a woman should assume. When one does not comply and breaks that expectation and norm, it results in the aggressive or harsh treatment of the woman. The participants described other women as exhibiting “Queen Bee Syndrome” qualities (P5, P7, P8, P16). Katharine explained her experience, “maybe not necessarily queen bee syndrome, but rather that kind of I'm gonna undermine this person behind your back or, or I'm going to be, cause she's a successful, outspoken woman kind of thing.” Susan discussed her negative and unfavorable experiences saying, “The females have a tendency to be more competitive with each other.” She attributed the negativity being a product of the older generations of men still being part of the environment. She felt as the older generations of men retire, allowing more women to move into leadership roles, perhaps the negativity from women-directed toward other women may decrease as they will no longer be viewed as competition. The generations the participants represent were raised with women being impacted and complying with the phenomenon of femaleness. In their era, women were content with their role being in the home as a mother and not in a career. Maria shared:

It's not nearly as collegial as I would like it to be. It's not as supportive, and I guess I'll say, I have personally speculated that I think in general the women make it worse than the men. I've wondered if it's because the women are so aggressive because they've always been really high performing. They kind of fought their way to the top and continued that. Often, I get a bunch of the men together, and they'll collaborate, and they'll work together. But you get the women together, and they're just ready to cut each other's throats rather than help each other out, but the women will get along with the men. The men get along with the other men, but the women together are always trying to prove that you're better than
the other person, trying to constantly say, Oh, those other women are not as good as I am. They have these flaws.

This fighting to gain footing may be the cause of these women feeling threatened and resentful toward other women entering the unit without having to endure as much as they have. Some felt women might not be as welcoming to other women as they were not accepted.

The misogynistic treatment reported by the participants was not just received from colleagues but also from their superiors. Cheryl shared her negative experience:

I had a female department chair, and she was out and out hostile to women. She would say to me, “I came to your office at six-thirty last night; You weren’t here. Where were you?” [She responded she was home making dinner for her son]. But that wasn’t considered, you know, I wasn't doing enough. This person said about one of my colleagues who had had several miscarriages and was finally pregnant. Her comment was, “well, if I had my druthers, she wouldn't be pregnant.”

These unconscious behaviors are examples of internalized misogyny. The individuals are likely unaware they are doing these things and do not know why they have these feelings. Diana admitted she has been guilty of these feelings and only realized it after it was discussed in an undergraduate course. She recounted unfairly treating an instructor saying:

there is one chemistry instructor who was in charge of labs, and we all looked down on her as not being a professor. So, I kind of consider that phase of my life, I was really a male chauvinist myself and kind of unaware of those feelings until I got to my master's program … And that's when it occurred to me that I needed to take a broader perspective.

Diana was the only participant who acknowledged a personal awareness of her own internalized misogyny.

Kristin excused the behaviors saying, “I think they aren't even really that aware of it.” She attributed it to being a norm saying, “I think this kind of gender stuff is so ingrained that they're not even doing it purposely.” She said in her experience, “I rarely ever feel like they have made the choice, you know to be this way, to like make me feel bad about being a woman or feel less than being a woman.” She reiterated, “it's just so
deeply ingrained. They can’t even help themselves.” Diana also attributed the behavior as a generational issue saying, “these are just comments that slipped out because of their generation, their age, both of them are at least ten years older than me.”

**Being complicit.** Some participants described their experiences as spectators. This silence can be a coping mechanism and a method of self-preservation in these situations (P2, P10, P20). Grace shared,

> a lot of times, I'm so removed from it. I guess after a certain period of time; I've learned how to not take it so personally, as long as it's not impeding me from doing what I need to do.

Rebecca witnesses the behavior “every once in a while,” saying,

> unless it's extremely obvious, you know. I think in a way it's not a problem at this institution … Or that I've seen, but nothing that would affect me directly. You know, somebody makes a comment in a meeting. You know where it comes from, but it's not like somebody I have to interact with constantly.

This silence and lack of action led to excuses for the behavior or downplaying it. Michelle shared:

> I kind of noticed maybe in our … meetings, we have one guy who's the [position] and another newer lady who just took over in [role], and he kind of puts her down a little bit, I would say. But yeah, so a little bit, not extreme, I guess. He was just probably trying to just show off cause there's another woman administrator there besides me too, who really handles things well and she's very knowledgeable, and nobody really gives her a hard time. So I think if you can show your expertise, you don't typically get picked on much.

Similarly, Emma shared, “I have tended to be someone who has tried to let things roll off my back.” While the misogynistic and stereotypical behaviors were not directed at these participants, their silence suggests approval, further perpetuating the treatment, behavior, and phenomenon.

Other participants admitted to finding ways to address the behaviors they disapprove of. Maria shared an experience where a faculty member was behaving inappropriately and how she chose to address the situation with him directly.
I had one faculty member who made, on numerous occasions, comments about women or jokes about women. Not about me, which is really helpful because it wasn't about me. The first few times I just mentioned it to them said, you know, “hey, this could be taken the wrong way.” And then, actually pulled out the whole rule, read it to him, told him it was sexual harassment, you may think this is a funny joke, but this is sexual harassment and we can de-tenure you for this. And [it] actually stopped the behavior.

By being aware of this behavior and not dismissing it, there is an opportunity for it to be addressed appropriately. Misogynistic behavior causes additional workplace challenges, increased stress, and results in an uncomfortable work environment for the participants. These factors contributed to feelings of dissatisfaction and burnout. Participants exhibited symptoms of burnout and compassion fatigue, including exhaustion, hopelessness, loss of motivation, feelings of self-doubt, and dread working with certain people. An additional factor that contributed to the participants' dissatisfaction had been a lack of support and respect within their workplace.

**Question 3: What are the Consequences of Stress, Stress Coping Mechanisms, and Implications of Long-Term Stress Exposure for those who are Female?**

When exploring the impacts and consequences stress may have on these participants, it was essential to be mindful of the phenomena that impact them in all facets of their daily lives. The treatment, barriers, lack of opportunities, and challenges that result from the phenomena need to be taken into account when discussing stressors. This group experienced a host of additional stressors based on biological sex. The stressors cannot be neatly compartmentalized and weighed on participants as the pressure became cumulative.

Participants shared the consequences of stress and long-term impacts. The stressors experienced by participants ranged from work-related issues, personal issues, or a combination of the whole. The mechanisms these women implemented in an attempt to cope and survive the stressor and challenges have included therapy, exercise, and prayer.
Stressors/Causes of Stress

Lack of support and respect. A significant factor cited related to burnout, dissatisfaction, and compassion fatigue was the lack of support and respect participants experienced. Feelings of frustration resulted due to a lack of support or respect from superiors. These feelings caused additional stress. This chronic exposure to stressors increased the risk of participants experiencing burnout or compassion fatigue.

Participants discussed the perception of receiving an unequal amount of support and respect than male colleagues (P3, P6, P11, P14). Chloe discussed a common source of stress that comes from not feeling or being valued. “If I were to come up with a common thread, it was just lack of respect for what I did or could do, my potential, just total lack of understanding or respect of my potential.” A negative state of mind related to one’s work is a symptom of burnout. A similar sentiment was shared by Caroline, sharing “biggest stressor in my career is probably when I don’t feel like my input is valued.”

Another source of stress that impacted symptoms related to burnout, compassion fatigue, or dissatisfaction was the participants' abilities being doubted. The superior’s perception of one’s abilities was a significant factor related to stress. Ava discussed such an experience with her supervisor, sharing:

[He] called me into his office one day and said, “well, you know, we don't have any confidence in your abilities to manage your budget, and that's the perception we get among all the [specific role]. This is a crisis I don't think you're going to survive.”

She felt she had to [publicly] correct the misperception, and it was unfortunate because it was obvious that the two of us were coming from different angles and that tension was not something that I started, but it was a tough one. It was very discouraging.
Feelings of tension are symptoms of burnout, while reduced career enjoyment is related to compassion fatigue. Caroline also shared feeling doubted. She described being excluded from a decision-making situation that included others in her role, saying, “they … excluded me from the decision making, but they just did that without telling me why. I think you'd call it gaslighting.” She described feeling “extremely confused, couldn’t sleep, had no idea what was going on” during this time, and she “lacked a voice, a lack of respect, being gaslighted I’d say as well.” These situations resulted in difficulty sleeping, a loss of morale, feelings of hopelessness, and self-doubt, all of which are symptoms of compassion fatigue.

While some of the mistreatment and conflict could be linked back to femaleness, some were the result of different leadership, management styles, or personalities. Cheryl shared a negative time working with a superior recounting:

For a period of a couple of years, I worked as [position] for [the] [position] that was a micromanager, and she was also very disparaging of staff and people, myself, a number of others, senior staff, but also, her chief of staff. That was very demoralizing.

A decrease in one’s morale is a symptom of burnout. For many of the participants, interpersonal relationships made the work environment stressful and, at times, toxic. As a result, overall job satisfaction was impacted, and feelings of dread to work with certain people, isolation, depersonalization, and general negativity regarding their work were experienced.

Impact of Stress

Results of high stress. The participants felt varying levels of stress in their roles. Several participants discussed having health-related issues due to the levels of stress (P1, P5, P6, P8, P10, P11, P12, P15, P19). Chloe had such a negative health impact due to stress that her doctor recommended she take a leave of absence from her position. “I went on medical leave, and that’s because my doctor was just like you can’t keep working there.” She was not the only participant
whose health was negatively impacted due to stress. Kristin discussed the development of GI issues resulting from chronic long-term stress exposure. These examples of chronic illness are symptoms of burnout. Mary had also shared developing multiple health conditions; as a result, exposure to chronic stress, including migraines and thyroid issues. She stated, “I’ve gotten to the point now that it is just goes along with the position and with the job. I’m just having to work out ways to deal with those things.”

Other participants discussed weight gain as a result of their exposure to chronic stressors. Julias shared, “I put on close to 50 pounds.” To counteract the adverse effects of stress, some participants shared they sought assistance from nutritionists. One participant’s nutritionist recommended they work less and not be available all the time. Julia shared it was her belief the stress she was enduring was a result of the overcompensating for the expectation that women are doomed to disappoint or fail at their tasks. She explained, “I think the expectation as women that we’re going to let somebody down and that we’re not going to be taking care of something is so prevalent.” Using food as a coping mechanism is a symptom of burnout, while changes in one’s health and weight are related to compassion fatigue. As participants begin to experience signs of burnout, it may, in turn, negatively impact their immunity causing frequent illness.

Difficulty or inability to sleep was another product of stress exposure. Participants experienced issues, including sleep disorders, insomnia, and exhaustion due to a lack of quality sleep (P2, P3, P5, P8, P11, P14, P15). Many cited times of high stress resulting in sleepless nights. This difficulty sleeping is a symptom of compassion fatigue. Some shared the excessive number of hours they spend working affected the amount and quality of sleep. Even after working a full day in the office, Evelyn shared she leaves the office and goes home to continue to work several more hours, many times interrupting her sleep.
Julia experienced “sleepless nights, waking up at night” during times of stress. The continued lack of sleep impacted participants’ mental clarity and focus while increasing feelings of disengagement and anxiety. Kristin found herself sleeping more than she used to as a result of the exposure to stress. Concentration, energy level, and overall well-being were affected by participants’ lack of sleep. At the time of the interviews, some of the women were already demonstrating symptoms related to burnout and compassion fatigue, including decreased immunity, chronic ailments, difficulty sleeping, headaches, and weight issues.

Personal/collegial relationships. Interpersonal relationships are essential in the workplace and impact one’s day-to-day happiness and satisfaction. The participants discussed both personal relationships and professional relationships as sources of stress. According to two participants, conflict arose from the time their career took them away from family obligations (P9, P14). Michelle shared her husband disapproves of how much she works, saying, “I do come in on Saturdays, which I know my husband probably doesn't appreciate very much.” Further, Caroline also shared she has an imbalance of work and home life. “I probably repeatedly prioritized work over my marriage. I'm still married, but it hasn't been easy.” These individuals have a significant amount of responsibility and are attempting to navigate and balance careers and personal lives.

Some participants felt they did not have a healthy balance with work and personal life, which caused one of the areas to suffer (P11, P18, P20, P22). These feelings were the result of expectations of femaleness. Some found balance difficult as they were raising children and had competing priorities. In contrast, Diana is an empty nester and found herself only working and not giving any time to their home lives. Kristin explained, “the only thing that differs is if I'm working for my family or if I'm working for my unit. So I work at my house with the laundry and
the food and everything else that's happening there.” She felt there was work to do no matter where she was and this issue has only intensified over her career.

Many admitted not being able to successfully separate work and home. Andrea explained she has found she needed to be:

realistic about not everything’s going to get done between eight and five, but sometimes life has to happen between eight and five, which means work has to happen after five. Having honest conversations with my family about why I may not be able to do all the things that I want that we want to do …

Unlike Andrea, Rebecca felt she had achieved a healthy work-life balance. She recommended, “you need to have a good time management and balancing your work life, your work-life balance is key and carving enough time for to be healthy.” The imbalance between work and home lives is a direct effect of femaleness and the expectation that women can and should do it all. While participants spoke of what they needed to do or should do to achieve balance, it seemed easier said than done.

As the demands of their positions, along with home life, grew, participants found they were sacrificing their time. As responsibilities with work and family increased, Maria found she unintentionally had given up her time and social life. This is a result of femaleness, as women are expected to juggle multiple responsibilities and not let anyone down. Personal relationships and social networks were contributions to balancing work and home life and coping with stress. Socialization was necessary to combat burnout and compassion fatigue. Isolation, depersonalization, and detachment were all symptoms that resulted due to the absence of a support structure and socialization.

**Coping**

**Mechanisms.** Coping mechanisms were vital to ensure balance. Each individual developed coping mechanisms to combat the different types and amounts of stress they
experienced. At times individuals were unable to provide a proper response to the stress, and as a result, their physical health and mental health suffered. The participants discussed many different coping mechanisms they have found, developed, and implemented in their lives. These women realized learning to manage and cope with stress will be an ongoing process that begins with balancing their work and personal lives.

Effects of prolonged exposure to stress are changes in one’s thoughts and behaviors. As participants saw they were struggling mentally, some reached out for assistance in the form of a therapist or counselor (P16, P21). This is a positive step, as poor mental health is a symptom of burnout. In mental health treatment, the unbiased third party allowed these participants to discuss the stressors they experienced and develop tools to navigate stressful situations. This assistance will be paramount in combating burnout in these women.

At times these women were not aware of how they altered behaviors in an attempt to cope with the effects of femaleness. It was apparently during interviews that Maria was very obviously affected by her femaleness. This participant shared she works to avoid the implications associated with being a woman within a male-dominated field. She explained she attempts to mitigate how coworkers perceive her. By watching the way she dresses, acts, and other female qualities, she felt she would not necessarily be perceived as a woman. Maria explained she wanted to be perceived as her role first and not a woman. This self-regulation had a direct correlation not only to the impact of this woman’s femaleness but also on how male counterparts perceived her. These feelings of self-doubt are a symptom of burnout.

Not all coping mechanisms participants shared were healthy or effective long-term (see Appendix G for participants’ coping mechanisms). Coping mechanisms, such as the use of food, drugs, or alcohol, are directly related to burnout. These are not recommended mechanisms.
Drinking can be a conscious or unconscious method of coping with stress. Four participants admitted to drinking to reduce stress (P1, P11, P14, P16). While others did not drink to relieve stress, they did say that their drinking has increased, and occasionally they drank in excess.

Most participants discussed using exercise and physical activity as a method to combat stress and promote their well-being (P8, P9, P10, P11, P14, P16, P20, P21, P22). Staying active has helped participants feel balanced, healthy, and get through their day. Participants realized the long term effects stress has and found implementing physical activity was the best way to combat those effects. Many participants incorporated exercise into their daily routines (P8, P9, P10, P14, P20). Some found beginning their day with exercise not only made them feel good but started their day out positively. Others using physical activity as a means to combat stress found they need to work out more than once during the day.

Some participants discussed running and yoga as their physical activity of choice. Those who selected this mechanism discussed it providing quiet, focused time to manage and counteract the stress they were experiencing. Some paired their physical activity with socialization by running or walking with a group of friends (P6, P20). They found this beneficial as they were physically active and engaging with their support systems simultaneously. Others preferred to do physical activity and then meditation or yoga to improve both physical and mental well-being. Some ensured physical activity as part of their routine by being involved in outdoor recreation, citing hiking, watersports, camping, and other various methods of staying active. Physical activity was one healthy method participants utilized to not only cope with stress and promote their health.

An additional coping mechanism participants referenced was religion or prayer (P5, P7, P9, P10, P14, P17). Some participants found support in their faith communities. The
incorporation of their faith into their daily routine provided feelings of calm and peace. Many shared they began their day with prayer. By praying and reading the Bible, many participants felt this provided them the personal quiet time that helped them to remain focused and left them feeling grounded.

One alternative coping mechanism participants discussed using to combat stress was meditation (P5, P11). Some paired meditation and yoga together for an opportunity to be active yet still find time for meditation. While these male-dominated environments were challenging for women to gain access, the creation and implementation of coping mechanisms to manage the resulting stress were necessary for sustaining these women. Without requisite responses to ongoing stressors, an individual’s homeostasis suffers, resulting in symptoms of burnout, compassion fatigue, and impacting overall job satisfaction.

**Support structures.** The participants realized the need for external support and guidance. The utilization of support structures or networks provided many different types of support. Participants spoke of turning to various networks and supports systems for personal, professional, and emotional support. These women received support from colleagues, family members, and worship partners, each providing a different type of support when the participants have been in need.

Many participants discussed professional support networks (P4, P7, P8, P9, P13, P14, P15, P16, P19, P20, P21). They realized having these systems in place was crucial to their well-being. Laura shared: “those are really critical.” She utilized a professional association she was a member of for support and networking opportunities gaining some valuable colleagues from this experience, describing them as “a small group” but “very important.” She went on to say that this group:
has meant everything to me because these women they’re not necessarily directly in my line for promotion and tenure, so we can all kind of speak freely with each other and talk about what's going on in other departments without feeling like there might be retaliation or that there might be judgment. So that's been absolutely critical.

These women shared utilizing professional associations for support, and networking opportunities resulted in them gaining valuable colleagues. They were able to speak freely, as coworkers were not a part of these groups. Being able to share what was happening in their department and hear about others’ departments was helpful to these women. Katharine said she has had “a number of great colleagues, some of whom have had similar experiences.” Mary turns to friends here at the [institution] where I work, and they’re in different departments. They’re not in my college. If there’s things that I’m dealing with in my department, I can get another perspective from another college or department on campus. She also shared she has “networks at other institutions” that she can “call and speak with” when she needs another point of view or support. These individuals, she said, provide socialization and emotional support. The support structures were essential to combat symptoms of burnout, such as isolation, detachment, and feelings of general negativity associated with work.

These support systems provided a safe space where there was no fear of retaliation or judgment. Some participants shared gaining valuable friendships from having a professional cohort as a support system. Participants said knowing someone else has experienced a similar situation made them feel like they were not alone. These women discussed having colleagues at other institutions whom they utilized as a sounding board.

Mentors were cited as a source of support for many participants. Susan has “other networks that I utilize obviously. I have a mentoring committee within [role]. So I have mentors there.” These networks and committees can be invaluable for career growth and guidance. These relationships provided support and allowed these women an outlet at times of frustration.
Not all the participants utilized professional mentors and colleagues for support. Many participants referenced their families as their primary support structures (P3, P4, P5, P6, P7, P8, P9, P10, P12, P13, P17, P18, P22). These women referenced their families as fundamental support structures that provided many different types of support for them. Ava described her family as offering “a tremendous amount of emotional support.” Similarly, Sara shared, “my family is a very important support structure.” She shared utilizing her family as “sounding boards,” and this helps her to “to see things in a different perspective.” These relationships have proven to be an essential source of support for the participants.

Other participants turned to friends for support and guidance, emotional support, and socialization (P5, P6, P8, P11, P13, P18). Cheryl described her friends, saying they “are kind of social support.” Maria echoed that by referring to her friends as “strong social support,” that is “really, really helpful.” The support structures are essential to combat symptoms of burnout, such as isolation, detachment, and feelings of general negativity associated with work. Some found discussing stressors from work with their friends who work outside of their field was helpful because it gave them another perspective.

While participants found support from professional networks, family, or friend groups, others found support elsewhere. Some of the women referenced their churches, pastors, religious, or spiritual groups as their sources of support (P5, P7, P9, P17). Susan referenced, “my pastor and his family are a network” when asked about where she finds support. Similarly, Michelle utilizes her church network as her primary source of support. Evelyn seeks emotional help and socialization outside typical support structures using her “meditation group” as her primary support structure.
While many support structures exist, some of the participants found utilizing a combination of the support structures was beneficial for them (P1, P10, P11, P13, P14, P15). Depending on their personal situation and stressors, different support structures were able to assist them. Family and friends were cited as a means for socialization and emotional support. While professional networks, mentors, cohorts, and colleagues were able to provide networking, professional help, and guidance. By having a combination of support, these participants can turn to different groups based on the stress they are experiencing. The support structures and networks the participants referenced receiving included various types of support from crucial components in combating stress. These groups served as sounding boards and an unbiased ear, providing professional opinions, emotional support, and socialization as participants navigated the barriers of femaleness.

**Level of Satisfaction**

The participants’ experiences directly impacted their level of satisfaction with their role—some participants admitting to feelings of being dissatisfied with their position during their career. Four participants discussed feelings of dissatisfaction with their jobs during their career (P5, P6, P11, P14). Both the departmental culture and climate were a contributing factor to one’s level of dissatisfaction. Caroline said she did not feel satisfied due to the culture and climate she was working in. Evelyn was aware and candid about the reality of her role and the stress associated with it, saying,

> I mean, you either try to fight it or you just say, well, so be it, it is what it is. If I had to fight everything that happens to me throughout my career, I'd be in a mental hospital … I do meditation and prayer to not let this get to me.
The lack of satisfaction and high-stress levels associated with her role has made her feel like there is no solution but to wait until she can retire. These feelings of hopelessness, loss of motivation, cynicism, and detachment are all symptoms of burnout.

Kristin, while perhaps currently dissatisfied, has feelings of hope for future improvements within their units. She admitted she is not completely satisfied, saying:

Yeah, I'm not real satisfied. You know, it's a tough position. I hope that as I continue in my tenure in it, I will feel more; I think that's a possibility. You know, most of the larger things that I'm trying to achieve are things that I'm not going to be done in a short time frame. So I've done some simple things and made changes, but some of the bigger stuff I think is just going to take a while. Maybe I'll feel more satisfaction as I get that time, and I can better see how my efforts are paying off, and it'll help me feel a little bit better about how I'm spending my day-to-day and the work I'm doing.

This feeling of decreased career enjoyment is a symptom of compassion fatigue. The level of satisfaction each participant experienced is personal and relevant to their position and their individual coping mechanisms.

More than half of the participants admitted feelings of disengagement at some point in their careers (P1, P2, P3, P4, P5, P7, P8, P9, P10, P11, P12, P14, P15, P17, P18, P19, P21, P22). Ava responded, “Oh, hell, yes. Oh yes,” when asked if she had experienced disengagement. Participants shared stories about difficult situations involving superiors, colleagues, and decisions that resulted in feelings of disengagement, helplessness, anger, depression, and frustration. These feelings related to moral and decreased motivation were symptoms of burnout.

The cause of disengagement came from various areas, according to these women. Participants who had not been made to feel valued shared they felt this was the cause of their feeling disengaged from their work. Abby shared she felt disengaged as a result of not being valued, saying, “if you don't feel valued, you don't feel very engaged.” She described her
emotions as “frustration and disappointment, anger.” These feelings were a result of femaleness. Michelle felt that once she had peaked within her career, she became bored saying:

I think it was before I became an administrator, and you have a lot of impetus for your research, and then it gets to a certain point where you've done as much as you can within that particular area with the expertise that you have. You always have to kind of keep learning new techniques to figure out new ways to solve problems. And I think there comes a point in your research career where you've kind of reached your peak, and then you just can't quite have the new technology because you weren't trained in it to start with.

Regardless of the cause of disengagement, the results were similar. Many discussed feelings of boredom and not wanting to go to work. Symptoms of compassion fatigue, such as absenteeism, were discussed. Kristin described feeling: “really depressed, down about things, frustrated, impatient,” and like she was not “being very useful” during these periods of disengagement. Likewise, Julia experienced “anger, lots of stress, and sleepless nights” when disengaged from her work. These feelings of depression and frustration are related to burnout.

Not surprisingly, participants’ level of satisfaction suffered during difficult periods in their careers (P7, P13). The decrease in job satisfaction is directly related to compassion fatigue and burnout. Some referenced feelings of boredom and not being challenged, causing their satisfaction to suffer. Susan shared, “there was a time when I struggled a little bit.” She shared,

I was back to the position that I had done before, and it was harder for me to get up and go to work because I was bored. I needed a new challenge; I needed something new to learn. I was just bored. I was just unmotivated. I can't say I was sad, I wasn't sad, or I wasn't depressed. I just wasn't motivated.

These feelings of boredom, lack of motivation, and absences from work were symptoms of burnout and compassion fatigue. Maria sometimes shared, “it's just boredom.” She continued, “just bored doing all this, somewhat of resentment that I had been assigned this, and I really don't want to do it, but I have no voice, and I'm forced to do it.” As participants experienced feelings of disengagement and dissatisfaction, they did not realize relationships were affected. Feelings of
disengagement, stress, and reduced satisfaction stem from the challenges associated with femaleness. These feelings impact other areas of their lives and are symptoms associated with burnout and compassion fatigue.

**Post Époché**

When I began this research, I had an interest in burnout and compassion fatigue and how it could be affecting those who are not necessarily in a traditional “helping” role. In speaking with my advisor about different angles to examine this research from, the idea of how women may be impacted came up. Honestly, I was originally indifferent to what group of people I examined but was more interested in how they came to have these feelings and the impact. As I began to work, cultivate the idea, and read articles it was apparent to me women still do not have equality or equity in many arenas today.

I had never been a feminist, never given it much thought to be honest. Whenever the concept was brought up it was always with a negative connotation surrounding it. That women who are feminist are angry, man hating, bra burning people who find issues with most things. After this research experience, I can honestly say that stereotype could not be further from the truth. After more than a year of researching this, I can say today feminism is something I was lacking in my life. I was not aware it was missing, but the discovery of its meaning, what it stood for, and how it benefits my gender is something I now wear proudly as a badge of honor.

I have spent countless hours researching, writing, interviewing, discussing, meeting, and exploring this research and the surrounding factors. I have had the privilege and honor to have 22 amazingly intelligent, hard-working, and driven women participate in my study. I had a lightbulb go off when I had a participant say to me “I don’t normally do these types of interviews, but I thought if I didn’t no one would and it is important research.” This was eye opening to me. This
comment stopped me in my tracks and made me realize there are women out there who recognize the issues surrounding stereotyping and gender and want something to be done about it. With each interview, I gleaned more vital insight to the experiences these women have had and continue to have. Each interview left me more determined than the last to draw attention to these issues.

Some may say these are just a few women’s perspectives and experiences. And to that I would say okay, but if one person is mistreated, stereotyped, bullied, given undue stress because of their gender, or made to feel as if they have to leave their career that it is one too many. This is not a new issue and I understand that; however, if anyone is as ignorant as I previously was to think things have improved, I would encourage them to talk to some women in academia. I was shocked when one participant shared with me that an all-male faculty secret society was discovered within her institution. This institution dates back almost one hundred years! How can anyone believe women are welcomed and given a fair opportunity when there are literally clubs that do not allow women? That is unbelievable to me.

One very challenging aspect of this research for me was to mitigate the impact of my presence. There were experiences shared with me that I felt were appalling. I wanted to know so much more about the experience and rant and scream about the injustice. I could not. I had to ask probing questions and carry on with the interview. I could not let the fact I share a gender with the participants cloud my research.

The more I learned about these women’s experiences the more I realized I previously had been one to pigeonhole women. I had placed myself into a nice, neat box of expectations and norms I had been told were what “women do.” I knew no different. While I have branched out on occasion and did not stay in my box on occasion, I mostly went along with it. If I heard about a
woman joining a men’s sports team I would say “oh okay …” and move on. Internally I did not understand it and would personally not go against the grain and join an all-male sports team but did not feel the need to voice my opinion. In reflection, how is that situation any different than a woman working in a male dominated STEM field? It is not. Women have been told they cannot do this or should not do this by society and have conformed. Those who have not conformed to the norm, have been judged harshly for not upholding the expectations we, as a society, have put on them. This for me is one reason I probably had not spoken out sooner.

This research experience has taught me some valuable life lessons I take away with me. The first is people should be evaluated based on who they are as a person, nothing more. Not as their biological assignment, selected career, or anything else. Who a person is, is so much more than what you see and what they do. These participants showed me while they may be brilliant scientists, that is not all they are or can be. They are also mothers, daughters, wives, or sisters. They have their own farm, raise animals, love to craft, or serve as a deacon in their church. There are so many different facets that make a person who they are. These differences need to be appreciated and celebrated in each individual.

Another lesson I have learned is to not go along with the majority because I am not personally the target. I have always considered myself one to stand up for the underdog however in reflection I can see where I am guilty of silence in some situations. It is no longer enough for me to listen to society tell me how opportunities and rights have improved for certain marginalized groups. I cannot go through life assuming because I have not had some of these experiences as a woman this is the reality for all women. Mainstream media cannot determine who is being affected and who is not. I know now to not assume and believe things are changing and improving but rather to speak to those impacted by the issue.
The last lesson I have learned is I cannot change how I may be perceived as a woman. I cannot control expectations (fair or not) or stereotypes people have about me. I am a woman, yes, but I am so much more than that. I have my own path and journey to travel during life despite what society, my friends, or family expect for me.

As my research study concludes, I am unsure where this will lead. I do not honestly think my words will have an enormous lasting impact; however, if I can bring attention to these real conditions that are becoming more prevalent, the poor treatment and lack of opportunity for women in any male dominated field but especially as administrators at land-grants, I will view that as a success. While these words may not reach the right people to make a difference, it is worth trying. The conditions of burnout, compassion fatigue, and dissatisfaction with one’s career contain feelings and symptoms most people have experienced or will experience during their life, and therefore could pertain to almost anyone. I have a hope for this project and the future that by raising awareness of these issues the administrators within land-grants will recognize work needs to be done to improve the culture and climate for the women faculty and staff as well as the next generation of female leaders.
CHAPTER 5: CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this qualitative study was to explore the phenomenon of femaleness and its impact on the experiences of high-level female administrators in colleges of agriculture at land-grant universities. This phenomenon has implications for half of the population. The term “female” is understood as a pejorative term that confines women to her sex (De Beauvoir, 1949). Historically, the roles of the different sexes have varied. Men have more opportunities, while women feel subjugation in the conflicted between their own interests and external expectations (De Beauvoir, 1949). The phenomenon of “femaleness” was crucial to consider when examining participant experiences to tease out the resulting impact the phenomenon may have had. The participants' cumulative experiences resulted in feelings indicative of burnout and compassion fatigue, with implications for overall job satisfaction. The following questions were used to frame the study:

1. How does the phenomenon of femaleness impact the lived experiences of high-level female administrators at land grant colleges of agriculture?
2. What are the experiences that result from femaleness, as they relate to career burnout, compassion fatigue, and job satisfaction?
3. What are the consequences of stress, stress coping mechanisms, and implications of long-term stress exposure for those who are female?

Summary of Theoretical Framework

This research was framed by the multidimensional theory of burnout (Maslach, 1996) and Ashby's Law of Requisite Variety (De Raadt, 1987). Together, the framework demonstrated how biological systems attempt to cope with exposure to stress. When an individual is equipped to handle disruption or stressful situation, they will produce a requisite response to combat the
stress. If the individual is ill-equipped and unable to produce a response, the result will be chaos for the system in the form of burnout.

Maslach (1998) described burnout as an individual stress experience embedded in the context of social relationships, including a person's conception of both themselves and others. Influencing individual responses to stress is an individual's social relationships, how they view themselves, and their view of others. Maslach’s Multidimensional Theory of Burnout (MDB) examines three main components: emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment.

Demerouti et al. (2001) constructed the JD-R model based on Lee and Ashforth's (1996) research which identified “job demands” and “job resources” that could potentially cause burnout. Job demands refer to physical, social, or organizational factors of a position that required sustained physical or mental efforts associated with individual physiological costs (Demerouti et al., 2001, p. 501).

Ashby's Law of Requisite Variety is a law of organizations (Lewis & Stewart, 2003) positing that for a system to sustain viability, it needs to achieve and maintain many different states (Palumbo & Manna, 2018). Each organism possesses controls that aid in controlling variety and sustaining the system's internal equilibrium and homeostasis. The correlation between MDB and Ashby's Law is demonstrated when an organism encounters stress within their environment. If they have an appropriate response, that coping mechanism will be used, and homeostasis maintained. If the organism does not have the requisite response, the result can be chaos for the system resulting in the effects of burnout.

There is a correlation between the aspects of MDB and specific techniques used for coping with stressors. These coping techniques, both problem-focused and emotion-focused, are
related to the theoretical framework through Ashby's Law of Requisite Variety, illustrating the direct link between workplace stressors and the requisite coping response. In burnout situations, when the individual has reached the dimension of a reduced sense of personal accomplishment, they are unable to cope. Without a response to act as a buffer between the disruption (or stressor), the individual's homeostasis will be disrupted, resulting in chaos (Cohen, 2013).

**Summary of Salient Literature**

Schonmfeld and Bianchi (2016) examined the overlap between burnout and depression. Findings demonstrated a strong correlation between depression and burnout. While burnout and depression were found to be two distinct entities, Schonmeld and Bianchi (2016) posited this could convey the idea that burnout is a lesser condition, thus discouraging someone exhibiting burnout symptoms to seek professional help or treatment.

Soares et al. (2007) examined the occurrence of burnout as it correlated with demographics/socioeconomics, work, lifestyle, and health. Their findings indicated factors of burnout are a chronic deficiency in one's energetic resources. Factors such as financial strain, work demands, depression, and somatic ailments were associated with high levels of burnout. This research provides insight into what factors correlate with women experiencing burnout.

Moore et al. (2019) studied burnout in women neurologists. Over half of the participants in the study reported experiencing at least one symptom related to burnout. The rate of burnout was higher among those who faced challenges such as harassment, gender discrimination, income inequity, increased prevalence of work-home conflicts, and difficulties advancing academically. The results indicated an association between the following factors; high stress, perceived discrimination, long hours at work, lack of control over their schedule, and burnout.
Rahim & Cosby (2016) explored the relationships among job burnout, turnover, workplace incivility, and job performance. Findings demonstrated workplace incivility had a negative association with job performance. Workplace incivility was positively associated with job burnout, which was, in turn, positively associated with turnover intention.

Lu and Gursoy (2016) investigated the impact of stressors on an individual’s overall well-being depending on how the stressor is perceived. Different factors, such as values, expectations, and preferences, influenced the interpretation and perception of stressors. Findings demonstrated that burnout would result in any environment where there are levels of high chronic stress.

Much of the literature related to women and burnout concentrates on the healthcare industry, but some research has been conducted related to women students and burnout. Baker and Bobrowski (2016) suggested non-African American males mandate policies that influence women in leadership positions within academia. Their research demonstrated women are underrepresented among the ranks of full professor and in administrative positions.

Jensen and Deemer (2018) examined the “chilly” climate women scientists may experience as undergraduate students within STEM. This research focused on campus climate and female scientists to identify interference in academic burnout. “The underrepresentation of women in STEM is often explained through intrapersonal factors that place the burden on women to improve their situation” (Jenson & Deemer, 2018, p. 99). This specific research found a correlation between a chillier climate and high levels of emotional exhaustion and cynicism.

As individuals are exposed to prolonged periods of stress, they become more susceptible to burnout and gradual depletion of their energetic resources. The result can include emotional exhaustion, cognitive weariness, physical fatigue, and health-related issues (Ginoux, Isoard-Gautherue & Sarrazin, 2019). Past research has been conducted on preventing, reducing, and
combating stress related to the condition of burnout. The responsibility in the management and
treatment of stressors should not fall solely on the individual but be shared with the institution.

Krasner et al. (2009) explored if an education program centered on mindfulness,
communication, and self-awareness would aid in well-being, psychological distress, and burnout.
Findings indicated the experience resulted in positive changes in the physician’s level of
empathy and psychosocial beliefs. Additional benefits included improved personal well-being,
decreased level of burnout, and enhanced mood.

Rupert et al. (2015) examined potential solutions for reducing and preventing burnout
among psychologists. Findings indicated the importance of monitoring work demands to avoid
feelings of being overwhelmed and to ensure participation in work-related activities that build a
positive sense of accomplishment. Rupert et al.’s (2015) findings emphasized the importance of
“job-fit.” Results also made recommendations for institutions to intervene.

Krusie (2018) studied potential organizational solutions to assist in the prevention of
burnout among healthcare professionals. The findings resulted in several institutional
recommendations. The recommendations included current-state assessments, supplying program
and educational resources, employee assistance, and educating leadership, recognizing stress and
burnout, enhance communication skills, and becoming advocates.

Ginoux & Isoard-Gautheur (2019) investigated the benefits of workplace physical
activity intervention related to reducing work-related burnout. The findings of this research
indicated implementing physical activity in the workplace was an effective method to promote
e vigor and prevent burnout. Implementation of physical activity by both the individual and
institution assists in increasing activity levels, combating burnout and improving an individual’s
health.
**Summary of Methodology**

A phenomenological approach was selected for this qualitative study to obtain a more in-depth understanding of how the phenomenon of femaleness impacts the lived experiences of female administrators within colleges of agriculture at land-grant institutions. Phenomenology was selected as the objective was to understand the world from an individual's perspective, including how they experience the world and interpret its meaning (Merriam, 2016). The responses provided were a description of the participants’ own personal experience rather than a reflection of the experience.

The population for this study was higher-level female administrators, specifically in colleges of agriculture, at 1862 and 1890 land-grant institutions. The participants were from a variety of regions across the U.S. and ranged in age from 40-70 years old. Purposeful sampling was used to determine the sample for the study. This type of sampling is “based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (Merriam & Tisdell, 2016, p. 96). Twenty-two participants responded to the invitation to participate and completed the interview session.

Semi-structured phenomenological interviews were conducted with each participant. This type of interview was selected to collect data to obtain information that has a complete description of the participant’s experience (Merriam, 2009; Giorgi, 2009). The phenomenological interview required the participants to describe their experienced while I was able to obtain additional detail through the flow of discussion, body language, and other tacit information. It was vital nothing be omitted and all data collected during the interviews were transcribed and analyzed (Vagle, 2014). It was paramount I did not interpret what the participant
was saying but rather accept the information gathered (Vagle, 2014). To explore my own experiences as well as identify any personal bias, prejudices, or assumptions, an epoché was written (Merriam & Tisdell, 2016). After transcription, the whole-part-whole method was used to analyze the data.

Qualitative research occurs in a natural setting for the participants, making the phenomenon observable and can be interpreted “in terms of meaning people bring to them” (Denzin & Lincoln, 1994, p. 2). Researchers need to ensure they are proving the trustworthiness of their study (Ingerson, 2013). To accomplish this, I established credibility through member checking and peer debriefs. Transferability was established through thick, rich descriptions. Dependability was achieved by conducting a code-recode procedure, taking field notes, journaling, and audit trail. These tools mapped out every step of the process, including how decisions were made and how conclusions were reached. Confirmability was validated with the use of an audit trail, the use of spreadsheets and folders organizing the research documentation.

**Key Findings, Conclusions, and Implications**

Key findings are presented here with the conclusions for each theme.

**Research Question 1**

*How does the phenomenon of femaleness impact the lived experiences of high-level female administrators at land grant colleges of agriculture?*

This question focused on understanding the impact of femaleness participants have experienced as high-level female administrators. Three major themes emerged that demonstrated the lived experiences of these administrators: career path, mentors, and motivations. To understand how the phenomenon femaleness impacted these women and their path to their current role understanding these components were critical.
To understand when femaleness began to impact their lives, we must first examine where they started and what inspired them to pursue a career in academia. I discovered some of these women found inspiration to pursue roles in higher education based on backgrounds in agriculture and 4H. They described being raised in families with mothers who were educators—many witnessed women in these roles over generations. By seeing women hold these extension and 4H roles, they became aware these were positions women could have, and therefore, aspired to follow in their footsteps.

Findings indicate femaleness started to impact participants at a young age. This is congruent with (Gabay-Egozi et al., 2014), who found adolescents learn about gender roles as part of the socialization process. As part of this process, parents, teachers, and peers shape these gender roles. Growing up, they witnessed working in particular positions deemed acceptable for their gender. The implication led to understanding those were appropriate female roles for girls to pursue. This finding is compatible with Marcus et al’s (2015) research that, in practice, gender norms “limit girls’ development opportunities and undermine their well-being” (p. 5). As such, some of the participants selected to stay within the confines of femaleness and pursue a similar path.

I found these high-level women administrators considered their expectations as a female when exploring their career options. The responsibilities outlined by the phenomenon were still found to be an expectation that these women fulfilled their role as females. By selecting careers that allowed for some to be always available for childcare and household priorities, they were able to pursue employment while still navigating within the confines that femaleness had outlined.
Findings indicated the impact of femaleness resulted in societal norms which influenced these women in daily interactions, families, and careers. These norms dictate, as a female, one should be available to fulfill the duties dictated for their gender. Likewise, Hansanovic (2015) stated society deems what is appropriate within roles, behaviors, activities, and features based on gender. This implies the impact of femaleness is far-reaching and can be viewed within these societal norms.

This study revealed mentors and role models played critical roles for these participants, providing guidance, and assisting these women along their career journeys. Due to the male-dominated STEM environments, mostly male mentors were available; however, some participants did have experience with a female mentor or role model. Findings indicated while most mentors and role models were beneficial to their career trajectories participants’ felt the female mentors had more of an impact than males. These female mentors were found to be able to provide guidance, act as a sounding board, and model what navigating femaleness in a male-dominated environment may look like. This finding is congruent with Rupert et al.’s (2015) research which suggested institutions should partner newer staff with a more experienced colleague as a mentor by witnessing someone of the same gender navigate successfully around the phenomenon of femaleness, it inspired other women to do the same.

The third theme that emerged related to the phenomenon impacting participants’ experiences was motivation. To better understand the women's stories, it was imperative to explore what inspires, drives, and motivates them within their careers. Participants were inspired to be able to work with students. Being able to remove potential barriers and guide these students on the way to success was exciting and motivational for participants. Bartel’s (2018) research found women comply with gender-role stereotypes by taking on more service-oriented work than
their male colleagues. The findings of this research study support Bartel’s (2018) results. It can be concluded by acting in the role of problem-solver or caretaker, and by putting others’ needs before their own, these women were complying with the gender-role stereotypes. These roles also motivated these women as a result of the phenomenon.

It can be concluded that the levels of fulfillment and satisfaction are based on the parameters of the phenomenon of femaleness. This is a prime example of the constraints the phenomenon of femaleness imposes on women to find fulfillment within taking care of others, their homes, and families. Women are taught to seek fulfillment by assisting others in more of a service-oriented or care-taker role.

After studying the findings related to this research question, it can be concluded that femaleness has impacted from an early age and continues to impact every facet of a woman’s daily life. This study found the phenomenon is a lifelong interference that women face. While women have advanced in many fields in an attempt to gain equal footing, findings indicate women consciously and unconsciously are still confined in their femaleness by society. A man would not have to consider being available after school and during the summer to be with children. For women, this is still viewed as their primary role.

**Research Question 2**

*What are the experiences that result from femaleness, as they relate to career burnout, compassion fatigue, and job satisfaction?*

Research question two focused on the experiences related to career burnout, compassion fatigue, and job satisfaction as a result of femaleness. Five significant themes emerged during this portion of the study, including stereotyping, challenging environments, women as a marginalized group, gender expectations, and misogyny.
Heilman (2012) posited stereotyping women creates negative expectations about performance within the workplace. This study supported Heilman’s (2012) findings. Gender stereotypes create assumptions that women are not equipped to handle typically male tasks or positions, leading women to have to “compete aggressively for positions” (Heilman, 2012, p.123). Similarly, this study found while there were many experiences of blatant stereotyping, most, if not all, encountered more passive microaggressions throughout their careers. These passive-aggressive behaviors may be small but frequently occurred, having a cumulative effect on the participants. It is implied that stereotyping occurs as a means of retaliation for women operating outside parameters society and femaleness prescribed for their gender.

Women found themselves as the gender minority in exceptionally challenging work environments. Stainback et al.’s (2016) study purported all aspects of an organization, while seemingly free of gender, actually reflect longstanding distinctions between men and women, masculinity and femininity, and power and domination in ways that aid in the reproduction and maintenance of gender inequality (p. 110). The current study supports those findings and indicated the phenomenon of femaleness impacted the treatment of participants in the workplace, including the climate, inclusivity, and satisfaction. Working in unwelcoming and cold climates added additional obstacles for the participants while already attempting to navigate their male-dominated workplaces. All the participants’ experiences were based solely on femaleness and directly resulted in increased exposure to stress.

Findings demonstrated participants felt an inequity within their work environments that resulted in being excluded, underappreciated, uncomfortable, and mistreated. Most participants were singled out for being a woman and made to feel as if they did not belong in the male-dominated environment. The findings of this study also paralleled some results of Jacobs’ (1995)
research, including the lack of women faculty in higher education is evidence that they have to endure a chilly climate. Findings indicated entry into these male-dominated fields is more challenging due to traditional expectations placed on women as a result of the phenomenon of femaleness. This study found even after gaining access to these fields, these women were still met with inappropriate behavior and treatment. These experiences have a cumulative effect and increased stress levels, feelings of dissatisfaction, and symptoms related to compassion fatigue and burnout.

Goldeberg and Crowe’s (2010) study reported male dominance in agriculture being well recognized, demonstrating this is a prevalent and on-going issue. This research supported Goldberg and Crowe’s findings. The phenomenon places expectations on women which do not include entry into a male-dominated field. Due to this, participants found themselves often the only female in their environments. Findings also indicated a lack of gender diversity not only in their department but in hiring practices, both as a result of the phenomenon. The implication is that hiring more women would ultimately diversify not only the faculty but also the department. It can be concluded by diversifying the faculty, it would also promote diversity within the student of the department.

Findings from the current study were also found to support Holmes’ (2011) research that referred to the “Gendered Division of Labor” describing roles deemed “male” and “female,” with only those genders traditionally filling those roles. Similarly, this study found, as a result of the phenomenon, participants were prohibited from entering certain positions or opportunities because the role was viewed as a “male role.”

Heilman’s (2012) research found women can be penalized within their organization for demonstrating competence in traditionally male roles. Similarly, this study found women were
told they did not qualify for a position, duty, or did not fit into a specific field only due to their gender. This behavior implies women must adhere to societal norms surrounding their genders and what is deemed appropriate.

The current research study’s findings supported Aron’s (2019) findings stating the idea of misogyny was understood to be structural and recognized organizations of society are deeply rooted in the oppression of women. In this study, adverse treatment within organizations not only contributed to a challenging and unwelcome environment but also increased the overall level of stress to which the participants were exposed.

In this study, men were not found to be the only perpetrators of misogynistic behavior. This is congruent with Clark and Lindfield’s (2018) study which found misogynistic influence was so deeply ingrained into society women did not realize they were imposing those views on themselves or other women. As these women deviated outside of their prescribed femaleness, they were met with disdain and negativity by other members of their gender. The latter subscribe to the phenomenon of femaleness and what society encourages a female to be. It can be concluded this mindset and behavior creates undue stress and barriers between members of the same marginalized group, thus preventing opportunities for comradery and support.

It can also be concluded due to the phenomenon of femaleness and its far-reaching impacts, there is increased exposure to stress, feelings of frustration, and overall dissatisfaction. Participants described experiencing feelings that support Kulkarni’s (2006) description of the symptoms of burnout. Therefore, it can be concluded as a result of increased exposure to stressors, the risk for this group of women to develop conditions such as burnout or compassion fatigue increases.
Research Question 3

What are the consequences of stress, stress coping mechanisms, and implications of long-term stress exposure for those who are female?

When exploring the impacts and consequences stress had on these women, it was essential to be conscious of the phenomenon of femaleness and the daily implications it has for this group. Four major themes emerged related to the consequences of stress, coping mechanisms, and long-term stress exposure. These themes include stressors, impacts of stress, coping, and level of satisfaction.

The types of stressors participants were exposed to range from work-related issues, personal issues, or a combination of the whole. This research found one cause of stress for participants was not feeling valued. This finding is congruent with previous research findings demonstrating higher education was initially intended for only men (Bystydzienski & Bird, 2006) and therefore valued men in high-level positions (Bird, 2011; Trower, 2012). This resulted in the creation of a culture when women and minorities are underrepresented and face multiple barriers (Bird, 2011).

Baker et al.’s (2015) research findings demonstrated women rarely achieve roles at the top of the academic hierarchy and are paid less than their male counterparts. Similarly, the current research found participants’ cited difficulty ascending within their educational institutions was challenging. Participants also noted discrepancies in pay, which resulted in feelings of being undervalued and their abilities being doubted. The result was additional stress on these participants. It can be concluded that institutional culture and resulting stressors impact women in these high-level positions exposure to and level of stress.
The findings of this research were consistent with Eagly and Garvey’s (2015) research findings which indicated as a faculty member’s responsibilities grow and expectations rise, the result is increased feelings of stress and being overwhelmed. Likewise, Gannon’s (2008) research supports these findings demonstrating as one’s career advances and workload and responsibilities increase, it may result in burnout. The current research supports both Eagly and Garvey’s (2015) and Gannon’s (2008) findings. For this study, it can be concluded that as these high-level administrators’ careers grown and evolve, their exposure to stress will increase as well.

Kulkarni’s (2006) study identified many workplace stressors. These stressors included demands for new skills, new responsibilities, and pressure for a higher quality of work, time constraints, and hectic schedules. Similarly, Schaufeli’s (1996) research identified job demands as the root causes of burnout. The current research study’s findings supported both Kulkarni’s (2006) and Schaufeli’s (1996) findings. It can be concluded that these stressors paired with the impact that femaleness has had on this group’s daily experiences result in them being at risk for higher levels of stress and the development of feelings of dissatisfaction and burnout.

This research found stressors impacted not only participants but also the organization. This supports Kulkarni’s (2006) results demonstrated employee burnout increases staff turnover, absenteeism rates, increased worker compensation claims, and an increase in on-the-job injuries. The current research findings indicated symptoms of burnout were more prevalent, resulting in feelings of disengagement that impacted the participant’s work and the organization. Thus, it can be concluded as one exhibits symptoms related to burnout and compassion fatigue, not only the individual be negatively impacted, but also their employer.
Elliot et al.’s (2015) research demonstrated female participants had an increased amount of fatigue and deficits in sleep as a result of stress from working in a male-dominated field. Furthermore, the current research found the participants described experiencing symptoms of fatigue, sleeplessness, or difficulty sleeping during times of stress. The present study differed in that the population only consisted of women, and no comparison to men was made. Participants described physical and mental health-related issues as a result of exposure to high levels of stress. This implies as a result of chronic high-stress exposure, one’s physical health will be impacted.

The current study supported Borgogni et al.’s (2012) research findings indicating as people move into the stage of depersonalization, interpersonal relationships will suffer. Correspondingly, the current research found as participants exhibited symptoms related to burnout and compassion fatigue or have more feelings of dissatisfaction, their relationship at work and the home was negatively impacted. Similarly, this also supports Maslach and Leiter’s (2016) research that stated burnout might be contagious and perpetuate into the workplace during social interactions. Further, Krauser et al.’s (2009) study found an intuitional intervention aided staff with positive coping mechanisms. While the current research found participants implementing a host of coping mechanisms, both recommended and those not recommended, findings did not include an institutional invention.

Ginoux and Isoard-Gautheur (2019) and Meier and Beredord (2006) both had similar findings which indicated the institutional and individual implementation of physical activity as a coping mechanism had an overall positive impact. The current research study’s results demonstrated physical activity is only being implemented on an individual level. Similarly, individuals were found to have implemented physical activity into their daily routines. It can be
concluded that implementing physical activity has a positive impact on one’s physical and mental well-being.

As the I review the findings related to stress, coping mechanisms, and implications of long-term stress exposure, I can conclude as the level of stress increases, the risk for symptoms related to burnout and compassion fatigue will also increase. Long-term exposure to stress without proper tools to prevent and manage it will result in a likelihood in the development of conditions such as burnout, compassion fatigue, and overall dissatisfaction. As appropriate coping mechanisms are implemented into one’s daily routines, the results of stress should begin to be better managed and eventually decrease. If inappropriate or not recommended coping mechanisms are used to combat stress, we can conclude it will have can have an overall negative impact on the individual. The result would be an increase in the level of stress but also the risk for conditions such as burnout and compassion fatigue.

**Recommendations**

This study provided insight into the impact the phenomenon of femaleness has on the lived experiences of female administrators within land-grant institutions. Based on the research findings, the following are suggestions for future practices and further research.

**Suggestions for Practice**

1. It is imperative when managing and combating stress, the burden not be shouldered individually, but shared institutionally. The institution has a responsibility in the prevention of stress and burnout for their employees. Rupert et al., (2015) found that while individuals have personal stressors, many of the stressors faced are actually related to organizational or contextual factors. The individual can work to manage their personal stress but the “unavoidable occupational hazards” of workplace stressors need to be
addressed and managed by the institution (Rupert et al., 2015, p.168). For the successful management of stress and burnout prevention the institution needs to play a role. The proposed model demonstrates the importance of an individual and an institution together, responding appropriately to stressors to prevent burnout (see Figure 4).

*Figure 4.* Proposed Model for Individual and Institutional Responses for Burnout Prevention.

As the model demonstrates, the responsibility cannot rest only on one party to reach homeostasis, but rather the individual and institution share a part in the successful management of stress. While job demands play a central role in most burnout models, these models have increasingly emphasized the importance of resources for preventing or reducing levels of burnout (Rupert et al., 2015). The job demand–resources model (Demerouti, et al., 2001) recognizes multiple other resources, such as opportunities for professional development, supervision, and feedback, play a role in reducing burnout, either by directly influencing motivation or engagement in work or by buffering the impact of job demands (Rupert et al., 2015, p.169).
As part of the institutional intervention, the well-being of the employees needs to become a top priority. By providing educational and health resources to the employees, it assists in managing, combating, and treating stress and related conditions. Institutions should begin by performing an assessment of their current state to identify existing resources, programs, and sources of expertise within the organization (Krusie, 2018). Providing flexibility to staff and allowing for work-life balance will not only improve aid in overall satisfaction but demonstrates the importance of self-care to the employees.

Implementation of explicit expectations for the organizational culture that reinforce time away from work is essential and necessary to provide staff with time to recharge and manage their work-life balance. Rupert et al., (2015) recommended taking a proactive approach and striving to maximize a fit between work demands and personal strengths, to establish a balance between work and personal lives.

Programs and educational resources and promoting high-quality behavioral health resources for staff is essential. This allows staff not only education on topics such as stress, burnout, and compassion fatigue but will provide resources for diagnosis and treatment. It is necessary to make the behavioral health resources anonymous to encourage staff to feel comfortable seeking help.

As part of the institutional intervention, the promotion of physical activity and the benefits within the workplace is not only essential to promote vigor but also to prevent burnout. (Ginoux & Isoard-Gautheur, 2019). Correlations between physical activity and higher performance and job satisfaction have been found (Ginoux & Isoard-Gautheur, 2019).
2. Educational opportunities to train leaders within the organization are imperative. These leaders need to be educated to recognize stress and burnout, enhance communication skills, and become advocates for their staff (Krusie 2018). Within the system, the organization needs to specifically outline the traits and competencies expected of its leaders. This will ensure leadership's principles are aligned with the system (Krusie, 2018). There will be expectations for leaders to be available for coaching and mentoring to support not only the staff but also aid in continuous improvement of the organization. An essential part of supporting the staff will be leaders listening and encouraging feedback. Autonomy and control are cited as critical factors in understanding the prevention of burnout. By providing staff with a sense of self-direction and independence in their work can increase engagement as well as personal ownership. As part of the leadership training, education on the importance of “job-fit” needs to be emphasized (Rupert et al., 2015). When there is not a proper “job-fit,” it can result in the employee experiencing emotional exhaustion, depersonalization, as well as dissatisfaction. For employees, their work environment, the team, and the organization play a large role contributing to one’s stress (Meimer & Beresford, 2006).

3. Structured formal networks and support systems need to be available and encouraged for new female faculty members entering STEM disciplines. Formal, scheduled support mechanisms, such as a support group dedicated to discussing personal feelings about work and problem-solving, provide staff a supportive outlet to discuss their feelings and triggers of stress (Meimer & Bresford, 2006). Additionally, this offers an opportunity for interdisciplinary support as staff to come together to discuss common issues (Rupert, et al., 2015). This support structure will assist in the navigation of the high-stress work
environment and provide education on balancing work-life responsibilities and stress related to burnout. Rupert et al. (2015) suggested that workplace support is a significant resource. The support an individual receives in the workplace plays an important role as it assists with building a sense of personal accomplishment (Rupert et al., 2015). As women gain entry into the male-dominated STEM disciplines, a mentor will be imperative. Institutional implementation of a mentor program is recommended as it assigns an experienced colleague in the workplace to assist the new employee. By pairing a colleague who is experienced in similar experiences related to femaleness, it will assist in the navigation of challenging and stressful situations (Meimer & Beresford, 2006), the phenomenon of femaleness, and burnout. Schueller-Weidekamm and Kautzky-Willer (2012) indicated fellowship activities positively influence colleague relationships. Meimer and Beresford (2006) recommended the utilization of peers who understand the work and can be sounding boards. Rupert et al. (2015) noted support at work is important, specifically for building a sense of personal accomplishment. Female mentors should also be made available to female students. These mentors should be visible within the organization to demonstrate to aspiring females the possibility of holding a higher-level administrative position. The creation of a formal program that pairs women in STEM fields with a female mentor will provide opportunities for comradery, guidance, and support from another female within the area. Additionally, mentoring programs, coaching, networking, and the support of other persons help to strengthen female soft skills and achieve a work–life balance (Schueller-Weidekamm & Kautzky-Willer, 2012, p. 249).
4. Implementation of educational programs related to work-life balance, stress management, and career burnout will make faculty and staff knowledgeable of the risks associated with prolonged exposure to stress and the management of it. Those in high-risk positions must receive this education, so their wellness can become a top priority. Institutions can aid their staff by providing education on the importance of self-care and the relation to combating stress. By educating staff on the impacts of basic levels of self-care, physical and mental activity (Meier & Beresford, 2006), work-life balance, and recreational time, they will be able to implement these components on an individual basis. Specifically, topics such as self-awareness, self-reflection, and self-monitoring are vital to managing stress and burnout (Meier & Beresford, 2006). Employees need to be educated on these topics and learn how to be aware of their stress level as well as what nourishes or depletes them while working (Meier & Beresford, 2006). The objective of mindfulness training for staff is to increase attention, awareness, intention, and self-reflection, which according to Shanafelt (2009) also reduces an individual’s feelings of distress (p. 1339). Rupert et al. (2015) stated the importance of both work and personal life resources. The importance of self-care and how to incorporate that into one's routine will be vital. Education on how self-care, well-being, and physical activity impact an individual on multiple levels will allow for individuals to do a self-evaluation. This will demonstrate areas that may be lacking and the negative impact it has on them. Staff must be equipped with tools such as self-awareness, self-reflection, and self-monitoring. Most of the literature including self-care indicated the importance of self-awareness and self-monitoring, of having active cognitive strategies for gaining a constructive perspective on one’s work, of setting appropriate boundaries, and of having activities and interests
outside of work (Rupert et al., 2015, p. 172). These tools will aid them in managing their stress levels, triggers, and impact of stress. Having cognitive strategies for keeping a perspective on the individual’s work is important for both reducing emotional exhaustion and depersonalization. Also, maintaining work/life balance is valuable for reducing emotional exhaustion (Rupert et al., 2015). According to Maslach et al., (2001), there is some evidence an individual’s coping style may be relate to burnout, with more active coping being associated with less burnout. As individuals practice self-awareness and self-monitoring, they will be able to define their limits (Meier & Beresford, 2006) and better manage their stress.

**Further Research Suggestions**

1. The available resources and time constraints limited this research study. There are a variety of factors that could potentially influence the female administrators' willingness to be open with their responses. I suggest by interviewing participants more over an extended period, it may increase the participants' comfort level and desire to share. To create a more comprehensive understanding of experiences, future research should include more participants and land-grant institutions over a more extended period.

2. This study furthered institutional knowledge regarding the impact femaleness had on women within academia, specifically within land-grant institutions. While the participants were from 1862 and 1890 institutions, the 1862 institution participants were the majority. Future research should include more participants from 1890 institutions. Further, a comparison of the experiences of those at the 1862 institutions
versus 1890 institutions may provide insight regarding which, if any, educational environments have a more significant influence on stress and burnout.

3. I recommend future research be conducted examining leadership styles and personality types to understand better if a particular style or type is predisposed to placing different expectations on themselves than another resulting in higher levels of stress.

4. Future research should fully leverage Maslach's Burnout Inventory. MBI can be used to perform a quantitative study that assesses the condition of burnout and varying degrees.

5. A comparison between gender and symptoms associated with stress should be performed. This will provide a further understanding of how stress impacts each gender and potential differences.

6. I suggest future research include a comparison of the different high-level positions women hold within land-grant institutions and the varying levels and types of stress based on the role.

7. Considering the findings of this study, future research should look beyond misogyny and internalized misogyny and explore “institutional misogyny,” and the impact it has on an organization.

8. This research furthered the conversation around stereotyping and misogyny. I recommend future research explore stereotyping and misogyny throughout history to the present day to understand if it has improved, become worse, or stayed the same.
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Appendix A: Letter Request for Participants

Dear {NAME},

My name is Molly Bradshaw, and I am a doctoral student in the Department of Agricultural and Human Sciences in the College of Agriculture and Life Sciences at NC State University working on a dissertation research project on women in leadership. I am investigating the impact of burnout and compassion fatigue related to job satisfaction for females in leadership roles at land grant institutions. I am specifically looking for those in positions of leadership at the Department Chair and above, who also have had a tenure line/faculty position. As a leader in your college and I would like to interview you regarding your experiences as a female leader/administrator.

If you choose to participate in the study, we will schedule a Google Hangout interview at a time and date that works for both of us. Participation in this interview is completely voluntary and the interview will take approximately 75-90 minutes. All responses and participant information will remain confidential throughout the collection and reporting processes.

I hope that you will consider participating in my study; your insights will be invaluable. If you are willing to sit for an interview, please respond to this email by {TIME AND DATE}, and we will start the process to find our interview time.

Thank you in advance for your time and consideration.

Molly Bradshaw
NCSU AHS Graduate Student
mqbradsh@ncsu.edu
Appendix B: Informed Consent Form

North Carolina State University
INFORMED CONSENT FORM for RESEARCH

Career Burnout in Females in Higher Education Administration
Molly Bradshaw and Dr. Jacklyn Bruce

What are some general things you should know about research studies? You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study? The purpose of this study is to investigate burnout and compassion fatigue among women in leadership within Land-Grant Institutions.

What will happen if you take part in the study? If you agree to participate in this study, you will be asked to participate in 2 rounds of interviews, each consisting of no more than 30-45 minutes.

Risks There are no direct risks associated with participation in this study. All information and identifies will be kept confidential and protected.

Benefits There is no direct benefit from participating in this study other than being a part of the research that determines how to identify factors of burnout and compassion fatigue.

Confidentiality The information in the study records will be kept confidential to the full extent allowed by law. Data will be stored securely on a password protected device and in a locked drawer. No reference will be made in oral or written reports which could link you or your identity to the study. You will NOT be asked to write your name on any materials as an additional measure to protect the privacy of your responses and identity.

Compensation For participating in this study you will receive no compensation. If you withdraw from the study prior to its completion, you will receive no compensation.

What if you have questions about this study? If you have questions at any time about the study or the procedures, you may contact the researcher, Molly Bradshaw at mqbradsh@ncsu.edu, or Dr. Jackie Bruce jabrue2@ncsu.edu.
What if you have questions about your rights as a research participant? If you feel you have not been treated according to the descriptions that are outlined in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Jennie Ofstein, NCSU IRB Director, 919-515-8754, irb-director@ncsu.edu.

Consent to Participate “I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Subject's signature_____________________________________ Date __________________
Investigator's signature________________________________ Date __________________
Appendix C: Interview Protocol

Career Burnout in Females in Higher Education Administration

Demographic Questions
Age:
Ethnicity: White/ Hispanic or Latino/ African American/ Native American/American Indian/ Asian/ Pacific Islander/ Other
Marital Status: Single; Never married/ Married or Domestic Partnership/Widowed/ Divorced/ Separated
Family Status: Children/ No Children
Years of Experience in Higher Education:

______________________________________________________________________________

Describe your career path to your current role at a Land-Grant Institution.
(Preparation, motivation, role models/ influencers)

Describe your current department, college, or unit
(Demographic makeup, culture, climate)

Have you observed any differences in other departments versus your current department that you have been at during your career? If so, can you please discuss some differences? I am most interested in differences as it relates to gender and inclusion.

Describe any differences in land-grant institutions versus non-land grant institutions that you have been at during your career? I am most interested in difference as it relates to gender and inclusion.

Tell me about your current position
-Describe what a typical day may be for you
-On a typical day, can you describe what motivates you?

Every career path has strengths and challenges.
-What are some of the strengths of your career path?
-What are some of the challenges of your career path?

Similarly, every position has strengths and challenges.
-What are some of the strengths of your position?
-What are some of the Challenges of your position?

What makes you feel engaged in your work?
-Describe a time where you did not feel engaged in your work?
-Please describe that time and your behavior.
-What emotions do you experience when you may not have been engaged with your work?

Describe a time when there was a difference between your intentions and the reality of your job
What does work/life balance mean to you?
- What factors influence your work life balance?
- Describe challenges that you face with balancing work and home life
- How do you spend your free time? (With family, hobbies, friends, education etc.)
- Tell me about personal support structures or networks that you utilize.
- Who is in your support structure/network (ex: family, friends, etc.)?
- What roles do they fill? (Ex: emotional support, financial support, socialization etc.)?
- How do you connect with them? How often?

Describe stressors you experience in your career?
- How do you cope with this stress?

Describe the stress you experience in your personal life?
- How do you cope with this stress?

How would you rank the stressors?
- Would you say they are encountered daily, weekly, monthly, or more sporadically?

A land-grant institution can have a predominantly male population. Have you ever experienced stereotyping due to your gender? If so, can you please describe this experience(s)?
Describe what burnout in the workplace means to you?

Describe a time that you felt emotional exhaustion, disconnected, and reduced personal accomplishment?

Describe a time that you may have experienced feeling mentally and physically tired, preoccupied, irritable, chronic ailments, and/or difficulty concentrating.

Describe how satisfied you are with your current position.

What would you change about your current workplace to address or help with the things we have discussed?
What advice would you offer to females that are at earlier stages of their career or aspire to hold a high level administrative position within a land-grant institution?
Appendix D: Peer Debrief

As of October 31, 2019:

Since the Comprehensive exam I have been reading literature and adding to my chapters 1-3 as well as working with my editor. I have been able to find more literature on my topic to improve the justification for the research.

Additionally, I added to my potential participant list and categorized it by time zone in and effort to get participants from each time zone. I invited 88 potential participants to participate. 22 people agreed to participate.

I have begun coding and am still in the process of coding the interviews that have been completed.

**Interviews:**
I have conducted 14 interviews as of 10/31/19.
I have 6 interviews scheduled in November, and 2 potential participants I am still working with to schedule an interview date/time.

**Participant Demographic Information (as of 10/28):**
Participant by Time Zones:
- Mountain Time: 4 Participants
- Eastern: 10 Participants
- Central Time: 1 Participant
- Pacific Time: 2 Participants

Participants by Land Grant:
1862: 18 participants
1890: 2 participants

**Trends Identified:**
I have identified some trends in the beginning stages of coding using the transcripts (Member checks) that were verified for accuracy by the participants. I am hopeful to identify more themes and continue to code as the transcripts are verified.

**Motivation:**
- P10- “I remain where I'm at because of the students. I love the students and I love the research and I'm doing. If I didn't have, the love of the students and the research. I probably wouldn't stay in academia, not because I don't like it but because that motivates me.”
- P11- “So I would say burnout to me feels like exhaustion. The illness just sort of, no motivation, really no excitement about what you're working on at all, you know.:

**Only Female:**
- P3- “I'm the only female within a group, particularly in agriculture”.
- “I'll look and I'll be the only female at the table, but in some ways that disability can be turned into an asset as long as you don't let yourself become invisible and as long as you make sure you take your place at the table, like you cannot show weakness, not in any way, shape or form.”
- P13-I'm still the only female department chair in the college, but we have our first female Dean ever, which is exciting.

**Accidental Career/ no path:**
- P3- “really I got into the, the administrative path, somewhat reluctantly to be honest with you”
- P6- “I, well I did not, I did not set out to be an academia.”
- P13-It's very easy to feel like, this was an accident. Why am I here? They don't really know who I am. I think there's always going to be days when I'm thinking, Oh God, if they really know who I was, they does. They fire me on the spot.
- P14- “I never anticipated being in this role and, I never structure like career choices to become a leader in academia.”

**Make Change(s):**
- P3- “I think for me the most satisfying thing is feeling like I have an impact. Whether it's, um, making a positive change in somebody's life or fixing a problem that's, that's an obstacle in someone moving ahead or making a connection that encourages someone. Those are the things that, that are the most important to me. I think I'm probably a slogan around here is that, um, it's people important. People are the important things, not things”
• P4-“try to fix the situation or do some process improvement. And there's just stubbornness and I get that very often until I sometimes get tired of trying to change things.”
• P6- “I would, I would change this system so that people were held accountable for really bad behavior. There just doesn't seem, it seems like you can bully and there's no consequence at all. “
• P11- “So as I've been done, you know, I took the job because I wanted things to change “
• “you have some capacity to effect change within your department in terms of just day to day, how things are processed, then done to cultural changes to a staff and faculty compositional changes. “

No clear path/ plans to be in leadership/administration:
• P4- “I guess I've just prepared through my education, but I didn't really plan anything exactly, it wasn't a plan it just happen.”+
• P9- “I didn't prepare, I just kind of started doing research and my research ended up resulting in some technologies that were useful to start a molecular diagnostic section in the early 1990s and then I became the leader of that section. And then actually I was asked if I would apply for the director job when it became open in 2013.”
• P14 “I never, ever thought I'd be a leader within my discipline, which I am.”

Help:
• P13-“But you get the women together and they're, they're just ready to cut each other's throats rather than help each other out.”
• P13- “So being able to help them and remove the roadblocks and make sure they're successful is really what's exciting.”

No Women/ Few Women:
• P4- “the majority of our, our research and education center directors are male. We do have one female director. And the majority of the, historically the majority of our experimentation directors have been male as well. In general times with the fairly male dominated”
• P13-“I did have a colleague who was saying that he has no women, which I find appalling. you know, he has 60% female undergrads and zero female faculty”

Mentors (male):
• P9- “I didn't have a really, a woman mentor, I had more of a guy who was a mentor, I would say. Um, but I think now there's really good organizations. There's a graduate women in science organization. I've been to a few of their meetings and they're very supportive. “
• P13- “my father was a professor at the university of Illinois, so I watched him be his professor the entire life. So I'm certain that had to have been, you know, a major influence.”
• P10- I think it's well for research I think it's the males research it was more male mentors, but for the pedagogies and more females.”

Mentors (Female):
• P3-“I think women can reach out for mentorship, um, much more actively.”
• P6- “probably the most positive mentor was my master's advisor, Mary Francis, you know, the university of Illinois. and she, I mean, she was a very, very driven scientists and I loved that about her. “
- P10- “P10- I think it's well for research I think it's the males research it was more male mentors, but for the pedagogies and more females.”
- P14- “And seeing her as a woman working in, as a dairy veterinarian encouraged me that it was possible. “

Mentoring:
- P7- “I have a mentoring committee within the Western extension directors association. So I have mentors that are there. “
- P14- “The thing I really enjoy is, mentoring young faculty. I really enjoy hiring faculty. I really enjoy positioning for the kids. I really enjoyed standing for the future. My bad planning horizon is 20, 40, cause people we hired today will be mid career in 2040.”

Stress:
- P4- “And so it is stressful to have to decline or delegate certain things too to be able to do with them all.”
- P7- “there are times I have to make some very difficult decisions and that's when I feel stressed because I know the decision I'm going to have to make is not going to be a popular one. “
- P10- “we've have had fourl faculty members at our university which just to have heart attack or to die from cancer. So to me, I'm looking at that as maybe stress. So what I've been doing differently is trying to balance out my body and make sure that I'm just not working all the time. So both there have allowed me to say I'm not quite 50 yet. I'm approaching 50, but I don't want to die because stress has piled up on me.”
- P12- “I think so I think that stress comes from different places through my career. I think in my current position, a lot of my stress comes from, difficult situations either working with faculty or students through difficult situations.”
- P13- ”the downside, this is a really stressful job”

Bully/ Bullied:
- P6- “I would, I would change this system so that people were held accountable for really bad behavior. There just doesn't seem, it seems like you can bully and there's no consequence at all. “
- P14- “I was bullied by a senior male faculty member.”

Family:
- P3- ”not having enough time and then being sort of the, I guess the matriarch of the family, being in that caretaker role and it's, it's tough when, at times when I know there's a lot of drama and controversy and issues and confrontation at home, um, unfortunately I've got a tendency just to stay at work longer and avoid it. “
- P7- “I recognized I was just gone too much. And so what I did with that is I got a wall calendar and then now my family vacations are the first thing that go on my wall calendar. “
- P10- “I think weekends I try to dedicate to my family”
- P11- “So I do spend time with my family and I tried to do that”
- P13- “, family is a huge factor”
- P14- “I took an enormous first I took a $50,000 pay track to go back to academia. Wow. And, um, I did that because I had two young children and I was traveling too much.”

Sleep:
- P4- “.And maybe reading a book or just catching up on sleep. I don't have any hobbies, any of that.”
P14 “And, I was extremely confused, couldn't sleep, had no idea what was going on and was actively starting to look for, I don't have to do this. I can easily do something else. “

“I have made some career decisions based on my family. “

Disagreed with Work/ Life Balance:

P13 “I would start by saying it's a horrible concept. They shouldn't exist because, work as part of your life. So if you're trying to balance a small piece versus the entire piece that the logic statement, that doesn't even make sense. and I think, I think it it's a bad phrase for what should be a work home life balance because clearly those are two different things”

P14- Waiting for Member check to be verified but a quote about sleep occured.

Exercise:

P9- “three times a week I'd get up and I run on my treadmill for about a half hour and I do some sit ups and push ups. And so then I, that makes me feel good. I like, I'm in control. So exercise definitely helped.”

P10- “I wake up in the morning usually and I start out with prayer. And then, um, after that I exercise and then the students motivate me. “

P11- “I like to garden and run and do yoga, and I find those things, um, help me mentally”

P14 -”I exercise every day. Sometimes twice a day.”

Prayer:

P9- “I go to church regularly, so that's another support structure. I get up in the morning and I pray a lot and I read my Bible and it gets a perspective on what there's more to life than what's right here. So that helps a lot. “

P10- “I wake up in the morning usually and I start out with prayer. And then, um, after that I exercise and then the students motivate me.”

“I have to have some level of church attendance, prayers, for me it's prayer that has sustained me and uh, just the meditation “

P14_ waiting for member check to be verified- quote occured.

Stereotyping:

P3-”I think another time that I thought was kind of ironic is I'm sitting at a table with all male leaders and a secretary came in and said, there's fresh coffee and does anybody want fresh coffee? And she went back in to, you know, do another pot. And they all looked at me like I was going to do the pouring. And so I decided to be preoccupied with something else. “

P4- “it's not overt but I do try to Maybe mitigate how I am perceived by my coworkers, um, by watching the way I dress, I act and things like that so that I'm not necessarily perceived as, as a woman, I want to be perceived as the experimentation director first, and then the rest is just, you know, it's an accident”

P14- “Well, when I think about the, the higher administration, the associate deans and above I think this place is amazingly sexist.”

“women here are pigeon holed to a certain extent into, traditional roles.in HR, they work with teaching, it works with youth and children, but it's much harder to have a voice in the harder science things.”

“there are some leaders that are above me, that have absolutely no clue as to the things they say on how offensive they can be.”
“women here are pigeon holed to a certain extent into, traditional roles. in HR, they work with teaching, it works with youth and children, but it's much harder to have a voice in the harder science things.”
“multiple times in my career where, my supervisor who was always male looked at me and would say something like, I really don't know if women should be doing this. That's just a very normal thing I heard”

Women Vs Women:
- P7- “I can share with you that I have had some that have had indicated that they have had more trouble with females than they have males, but the queen bee type thing. Yes. Yes. That, that the females have a tendency to, um, be more competition with each other.”
- P14 - “when I came here, there's a senior woman here who was considered to be, she's retired now, very, very, anti woman.”

Generational Bias:
- P14- “the younger ones are increasingly female at some point. Is going to balance out the climate within my department relative to diversity equity relative to I is specifically in gender balance or overall, “
- “what typically has occurred is the older faculty tend to be white males. Okay. The younger faculty tend to be, white females that have your researchers tend to be Asian primarily males And, and there are some, um, evolving issues relative to that.”
- “It's harder on the, it's harder to have a voice as a female because you have less of an opportunity to contribute. So, um, people aren't interested in hearing you because they don't value as what or respect you as most perspective.”

Burnout:
- P13- “I think part of that burnout before was having gradually step-by-step lost my entire social life and having nothing outside of my family left.”

Leadership:
- P14- “I think I'm aspiring towards leadership. You need to think about what are you aspiring toward. If your leadership is not about the individual, if you're, if you're going to be an effective leader, you're not interested in your self. If you're going to be an effective leader, you need to be engaged with the people you're leading and listening, but also able to help them define where the path should be.”

Next Steps:
- Schedule remaining participant interviews
- Complete interviews and transcriptions
- Collect remaining Member Checks from participants
- Code remaining transcriptions
- Narrow down codes to identify more common trends
- Analyze data
- Begin to write Chapters 4 and Chapters 5
# Appendix E: Coding Chart

<table>
<thead>
<tr>
<th>Themes (Macro)</th>
<th>Themes (Meso)</th>
<th>Themes (Micro)</th>
<th>Main Emerging Themes</th>
<th>Literature</th>
</tr>
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<tbody>
<tr>
<td>Career unplanned</td>
<td>Influenced Career</td>
<td>Career Path</td>
<td></td>
<td>Eagly &amp; Carli, 2015</td>
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<td>Chamorro-Premuzic, 2019</td>
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<td>Experience in Ag</td>
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<tr>
<td>Both male/ Female mentors</td>
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<td></td>
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<td></td>
<td>Moore et al, 2019</td>
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<td>Mistaken as support staff</td>
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<td>Ng &amp; Soresensen, 2008</td>
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<td>Carpentero &amp; Fonzalez Ramos, 2018</td>
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<td>Exercise</td>
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<td>Cummings &amp; Cooper, 1979</td>
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<td>DeRaadt, 1987</td>
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<tr>
<td>Disengaged</td>
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<td>Cameron &amp; wally, 2018</td>
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<td>Very satisfied</td>
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<td>Maslach, Leiter, Marek, 1993</td>
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</tbody>
</table>

**Stress/Effects of Stress**
Appendix F: Participant Response to Risk

- Working long hours: Vacation
  - Set up earlier to work more
- Time Resources: 
- Staff Resources/Constraints: Exercise
  - Take on more projects
- Mental Health: 
- Home Responsibilities: Avoid Controverses
- Poor Sleep: Getting Enough Sleep
  - Staying at your desk all day
- System Challenges: 
- Position Requirements: Drinking
  - Reflect on Accomplishments
- Boredom/Not Challenged: 
- Not being taken seriously: 
  - Mitigate being perceived as a woman
- Deadlines: Make yourself available 24/7
  - Set Priorities
- Time Resources: 
- Mental Health: Counselor/Therapy
  - No work/life balance
- Working Long Hours/Weekends: 
- Home Responsibilities: Mindfulness
  - Not discussing issues
- Boredom/Not Challenged: 
- Continuing Education: 
- Position requirements: 
- Poor Sleep: 
  - Working More
- Multiple Deadlines: 
- Stressful Workplace: 
  - Staff providing behavioral health resources
Appendix G: Literature Recommended Control by Participant

Literature Recommended Controls and Participant Identified Mechanisms to Risk

<table>
<thead>
<tr>
<th>Literature Recommended Appropriate Controls for Burnout/ Disequilibrium</th>
<th>Individual:</th>
<th>Institutional:</th>
<th>Individual &amp; Institution:</th>
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<tbody>
<tr>
<td>• Physical Activity- Exercise</td>
<td>• Mindfulness Training</td>
<td>• Make time for fun and laughter</td>
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</tr>
<tr>
<td>• Self-Reflection</td>
<td>• High-quality behavioral health Resources</td>
<td>• Work/Life Balance</td>
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<tr>
<td>• Self-Awareness</td>
<td>• Implement/Utilize a RISE Team</td>
<td>• Focus on health and well-being</td>
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<tr>
<td>• Self- Monitoring</td>
<td>• Small group social gatherings</td>
<td>• Utilize personal support systems</td>
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<tr>
<td>• Eating Well</td>
<td>• Train Sr. Leaders to recognize the signs of burnout and stress</td>
<td>• Utilize professional support systems</td>
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</tr>
<tr>
<td>• Getting Enough Sleep</td>
<td>• Staff Well Being Program</td>
<td></td>
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<tr>
<td>• Making Wellness a Priority</td>
<td>• Workplace support</td>
<td></td>
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<tr>
<td>• Having a Support Network</td>
<td>• Continuing Education Opportunities</td>
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<tr>
<td>• Doing things you enjoy</td>
<td>• Ability for staff to give feedback in the workplace</td>
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<tr>
<td>• Hobbies</td>
<td>• Job fit importance</td>
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<tr>
<td>• Recreational activities</td>
<td>• Allow employees to maintain a sense of control</td>
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<tr>
<td>• Self-Care activities</td>
<td>• Maintain a work/life balance</td>
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<tr>
<td>• Social Support</td>
<td>• Supportive interdisciplinary team</td>
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<tr>
<td>• Maintain a sense of control</td>
<td>• Autonomy with work</td>
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<tr>
<td>• Reflect on satisfying work experiences</td>
<td>• Scheduled time with support mechanisms to discuss feelings</td>
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<tr>
<td>• Maintain a balance between work and home life</td>
<td>• Provide mentoring with a more experienced practitioner</td>
<td></td>
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<tr>
<td>• Minimize conflict between demands of work life and family</td>
<td>• Make time for fun and laughter</td>
<td></td>
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<tr>
<td>• Being aware of one's stress level</td>
<td>• Personal practices- spiritual component, meditation, yoga</td>
<td></td>
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<tr>
<td>• Scheduled time with support mechanisms to discuss feelings</td>
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<tr>
<td>• Have a personal support system</td>
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<tr>
<td>• Make time for fun and laughter</td>
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<tr>
<td>• Make time for personal things that are a high priority</td>
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<table>
<thead>
<tr>
<th>Literature Recommended Appropriate Controls for Burnout/ Disequilibrium</th>
<th>Participant Identified Mechanisms to Risks</th>
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<td>Long Hours/Weekends</td>
<td>Time Resources</td>
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<tr>
<td>• Physical Activity-Exercise</td>
<td>• Mindfulness Training</td>
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<td>• Self-Reflection</td>
<td>• High-quality behavioral health Resources</td>
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<td>• Self-Awareness</td>
<td>• Implement/Utilize a RISE Team</td>
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<td>• Self-Monitoring</td>
<td>• Small group social gatherings</td>
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<td>• Eating Well</td>
<td>• Train Sr. Leaders to recognize the signs of burnout and stress</td>
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<td>• Staff Well Being Program</td>
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<td>• Workplace support</td>
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<tr>
<td>• Having a Support Network</td>
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<tr>
<td>• Doing things you enjoy</td>
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<td>• Recreational activities</td>
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<td>• Self-Care activities</td>
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<td>Home Responsibilities</td>
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</tr>
<tr>
<td></td>
<td>Taking breaks during the day away from the office</td>
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<td>No work/life balance</td>
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<table>
<thead>
<tr>
<th>Responsibilities/ Position Requirements</th>
<th>Allow for Sense of control</th>
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<tbody>
<tr>
<td></td>
<td>Provide mentoring with a More Experienced Partner</td>
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<tr>
<td></td>
<td>Continuing Ed Opportunities</td>
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<td></td>
<td>Job fit importance</td>
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<td></td>
<td>Staff well-being program</td>
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<td></td>
<td>Ability for staff to give feedback in the workplace</td>
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<td>Support interdisciplinary team</td>
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<td>Autonomy with work</td>
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<td></td>
<td>Schedule time for support mechanisms to discuss feelings</td>
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<td></td>
<td>Make time for things that are high priority</td>
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<td>Work/ life balance</td>
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<table>
<thead>
<tr>
<th>Making Unpopular Decisions</th>
<th>Workplace Support</th>
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<tbody>
<tr>
<td></td>
<td>Professional developmen t</td>
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<p>|                            | GI Issues |
|                            | No autonomy in role |</p>
<table>
<thead>
<tr>
<th>Boredom/Not Challenged</th>
<th>Job fit Importance</th>
<th>Schedule time with support mechanisms</th>
<th>Listen to inspirational podcasts</th>
<th>Reflect on accomplishments</th>
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<tbody>
<tr>
<td>Talk to mentor</td>
<td>Autonomy with Work</td>
<td>Schedule time with support mechanisms</td>
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<td>Not Being Taken Seriously/ Lack of Respect</td>
<td>Job fit Importance</td>
<td>Staff well-being program</td>
<td>Continuing education</td>
<td>Professional Support Structure</td>
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<td>Reflect on satisfying work experiences</td>
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<td>Personal support network</td>
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<td>Professional support network</td>
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<tr>
<td>Deadlines</td>
<td>Allow for Sense of control</td>
<td>Min conflict between home and life</td>
<td>Be available 24/7</td>
<td>Make sure to take vacation around a week so you are not off as many days</td>
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<td></td>
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<td>Self-care</td>
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<td>Personal practices</td>
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<td>Make wellness a priority</td>
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<tr>
<td>Personnel Issues</td>
<td>Ability for staff to give feedback</td>
<td>Staff well-being program</td>
<td>Speak to mentor</td>
<td>Professional Support Structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Train leaders to recognize stress/ burnout</td>
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<td></td>
<td>Workplace support</td>
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<td></td>
<td>Supportive interdisciplinary team</td>
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<td></td>
<td></td>
<td>High quality behavioral health resources</td>
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<td></td>
<td>Make time for fun and laughter</td>
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<td>Reflect on satisfying work experiences</td>
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<tr>
<td>Mental Health</td>
<td>Staff well-being program</td>
<td>Make wellness a priority</td>
<td>Quiet Time</td>
<td>Exercise</td>
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<td>Self-reflection</td>
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<td>Exercise</td>
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<td>Self-awareness</td>
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<td>Pray</td>
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<td></td>
<td></td>
<td>Checking in</td>
<td></td>
<td>Spend time with family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being aware of one’s stress level</td>
<td></td>
<td>Counselor/Therapy</td>
</tr>
</tbody>
</table>

- **Schedule time with support mechanism**
- **Provide mentoring to more experienced practitioner**
- **Listen to inspirational podcasts**
- **Reflect on accomplishments**
- **Mitigate being perceived as a woman**
- **Avoid implications associated with being a woman in a male dominated field**
- **Be available 24/7**
- **Make sure to take vacation around a week so you are not off as many days**
- **Speak to mentor**
- **Professional Support Structure**
<table>
<thead>
<tr>
<th>Physical Health Issues/Conditions</th>
<th>Weight Gain</th>
<th>Poor Sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-care</td>
<td>• Work/ life balance</td>
<td>• Self-care</td>
</tr>
<tr>
<td>• Take time to talk about feelings</td>
<td>• Make wellness a priority</td>
<td>• Getting enough sleep</td>
</tr>
<tr>
<td>• High quality behavioral health resources</td>
<td>• Eating well</td>
<td>• Make self-care a priority</td>
</tr>
<tr>
<td>• Train Senior leaders to recognize signs</td>
<td>• Aware of stress level</td>
<td>• Be aware of stress level</td>
</tr>
<tr>
<td>• Workplace support</td>
<td>• Self-care</td>
<td>• Yoga</td>
</tr>
<tr>
<td></td>
<td>• Leave of absence</td>
<td>• Work with a trainer</td>
</tr>
<tr>
<td></td>
<td>• Drinking</td>
<td>• Nutritionist</td>
</tr>
<tr>
<td></td>
<td>• Developed GI Issues</td>
<td>• Not exercising</td>
</tr>
<tr>
<td></td>
<td>• Migraines</td>
<td>• Not exercising due to health issues</td>
</tr>
<tr>
<td></td>
<td>• Not exercising</td>
<td>• Drinking</td>
</tr>
<tr>
<td></td>
<td>• Working more</td>
<td>• Not sleeping</td>
</tr>
</tbody>
</table>

**Physical Health Issues/Conditions**
- Self-care
- Take time to talk about feelings
- High quality behavioral health resources
- Train Senior leaders to recognize signs
- Workplace support

**Weight Gain**
- Work/ life balance
- Make wellness a priority
- Eating well
- Aware of stress level
- Self-care

**Poor Sleep**
- Self-care
- Getting enough sleep
- Make self-care a priority
- Be aware of stress level
- Yoga
- Meditation
- Mindfulness training
- Staff well-being program
- Workplace support
- Provide mentoring with a more experienced practitioner

**Physical Health Issues/Conditions**
- Leave of absence
- Yoga
- Drinking
- Developed GI Issues
- Migraines
- Not exercising due to health issues

**Weight Gain**
- Work with a trainer
- Nutritionist
- Not exercising
- Drinking
- Not sleeping
- Working more
## Appendix H: Literature Recommendations to Combat Stress and Burnout

Recommendations to combat stress and burnout according to literature

<table>
<thead>
<tr>
<th>Literature</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ginoux, -Gautheur* and Sarrazin 2019</td>
<td>Physical Activity</td>
</tr>
<tr>
<td></td>
<td>Nordic walking sessions</td>
</tr>
<tr>
<td></td>
<td>&quot;Increase Vigor&quot;</td>
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<tr>
<td>Shanafelt, 2009</td>
<td>Fostering Self Awareness</td>
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<tr>
<td></td>
<td>Reflection</td>
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<td></td>
<td>Mindfulness training</td>
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<tr>
<td>Krusie, 2018</td>
<td>Implement a RISE Team (Resilience in Stressful Events Team)</td>
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<tr>
<td></td>
<td>High-quality behavioral health resources</td>
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<tr>
<td></td>
<td>Train senior leaders to recognize signs and symptoms of stress and burnout</td>
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<tr>
<td></td>
<td>&quot;Management-by process” / burnout prevention plan</td>
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<tr>
<td></td>
<td>Increase caregivers resilience</td>
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<td></td>
<td>Small group social gatherings</td>
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<td>Well-being programs for staff</td>
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<tr>
<td>Rosenfeld, 2017</td>
<td>Eating Well</td>
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<td></td>
<td>Getting enough Sleep</td>
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<td></td>
<td>Making wellness a priority</td>
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<td></td>
<td>Support network</td>
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<td></td>
<td>Doing things you enjoy</td>
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<td></td>
<td>Hobbies</td>
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<tr>
<td>Rupert, Miller, &amp; Dorociak, 2015</td>
<td>Workplace Support</td>
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<td></td>
<td>Continuing Education Opportunities</td>
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<td></td>
<td>Ability to give feedback in the workplace</td>
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<td></td>
<td>Recreational activities</td>
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<td>Self-care activities</td>
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<td>Social Support</td>
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<td></td>
<td>Maintain a sense of control</td>
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<td></td>
<td>Reflect on satisfying experience of work</td>
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<tr>
<td></td>
<td>Maintain work/life balance</td>
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<tr>
<td>Meier &amp; Beresford, 2006</td>
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<tr>
<td>Self-monitoring/ self-awareness</td>
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</tr>
<tr>
<td>Minimize conflict between demands of work life and family</td>
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<tr>
<td>Job-fit importance</td>
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<tbody>
<tr>
<td>Self-awareness</td>
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<tr>
<td>Self-reflection</td>
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<tr>
<td>Self-monitoring- being aware of stress level</td>
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<tr>
<td>Supportive interdisciplinary team</td>
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<tr>
<td>Having a sense of control over work</td>
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<td>Autonomy with work</td>
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<td>Scheduled time with support mechanisms to discuss feelings</td>
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<td>Mentoring with a more experienced practitioner</td>
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<tr>
<td>Personal Support System</td>
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<tr>
<td>Make time for fun and laughter</td>
</tr>
<tr>
<td>Make time for personal things that are high priority</td>
</tr>
<tr>
<td>Personal practices- spiritual component, meditation, yoga</td>
</tr>
</tbody>
</table>
Appendix I: Proposed Model for Individual and Institutional Response to Stress

Proposed Model for Individual and Institutions Response to Stress