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"Miss" Communication: Women Navigating the Crossroads of the Journalism and Mass Communication Industry and Academia

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“MISS” COMMUNICATION: WOMEN NAVIGATING THE CROSSROADS OF THE
JOURNALISM AND MASS COMMUNICATION INDUSTRY AND ACADEMIA

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The College of Human Sciences and Education
School of Education
The Department of Education, Leadership, Research, & Counseling

by

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May 2016

I dedicate my dissertation, the last leg in this marathon, to my parents, William Charbonnet and Roxanna Cuiellette Charbonnet. The compassion, support, love, devotion, and example of my mother and father are unparalleled. “The sleeper has awakened.”

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I humbly turn to God and my loved ones, past and present, and say, “Thank you.” Four years ago, I never could have imagined the challenges – and growth – I’ve encountered in my quest to earn a Ph.D. Despite my failings, never once have my family and friends ceased to waver in their support and love. Today, I share this accomplishment with them, for I have done nothing on my own.

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ABSTRACT

This qualitative study explores the career transitions of women from the mass communication industry to academia using Schlossberg's (1984) theory of transition. In addition to the job demands as academics and administrators, mass communication leaders must satisfy the demands of the professional communities their schools serve. This calls for a more practical curriculum with media and communication professionals serving as faculty members. For women, the demands appear to have another layer, as women are leaving the journalism industry earlier than men (Willnat & Weaver, 2014). This begs the following questions: Why are women leaving the industry? What are the experiences of women who have left this industry for an academic career in mass communication education? While higher education literature addresses the work-role transitions of faculty, it fails to target an important population: women in mass communication. This study explores the lived experiences of women who have transitioned from the mass communication industry to academic and administrative positions in the academy. Semi-structured interviews with 11 women are conducted to explore challenges associated with the transition, factors related to participants' desire to leave industry in pursuit of academic careers, and gender-related concerns that define the transition from industry professional to academic or academic administrator. Implications for higher education and mass communication are discussed.

CHAPTER 1: INTRODUCTION TO THE RESEARCH

At the time of this writing, Women's History Month will have begun in three days. Embarrassed, I had to admit I never knew, or at least acknowledged, this commemorative month. Shortly after my shameful admission, the feeling of indifference – not awe, not excitement, not pride – sadly crept over me. My thoughts surfaced quickly: “ ‘Fill in the blank’ History Month” has become a hackneyed trope, meaningless to many. Why would Women's History Month follow Black History Month? Is this juxtaposition of race and gender “too much” for the American public to mull over? How do feminists feel about Women's History Month? Is it just a gesture, launched by the government to “raise awareness” for a group that comprises 51% of the U.S. population? Is my indifference the result of media campaigns in the last decade that have overused and abused memes, GIFs, and advertisements that degrade women?

Instead of legitimizing my thoughts, I fought them. Two days before I learned of the upcoming Women's History Month, Dori Maynard, a longtime advocate for diversity in journalism and the president of the Robert C. Maynard Institute for Journalism Education, died. A journalism of inclusion is what Maynard preached. It would be nice, my boss and I thought, to spotlight Maynard during Women's History Month, using this platform to honor women pioneers of media. As my boss and I mined through endless biographies of overlooked, revolutionary women in media and mass communication – Nelly Bly, Ethel Payne, Barbara Walters – my feelings toward Women's History Month slowly grew more positive, and I remembered why every single acknowledgment of women is important.

This exchange reminds me the fight for gender parity is far from over. Some may wince at the thought of “another gender study,” or research about the gendered narratives of women in academia, dismissing research about women entirely or framing this research the same way I

initially framed Women's History Month: unsubstantiated lip service that does little to effect change. Yet, this study is not about convincing readers of the lack of gender equity in academia, (specifically in the mass communication discipline). It is not about illuminating discriminatory practices in the mass communication industry. And it is not about criticizing higher education leaders for their biased perpetuation of gender stereotypes in the workplace. The numbers themselves tell that story far better than the intents and purposes of this study:

A snapshot of American women's professional advancement offers a small glimpse into U.S. gender inequities: Women comprise 50.8% of the U.S. population. They earn 47% of all law degrees and 48% of all medical degrees. Women make up the majority of undergraduate degree recipients (60%) and master's degree recipients (60%). They comprise 47% of the U.S. labor force and represent 59% of the college-educated, entry-level workforce population. However, only 14.6% of executive officers are women. About eight percent of top earners are women, and less than five percent of Fortune 500 CEOs are women. At its current rate, it is now estimated that women will not reach parity with men in leadership roles in the U.S. until 2085 (Warner, 2014).

Frankly, the time will never stop being ripe for research on women in the workplace – both inside and outside of the Ivory Tower.

Statement of the Problem

More than 40 years have elapsed since Rush, Oukrop, and Ernst (1972) completed the inaugural study on the status of women in mass communication education. A groundbreaking report, the study provided baseline data about women and the extent of discrimination in the Association of Education in Journalism and Mass Communication (AEJMC), one of the three

major communication education organizations in the U.S. When the authors replicated the study 30 years later, the results were alarmingly similar:

Promotion, tenure, workload, and appointment to leadership positions all swirled around the maypole of salary as issues of sex discrimination for about half of the women members of AEJMC in 2000 ... The issues have merely aged, but not without notice of those involved. (Rush, Oukrop, Bergen, & Andsager, 2004, p. 104)

In 1972, Rush et al. found 50% of AEJMC female members attributed the shortage of women administrators to perceptions of sex discrimination. Thirty years later, 64% of respondents shared this sentiment. In 1972, 57% of AEJMC female members reported it takes “more effort” (Rush et al., 2004, p. 100) to get respect from mostly male colleagues due to perceptions of sex discrimination. In Rush et al.’s (2004) study, that number was 58%.

Regardless of the label – glass ceiling, glass cage, sticky floor, concrete wall, or chilly climate – the societal and structural impediments that bar women from advancing in the academic workplace remain intact in the 21st century. Women in the mass communication discipline are no exception. Discriminatory treatment in higher education institutions for women, e.g. lack of social and institutional support, contributes to the concentration of female faculty in lower ranks and higher attrition rates among female academics (Dryfhout & Estes, 2010). As a microcosm of the higher education sector, mass communication programs do not present an especially favorable environment for female professors and administrators to excel.

Moreover, several aspects of mass communication – the industry and the academic discipline – provide important context for this study. First, in addition to faculty and administrators, mass communication leaders must satisfy the demands of a third constituency – the professional communities their schools serve (DeFleur, Kurpius, Osborne, & Hamilton, 2010). Since its inception as a professional school in the 1940s, the journalism and mass communication program has aimed to produce graduates with practical, hands-on experience

(Mensing, 2010). In light of the call for a more practical curriculum, media practitioners advocate hiring more professionals as faculty members (Zelizer, 2004).

Second, the mass media industry is also in flux. First, job satisfaction is low. About a quarter of U.S. journalists said they were either somewhat or very dissatisfied with their jobs. Women, specifically, reported being less satisfied with their jobs than men (Willnat & Weaver, 2014). Moreover, there has been a recent trend among female journalists that adds another layer to this study. Willnat and Weaver (2014) found that women who work in journalism industry tend to leave the profession much earlier, on average, than men. Among journalists with five to nine years of experience, only 44.3% are women. On the other end of the spectrum, only 33% of journalists with 20 or more years of experience are women. This begs the question: If women are leaving careers in the journalism industry sooner than later, where are they going and why?

According to the U.S. Department of Education, National Center for Education Statistics (2004), in doctoral granting institutions, 19.7% of newer faculty (those who have worked 10 years or less as faculty or instructional staff) are career changers to postsecondary education. Academia, then, may be one viable destination for these women, whose skills in journalism and mass communication could transfer to an educational setting. In light of these trends, the current study seeks to combine the areas of industry, mass communication education, and higher education concepts in order to explore the experiences of women who have transitioned from the mass media industry to academia.

Taken together, the gender-related barriers that exist in the academy, the recent trends documenting women's early departure from the mass media industry, and the call for heightened practitioner-based mass communication programs form the underlying rationale for this study.

Academic leaders, therefore, must take a keen look at the factors that attract and retain industry professionals in the Ivory Tower.

This study adds to the collection of career transition literature with contributions to both higher education and mass communication research. Its focus on a discipline-specific transition from industry to academia, using qualitative methods of research, will offer rich data for higher education leaders interested in recruiting and retaining female faculty and administrators. For mass communication leaders, this study will provide a comparison of industry and academic contexts from a female standpoint and offer strategies for improving the transition between these often-competing worlds.

Purpose Statement

The purpose of this qualitative study is to explore the career transitions of women from the mass communication industry to academia using Schlossberg's (1984) theory of transition. The study will offer insight into the lived experiences of women in mass communication, specifically their decision to leave a professional job in the field and enter an academic job in higher education.

Schlossberg's Transition Theory

This study will be grounded in Schlossberg's transition theory, including revisions made by Schlossberg and colleagues spanning the last 30 years. First proposed in 1981, Schlossberg's theory of transition originated as an integrative model for analyzing human adaptation to transition, based on several models and theories of adult development and counseling, and transition (Lieberman, 1975; Lipman-Blumen, 1976; Lowenthal & Chiriboga, 1975; Parkes, 1971). The thesis of Schlossberg's (1981) model of transition was as follows:

Adults continuously experience transitions, although these transitions do not occur in any sequential order, nor does everyone experience the various transitions in like manner. All

we know for certain is that all adults experience change and that often these changes require a new network of relationships and a new way of seeing oneself. ... How can we understand and help adults as they face the inevitable but nonpredictable transitions of life? (Schlossberg, 1981, p. 2)

In 1981, Schlossberg proposed three major sets of factors that influence adaptation to transition: 1) characteristics of the particular transition; 2) characteristics of the pre- and post-transition environments; and 3) characteristics of the individual experiencing the transition. Much of Schlossberg's inaugural ideas about transition have remained intact over the course of 30 years' worth of revisions and modifications to her theory. Most notably, in 2006, Goodman, Schlossberg, and Anderson introduced the four S's (situation, self, support, and strategies), factors that explain how individuals cope with transition. This study will make extensive application of these factors, in addition to Anderson, Goodman, and Schlossberg's (2012) model of work-life transitions.

Keeping Anderson et al.'s (2012) definition of transition – any event or nonevent that results in changed relationships, routines, assumptions, and roles – in mind, Schlossberg's transition theory serves as an appropriate framework to examine the transition experiences of women from industry to academia. Its practical and broad application, emphasis on adults' work-role transitions, inclusion of anticipated and unanticipated changes, and focus on environmental and individual factors affecting change make Schlossberg's transition theory ideal for this study. Whether framed as a crisis or a developmental adjustment, transitions, particularly those of women in academia, present unique challenges, as well as opportunities for transformation.

Schlossberg's model of transition comprises three elements: 1) understanding transitions; 2) coping with transitions; and 3) strengthening resources to take charge of the transition. Understanding transitions requires knowledge of the different types of transition: anticipated, unanticipated, and nonevent. Anticipated transitions are major life events, usually expected, such

as graduation from high school or college, marrying, becoming a parent, etc. Unanticipated transitions are the often-disruptive events that occur unexpectedly, such as major surgery or a serious illness or accident. Nonevent transitions are the expected events that fail to occur, for instance not getting married or not receiving an expected promotion (Schlossberg, 2011). Regardless of the type, all transitions are life-altering. Individuals' roles, relationships, routines, and assumptions change as a result of transition.

The second element of the theory – coping with transitions – is explained by four factors (the 4S System) that influence an individual's ability to cope with transition. Goodman et al. (2006) identified these factors as situation, self, support, and strategies. In addition to general transitions, the authors relate the “4S System” to work transitions in particular, which will be used to explain each factor.

Coping with transition depends on an individual's resources in these four areas. The **situation** is linked to the trigger and timing of the transition, level of control, role change, duration, previous experience with a similar transition, concurrent stress, and assessment. For instance, when people experience a work transition, timing and concurrent stress play a large role. This is especially true for women, as they must balance demands of work and home life. Anderson et al. (2012) offered an example of timing and concurrent stress: One individual may have a good support system and few responsibilities, while another may be a single parent living far away from home and battling a serious illness. Each of these timing and stress issues is mediated by the person's perception of them.

Moreover, Schlossberg's transition theory encourages gathering information regarding individuals' **selves**. Salience (in this case, defined as the importance of work in one's life) and balance are key here (Anderson et al., 2012). Change in salience may be triggered by external

events, such as plateauing at work or the birth of children or grandchildren. Internal feelings of boredom and the need to be more connected to family and community are also common triggers of salience fluctuation (Goodman et al., 2006).

The third S, **support**, denotes social support, i.e. intimate relationships, family units, networks of friends, and institutions and communities. Anderson et al. (2012) described various support needs particularly relevant for work transitions, including the following: feeling positive about yourself, encouragement, information, referrals, door openers (provided by people who are willing to make contacts for you), and practical help (provided by people who will babysit, loan money, provide transportation, or type a letter).

Coping **strategies** represent the final factor that influences one's ability to cope with transition. Anderson et al. (2012) offered a model of work-life transitions in which an individual is moving in, through, out, and back in to a profession or job. Coping strategies, such as managing stress, seeking information, and inhibiting action, play key roles in facilitating resolution of the issues at each juncture (in, out, through, back in).

In more detail, Anderson et al.'s (2012) work-life cycle consists of four transitions: 1) Moving in (new employees) is characterized by issues of "learning the ropes"; 2) Moving through (fast-track employees, those who have plateaued, and those caught in between) face issues of loneliness, incompetence, boredom, what the authors call "Hang in there, baby" (p. 184); 3) Moving out (second career seekers, retirees) face issues of loss and reformation of goals; and 4) Trying to move in again (unemployed individuals) face issues of frustration and despair.

The third, and final, element of Schlossberg's transition theory is strengthening resources to take charge of the transition. Depending on whether an individual is moving in, through, out, (or back in), the strategies tapped will differ. Individuals must take charge of the resources (i.e.

the four S's) in order to facilitate coping mechanisms and success in their new role. Schlossberg (2011) emphasized an important point in managing transitions: "It is not the transition per se that is critical, but how much it alters one's roles, relationships, routines, and assumptions" (p. 159).

Schlossberg's theory of transition provides an ideal framework to examine the lived experiences of women transitioning from industry to academic careers. One of the key differences between Schlossberg's theory and the other frameworks, discussed later, is Schlossberg offers a lens to analyze critical issues affecting women in transition. These critical issues include work-life balance, gender, and discrimination issues in the workplace.

In recent years, scholars (Astin, 1984; Fitzgerald & Harmon, 2001; Parent & Moradi, 2010) have increasingly studied women's career development. Based on this research, Anderson et al. (2012) acknowledged that compared with men, women face more workplace constraints, including discrimination and numerous stereotypes that negatively affect career mobility. External factors (e.g. different expectations for men and women regarding gender-appropriate jobs; gendered stereotypes of women's domestic-only role; systemic obstacles involving pay inequities and lack of leadership positions) and internal factors (e.g. personal challenges involving managing multiple roles of parent, provider, employee, wife, etc.) work together to prevent women from advancing professionally (Anderson et al., 2012).

Anderson et al. (2012) referenced a classic study of women in middle management and top executive positions – a study with results still applicable today – to reinforce the role gender plays in analyzing transition. In Hennig and Jardim's (1977) study, results showed women made their career decision – defined as "a conscious commitment to advancement over the long term" (p. 11) – 10 years later than men. The women in their study also attributed their success to luck or to the mentorship and encouragement of a superior. Most of the women believed further

advancement would not result from their own efforts at self-improvement or increased job competence. Hennig and Jardim (1977) argued, “[Women] lacked a sense of the organizational environment – the informal system of relationships and information sharing, ties of loyalty and of dependence, of favors granted and owed, of mutual benefit, of protection – which men unfailingly and invariably take into account” (p. 12). Additionally, Anderson et al. (2012) recognized the existence of women’s split dream of career and family (Roberts & Newton, 1987).

While many models of human development fail to incorporate sex and gender differences, Schlossberg and her colleagues have adopted a model of transition, which takes into account gender differences, differences that are crucial in understanding how women experience transitions. Not only has Schlossberg’s theory delved into gendered transitions, but it has also been used as a basis for examining career transitions in various areas (discussed in more detail later in this literature review). The all-encompassing nature of Schlossberg’s transition theory, combined with its qualitative appeal, makes it the most appropriate theoretical framework for the current study.

Research Questions

Based on Schlossberg’s transition theory, specifically work-role transitions, the following research questions will guide this study:

1. What are the lived experiences of women who transition from mass communication professional positions to full-time faculty or academic administrative positions in mass communication postsecondary institutions?
2. How does gender affect the transition from the mass media industry to academia?

Concluding Thoughts

In conducting this study, I hope to offer insight into the transitions of women from industry to academia in the mass communication discipline. Considering the lasting effects of the glass ceiling on women's role in the academy, and the call for increased recruitment of industry professionals, this study has valuable implications.

The next section will offer a review of literature covering the following topics: gendered narratives of academia (the climate of higher education for women); women in the mass communication discipline; the feminization of mass communication education; the practical versus scholarly debate in journalism and mass communication education; gendered narratives of industry (women in the mass media profession); career transitions within and into academia; theoretical frameworks applicable to transition research; and applications of Schlossberg's transition theory. Following the literature review is a chapter discussing the methodology to be used in this study.

CHAPTER 2: LITERATURE REVIEW

Gendered Narratives of Academia: The Climate of Higher Education for Women

An isolated glimpse at the number of women in academia may give an impression of gender parity, or at least progress, in the 21st century. In fall 2011, there were about 1.5 million instructional faculty members, of all ranks, in degree-granting postsecondary institutions (U.S. Department of Education, NCESa, 2013, Table 315.20). Almost half (48.2%) of those faculty members were women, a record high for women in the academy. Furthermore, the majority of Ph.D. recipients (58%) in humanities, social sciences, health-related fields, and education are women (Snyder & Dillow, 2013). However, numbers alone tell an incomplete story.

Whereas the number of female doctoral students in humanities, education, and social sciences continues to climb, the number of tenure-track positions among women does not (Bonawitz & Andel, 2009). While the percentage of female faculty nationwide is now approaching 50% in academia – and in the workplace in general – women continue to earn a salary lower than men with similar credentials and positions. A closer look reveals systemic discriminatory practices that disenfranchise the majority of the U.S. population. Women's majority status in Ph.D. programs in humanities, social sciences, and education contradicts the lack of funding in these programs. Additionally, these fields have lower base salaries, and faculty lack access to institutional resources, such as graduate assistants for grading, proctoring, and research activities (Bonawitz & Andel, 2009).

Perhaps, one of the most ostentatious barriers faced by women in academia is tenure. At institutions with tenure systems, the percentage of full-time faculty with tenure was generally higher for males than for females. In 2011–2012, about 54 % of males had tenure, compared to 41% of females (U.S. Department of Education, NCESb, 2013). Additionally, the gender pay

gap has not lost its reign on the professional world. In 2012–2013, the average salary for males in academia was \$84,000, while females earned \$69,100 (U.S. Department of Education, NCESb, 2013, Table 316.20).

Effects of the academy's gender gap, which reifies male scholars and administrators over women, are increasingly visible. In 2008, the Association of American Colleges and Universities (AACU) issued a comprehensive report in which authors Touchton, Musil, and Campbell made a sobering conclusion about the progress of women in the academy 42 years after the passage of Title IX, legislation prohibiting sex-based exclusion from educational programs receiving federal funds: Despite making significant strides, women have yet to reach parity with their male counterparts.

The diminished role of women in the academy is largely attributed to gender-based discrimination (Ward & Wolf-Wendel, 2004). Wolfinger, Mason, and Goulden (2008) attributed the absence of female academics to “the inflexible nature of the American workplace configured around a male career model ... that forces women to choose between work and family” (p. 389). While differences based on gender, rank, type of institution, and life stage exist, Jacobs and Winslow (2004) found faculty typically work more than 50 hours per week and marry other academics or partners with demanding professional or managerial jobs. “Negative role spillover” (Grzywacz & Marks, 2000) and “work-family conflict” (Carlson, Kacmar, & Williams, 2000) are often used to explain the difficulty in juggling work life and home life. Given women's biological clock, tenure clock, demands of pregnancy and childbirth, and gendered expectations of family duties, it is clear why the challenge of persistence and success in the academy is more difficult for women than men.

Wolfinger et al. (2008) analyzed panel data from the National Science Foundation's Survey of Doctorate Recipients (SDR), specifically respondents queried between 1981 and 1995, to examine the effects of family formation at distinct career stages. Results of their study illuminated the challenges in the academic pipeline for women: Compared to her childless counterpart, a woman with a child under six was 22% less likely to obtain a tenure-track position. Compared to a married man, a married woman had 12% lower odds of landing an academic job. Women were 22% less likely to gain promotion to full professor than men (Wolfinger et al., 2008).

Unsurprisingly, then, research has shown that women in academia (both pre- and post-tenure) have higher rates of attrition than men (Menges & Exum, 1983). Xu (2008) found that female faculty members are significantly more likely than men to express the intention to leave. For women, several factors, such as institutional and disciplinary contexts, the role of family, and one's level of job satisfaction, influence the decision to depart an institution (Ward & Wolf-Wendel, 2004).

According to Gardner (2012), the most prevalent variables in literature about faculty turnover are the following: institutional type, disciplinary culture, rank and status, and demographic traits. Using a mixed methods approach based on an institution-wide survey and interviews with female faculty, Gardner (2012) found women were less satisfied than men with the amount of resources appropriated to them during the hiring process. Regarding their work-home life, women were also much less satisfied than men with how they were able to balance professional and personal responsibilities. Also, fewer women believed their departments were aware of the options for faculty with new babies or were supportive of family leave. In general,

women expressed dissatisfaction with the following areas: resources, leadership, work-family policies, and the overall environment.

The research presented here has examined a small dose of the inequities women in academia face as a result of gender discrimination. Lack of job satisfaction and high attrition rates are just some of the byproducts of this discrimination. Negative role strain as caregiver and professional academic propels women into an unfulfilling, disadvantaged position, governed by patriarchal standards. In the current study, I plan to use these gendered narratives of women in academia to inform and contextualize my study. The status of female faculty and administrators in the mass communication discipline, the population targeted for this study, echoes the macro-level university status of women. The next section explores the academic climate for this specific group.

Women in the Mass Communication Discipline: Faculty and Administrators

Indicative of the larger trend surrounding women in academia, women in mass communication face an equally disadvantaged plight. Becker, Vlad, Huh, and Mace (2003) examined trends in the characteristics of journalism and mass communication faculty between 1989 and 2001. In 1989, less than 30% of full-time journalism and mass communication faculty members consisted of women. In 2001, women comprised less than 40% of journalism and mass communication faculty. Based on the raw numbers (1,180 in 1989 and 2,040 in 2001), women journalism and mass communication faculty experienced a 73% increase between 1989 and 2001.

Compared to national statistics of women faculty across all disciplines, journalism and mass communication women were under the national average. In 2001, women comprised 45.8% of postsecondary faculty in the U.S. (U.S. Department of Education, NCESa, 2013). Women in

journalism and mass communication programs comprised 41.7% of faculty in 2006-2007 (Becker & Vlad, 2009). Rank, however, presented a more disparate reality. Women in mass communication programs were more concentrated at lower, entry-level ranks. In 2001, 44% of assistant professors consisted of women, while 25.7% of full professors were female. Moreover, a slightly higher percentage (42.8%) of part-time faculty were women than full-time women faculty (38.8%) (Becker et al., 2003).

A 2010 census of AEJMC membership reported women comprised 44.6% of its members, an increase from 40% in 2002 (Sineath, 2010, personal communication, as cited in Bodle, Burriss, Farwell, Hammaker, & Joshi, 2011). Interestingly, despite being in the minority in the journalism and mass communication academy, women have been producing scholarship at rates near their numeric representation in the academy. A meta-analysis of 9,090 journalism and mass communication journals from 1986 to 2005 found the percentage of journal scholarship by women closely resembled their per capita numeric representation in the faculty of journalism and mass communication programs nationally. Women produced 32.3% of the refereed research during a period (1986-2005) where faculty employment levels for women increased from 24% to 32.6%, and AEJMC women members rose from 24% to 44.6% (Bodle et al., 2011).

These numbers emphasize the steady increase in scholarship productivity by women faculty in journalism and mass communication. Yet, gradual progress in this single area of gendered journalism and mass communication academia does not fulfill the 1989 AEJMC resolution seeking 50% representation by women and minorities in mass communication faculties and administrators by the year 2000. There is still much work to do.

Moreover, the numbers reaffirm Rush's 1980s theory of R^3 , the Ratio of Recurrent and Reinforced Residuum. R^3 was Rush's hypothesis that women in the U.S. mass media were not

advancing beyond a certain limitation in employment, image, and status numbers. R^3 illustrates that women's participation in the business and academic world of communications has been influenced by an understood norm that relegates them either in low-status positions not desired by men and/or in a minority percentage across the ranks. "The ratio resided around one-fourth to three-fourths or one-third to two-thirds proportion, females to males" (Rush, 1989, p. 9). Rush, Oukrop, Sarikakis, Andsager, Wooten, and Daufin (2005) explained the R^3 hypothesis this way:

"[R^3] predicts that women get what is left over when men have what they want, including leadership positions. In ratios of 1:3 or 1:4, one woman to three men/one woman to four men, or 2/3 or 3/4 when the resources or images or employment are lesser in value or status." (p. 158)

Put simply, women are disproportionately concentrated in the lower-status positions.

Three decades after their inaugural 1972 study on women in journalism and mass communication, Rush et al. (2005) found 85% (N=218) of academic women perceived some form of discrimination based on their gender, race, age, or a combination of these factors. Moreover, female scholars, regardless of race, tenure, age, or rank, identified salary as the most important area of discrimination. Their findings were based on the 2002 report by Rush et al. (2004) on the status of women in journalism and mass communication, previously referenced.

Among junior scholars, 64% rated salary the No. 1 problem in sex discrimination in the mass communication discipline. Among senior scholars (associate and full professors), 59% ranked salary the No. 1 problem. Salary remained the biggest sex discrimination problem among White women (63%), African American women (56%), and other women of color (59%). Interestingly, fewer than half of respondents (46%) said they thought their salary was equivalent to a comparable male faculty member's salary. Yet, qualitative data revealed important caveats, illustrated by the following excerpts: "The only reason my salary is comparable to male faculty,

even though I was clearly a higher performer, is because I wrote a formal letter to the dean requesting a merit raise” (Rush et al., 2005, p. 167).

When I was hired, I bargained long and hard for the highest wage I could garner. ... When I finally maxed out, the then-department chair said, ‘I can’t go any higher. You’ll be making \$500 less than the lowest paid male.’ My supervisors had been throwing every teaching and extra merit raise my way that they could. I appreciate this and consider my wage reasonable, but it is not the equivalent of a male. (Rush et al., 2005, p. 167)

Salary, in reality, is a critical concern for professional women. According to the National Committee on Pay Equity (2014), women’s earnings were 78.3% of men’s earnings in 2013. In other words, for every dollar a man earned, a woman earned about 78 cents. In 2013, full-time, year-round working men earned \$50,033, while women, of the same category, earned \$39,157. The outlook for minority women is even bleaker. African American women earned \$34,089 in 2013, which equates to 68.1% of all men’s earnings. In 2013, Latinas earned \$30,209, a figure representing 60.4% of men’s earnings. Among minority women, Asian American women’s annual earnings, \$42, 335, represented the highest proportion of men’s annual salaries at 84.6%. Hegewisch and Hartmann (2014) argued, “If the pace of change in the annual earnings ratio continues at the same rate as it has since 1960, it will take another 45 years, until 2058, for men and women to reach parity” (p. 1).

Results of Rush et al.’s (2004) study also revealed gender-specific issues, such as caregiving roles and family responsibilities that further discriminated against women in the journalism and mass communication academy. Data revealed a lack of an ethics of care on the part of universities and the units therein. One respondent’s experience as a new mother and professional exemplified these gendered issues:

I have an 8-week old son, and I am learning how difficult it is to balance motherhood and a tenure track at a Research 1 institution. My university has no maternity leave, so I had to use sick leave as maternity leave. Because I’ve only been here 1 and 1/2 years, I had a total of 13 days of sick leave. ... Once I returned to teaching and holding office hours,

I ran into another stumbling block. There is no place in my building to pump out breast milk except the women's bathroom. That is a horrible experience. ... I feel as though this institution believes women of childbearing age should be either professors OR mothers BUT NOT BOTH. Why aren't academic institutions leading the way in terms of progressiveness in this area? Not all pregnancies can be scheduled for summer break. It is time for institutions, especially mine, to come out of the dark ages and provide support for women who want to combine family with a professional career. (Rush et al., 2005, p. 169)

In addition to gender-specific issues, such as caregiver responsibilities, Rush et al. (2004) found students treated female journalism and mass communication faculty with a general lack of credibility and increased conflict, what the scholars termed "the classroom effect" (p. 173). The most frequent source of sex-based conflicts for both junior and senior scholars was the classroom, where more than one third of junior scholars and nearly one half of senior scholars reported conflict. This was an increase from the 1972 study results, which found that 19% of faculty experienced conflict in the classroom. The following interview excerpts from Rush et al.'s (2004) study represented junior and senior women scholars' experiences with the classroom effect: "I think students have a harder time accepting criticism (on writing or other work) from a woman. Students want to see a woman as mother or friend (rather than authority) – when the authority role kicks in, they seem very troubled" (p. 174).

I have noticed that students of both genders frequently call me 'Mrs.' or 'Ms.' rather than 'Dr.' or 'Professor.' I have talked with other female faculty who find the same thing, but male faculty in my department of the same rank say they are always called 'Dr.' by their students." (Rush et al., 2005, p. 174)

On the administrative side of the journalism and mass communication academy, scant research exists documenting the demographic breakdowns of administrators. Applegate, Oneal, and Blake (2001) reported women comprised 27.9 % of administrators in nationally accredited journalism programs. Their results were based on a survey of 95 directors, assistant directors, chairs, and heads of journalism programs recognized by the Accrediting Council on Education in

Journalism and Mass Communications (ACEJMC), the agency responsible for the evaluation of professional journalism and mass communication programs in colleges and universities.

The underwhelming representation of female faculty and administrators in journalism and mass communication education is disconcerting, especially in light of the majority female student population they serve (discussed in detail in the following section). In other words, female faculty nationwide do not adequately reflect the gender composition of their students.

The faculty in journalism and mass communication is not as diverse as the students the faculty members teach. The deficiencies of the faculty in terms of diversity are pronounced at the higher academic ranks. Although there has been some improvement, the changes toward diversity are so slow, it is likely that students in journalism and mass communication will continue to be taught by faculty who are not like them for many years to come. (Becker, Vlad, Huh, & Mace, 2003, p. 5)

The following section provides additional details about the majority female composition of students in the journalism and mass communication curriculum and offers insight into the paradox of the feminization of mass communication. This is an important consideration in the current study. Female journalism and mass communication students are outpacing female faculty members in number, a phenomenon with critical effects for the future of women in two fields: the mass media industry and mass communication education.

The Feminization of Mass Communication Education: Students

Women became the majority of mass communication undergraduate students in 1977 (Golombisky, 2002). In 2011-2012, women earned 65.8% of bachelor's degrees granted by journalism and mass communication programs, while 66% of master's students and 51.9% of doctoral students consisted of women (Becker, Vlad, & Simpson, 2013).

Despite the reigning dominance of female students studying mass communication, Golombisky (2002) argued, "We have not evaluated the implications of this female majority for

our degree-granting programs” (p. 54). In other words, mass communication scholars have devoted scant research to women’s issues and the discipline’s female undergraduate students.

Golombisky (2002) elucidated the complexities of the Title IX-based phrase “gender equity” by comparing the following terms: equal, fair, equitable, and affirmative. “Equal,” she argued, denotes treating women like men, which assumes educational practices and standards are relevant for everyone. The phrase “equal access” often arises in discussions of “equal.” Gender equity issues, under the guise of “equal access,” translate into access to higher education. While women’s access to mass communication education is not problematic, Golombisky (2002) asserted that once historically male-dominated disciplines become female dominated, they lose their esteem and salaries plummet in order to remain competitive by masculine norms. This phenomenon poses ripe implications for the mass communication discipline, as women dominate the classroom as students and communication college graduates, yet remain underrepresented in industry and the journalism and mass communication academy.

Equal, equitable, fair, and affirmative – the four prongs in Golombisky’s (2002) gender typology – do not pose consequences for every educational scenario. Yet, it should be acknowledged that equal access under a male standard has expanded opportunities for females to pursue mass communication in college and beyond. Simultaneously, however, Golombisky’s (2002) four-part lexicon of gender parity directly affects the proportion and viability of females in the professional and educational worlds. Golombisky (2002) offered an example of gender disparities in sports media: “ ‘Equitable’ treatment in practice often means second-class treatment, as when sports media argue that the public is not as interested in women’s sports. This response often results not only in excusing discriminatory treatment but also in reasoning that females just are not *natural* athletes” (p. 60).

Golombisky (2002) further analyzed curriculum, instructional materials, and classroom interaction in mass communication education as related to gender equity. Her examination of a hidden gender curriculum is especially poignant. Latent curriculum, according to Banks and Banks (2009), refers to “what no teacher explicitly teaches but that all students learn” (p. 24). A hidden curriculum, defined by Nieto (1996), comprises the “subtle and not-so-subtle messages that, although not part of the intended curriculum, may nevertheless have an impact on students” (p. 42). Sadker, Sadker, and Long (1997) defined a hidden gender curriculum as one that instills in students the idea that females are less valuable than males in our society.

As in any other educational context, a hidden, or latent, curriculum exists in mass communication education. Considering the underwhelming number of women professionals in the mass media industry (discussed in the next section), Golombisky (2002) offered a sobering reality check for mass communication educators:

Add women and stir’ solutions such as ‘special’ topics courses or units are problematic in ways similar to the ‘equality’ perspective. Tacking on a few women or women’s issues – deemed worthy for inclusion by traditional criteria – does not substantially alter the structure or content of white male-defined curriculum because events, ideas, practices, and individuals challenging dominant ideology are likely to be omitted. (p. 61)

The numbers are clear. Female students represent the majority of undergraduate, master’s, and doctoral students in the journalism and mass communication curriculum. However, female faculty and administrators, as is the case nationwide for academic women, exist on the low end of the totem pole, constantly vying to stay afloat amidst discriminatory practices in the Ivory Tower.

Having presented information on the gendered narrative of higher education for women, I will provide detailed statistics and insight about the gendered context of the mass media and communication industry in the following section.

Gendered Narratives of Industry: Women in the Mass Media Profession

Despite the overwhelmingly female mass communication student population, the glaring leadership gender gap in the mass media and communication industry is well documented (Goel, 2013; Newman, 2014; Bostick, 2011, as cited in Bronstein & Fitzpatrick, 2015). In December 2013, online social networking company Twitter added its first woman to the board of directors – journalism and publishing executive Marjorie Scardino – in response to the growing criticism that Twitter’s upper management lacked diversity (Bronstein & Fitzpatrick, 2015). In April 2014, the Wall Street Journal announced the lineup for its first international technology conference, featuring 17 men from media and technology companies such as Snapchat and Google. Not one panelist was a woman (Bronstein & Fitzpatrick, 2015).

Regarding legacy media (traditional print and broadcast platforms), women fared slightly better. Lennon (2013) reported the following in her “2013 Benchmarking Women in Leadership in the United States” study: Overall, women comprised 15.3% of the boards of directors of the top 10 national news organizations. Leadership ranks in the magazine industry were 43.2% female. Leadership ranks in television news were 21.6% female. Leadership ranks in newspapers and radio news were 19.2% and 7.5% female, respectively. One female publisher and four female editors-in-chief represented the nation’s top 25 largest newspapers (Lennon, 2013).

Gray and Royal (2014) examined how female journalists fared during the last quarter of 2013 in the Women’s Media Center’s annual report, “The Status of Women in the U.S. Media.” Researchers examined 27,000 pieces of content produced from Oct. 1 through Dec. 31, 2013 at 20 of the most widely circulated, read, viewed, and listened to TV networks, newspapers, news wires, and online news sites in the U.S.

Across all media, men outnumbered women. Overall, 64% of bylines and on-camera appearances went to men, while women comprised 36.1% of contributors. Among leading evening television news broadcasts on ABC, CBS, NBC, and PBS, Gray and Royal (2014) found men anchored 60% of news broadcasts overall and were responsible for 66% of reports from the field. Female anchors, reporters, or correspondents were most often present on PBS “News Hour” with 43% of total coverage.

In print journalism, Gray and Royal (2014) found The New York Times had fewer female bylines (31%) than any among the nation’s 10 largest newspapers. Conversely, the Chicago Sun-Times led the pack with 46% of stories credited to women. In terms of content, female journalists most often reported on lifestyle, culture, and health, rather than politics, criminal justice, or technology.

Behind the scenes, employment statistics of women in the newsroom continue to place women behind men. A 2013 American Society of News Editors (ASNE) Census found the overall number of women staffers at magazines and newspapers remained at 36% in 2012, a figure that has remained relatively steady since 1999. ASNE (2013) also found women comprised 34.6% of supervisors in newspaper and magazine newsrooms.

The 2013 Radio Television and Digital News Association’s (RTDNA) annual survey found that between 2012 and 2013, the number of women in radio newsrooms rose to 34.2% (Papper, 2014). Among news directors in local radio, the RTDNA report found 20.6% consisted of women. In television broadcasts, Papper (2014) found female news directors comprised 28.7% of all news directors in 2013. Overall, women comprised 40.3% of the television news workforce in 2013. Amy Tardiff, the first female from public radio to chair RTDNA, explained that women face several obstacles in reaching top positions in broadcast media.

Challenges to achieving gender parity in radio and TV newsrooms include equal pay for equal work, the ability to take time off to raise a family, a lack of experience, including internships during undergrad and graduate school, and the tendency to rise to a management position from within an organization. (Lennon, 2014, p. 25)

Among media entities, gender imbalance was greatest in sports journalism. The Associated Press Sports Editors 2013 Census analyzed sports news staffing in 2012. Results indicated the following: Only 9.7% of sports columnists were female. Sports editors consisted of 6.3% women. Overall, sports journalists were 90% White men.

The field of public relations is a bit of an anomaly regarding the number of women employed in the industry. Women made up 63% of public relations practitioners and 60% of public relations managers in 2014, according to the U.S. Bureau of Labor Statistics (2015). Other estimates put the number of female public relations staffers near 80% (Pietryla, 2014). Still, the leadership gap remains: Pietryla (2014) reported men hold four out of every five leadership positions in public relations. Moreover, the results of PRWeek/Bloom, Gross & Associates Salary Survey found a stark difference in salary between men and women: The median salary for women was \$80,500, while the median salary for men was \$125,000 (Casey, 2013).

Not only does the gender gap in salary exist in public relations, but it permeates the journalism industry as well. In their nationwide survey of more than 1,000 U.S. journalists, Willnat and Weaver (2014) found the median salary for female journalists in 2012 was \$44,342. This is the equivalent of 83% of male journalists' median salary, which was \$53,600. Female journalists with more than 20 years of work experience earned 6.6% less, on average, than their male colleagues with the same level of experience (\$72,679/\$67,885). Yet, for journalists with 15 to 19 years of experience, the income gap between men and women rose significantly (\$53,333/\$41,944). Similarly, for journalists with 10 to 14 years of experience, the income gap between men and women jumped again (\$40,000/\$31,429). However, among journalists with

five to nine years of experience, the gender pay gap shrank to 2.4% (\$31,293/\$30,555), and reversed for those with fewer than five years of work experience (\$24,167/\$25,761) (Willnat & Weaver, 2014).

In addition to the gender pay gap in the journalism field, job satisfaction also differed based on gender. Overall, 23.3% of journalists said they were “very satisfied” with their job in 2013 (Willnat & Weaver, 2014). About a quarter of U.S. journalists said they were either somewhat (19.3%) or very (6.2%) dissatisfied with their jobs. Women were slightly less satisfied than were men: 71.6% of female journalists said they were either very or fairly satisfied, compared to 76.3% of male journalists (Willnat & Weaver, 2014).

Sources of the media industry’s leadership gender gap are varied. Hoyt and Blascovich (2007) attributed the cause to prevalent stereotypes that dub leadership a male trait, a shortage of female leaders as role models and mentors, and social and psychological obstacles that make women’s rise to the top roles less direct and less likely to occur. Sandberg (2013) argued women are experiencing a gap in leadership ambition due to young women’s hesitancy to imagine themselves as leaders. She reasoned that psychological constructs, such as self-doubt and a lack of positive self-efficacy, combined with denigrating societal labels for ambitious, powerful women, are to blame for this gap in leadership ambition. According to Sandberg (2013), professional advancement for women is often suspended because young girls do not learn confidence in their leadership abilities and are susceptible to gendered norms, which equate feminine with subservient and place a premium on marriage and motherhood.

Theories of gender bias, such as Heilman’s (2001) lack of fit theory, offer another explanation of the gender gap in leadership positions. Lack of fit theory asserts stereotype-based expectations of women are incompatible with the attitudes and qualities believed to be necessary

in many jobs. Research supports the premise that the degradation of women is at its peak when perceptions of fit are lowest (Lyness & Heilman, 2006). In addition to outright hostile sexism, which consists of common negative expressions of incompetence, Glick & Fiske (2001) credited ambivalent sexism as a source of gender disparities in leadership positions. Ambivalent sexism theory maintains that women face seemingly positive expressions of benevolent sexism, created through men's historical domination over women and simultaneous dependency on women for their survival (Glick & Fiske, 2001). Examples of benevolent sexism include "feelings of protectiveness toward women, the belief that men should provide for women, and the notion that women are men's 'better half,' without whom men are incomplete" (Glick & Fiske, 2001, p. 114).

Despite the gender rift in the workplace and positions of power, research has demonstrated the inclusion of women in high-ranking positions is beneficial. Catalyst, a nonprofit organization aimed at expanding opportunities for women in business, found in its 2011 report, authored by Carter and Wagner (2011), a significant relationship between the number of women at the highest levels of organizational management and corporate earnings. Carter and Wagner (2011) found a 26% difference in return on invested capital between the top-quartile companies (which maintained 19-44% female board representation) and bottom quartile companies (which maintained zero female directors). Furthermore, Bernardi, Bean, and Weippert (2002) found the inclusion of women at the highest levels of corporate governance has been shown to improve organizational decision making by 1) dismantling the "old boys" network and allowing organizations to operate in a manner less attached to special interests and 2) increasing understanding of consumer behavior and the needs of consumers, who are majority female. Similarly, Eagly and Carli (2003) found women are perceived as good leaders due to their

tendency to display transformative leadership styles, which emphasize motivating and mentoring team members to achieve high performance levels and inspiring leadership potential in others.

In light of this “gendered brain drain” (Bronstein & Fitzpatrick, 2015, p. 6) affecting the journalism and mass communication leadership pipeline, media and communication organizations would be remiss not to reconsider their diversity recruitment plans for the sake of longevity and gender balance. The disparities in women’s salaries and positions of power in media organizations, combined with field-specific research and broader gender studies, indicates that even top female communication students are statistically less likely to lead their fields than their male counterparts in the future (Babcock & Davenport, 2003, as cited in Bronstein & Fitzpatrick, 2015). As Gray and Royal (2014) concluded: “The American media have exceedingly more distance to travel on the road to gender-blind parity” (p. 5).

Moreover, a diversified workforce that reflects the demographics of the community it serves has long been a goal to which media organizations have striven (Gray & Royal, 2014). Lisa Cox, a former National Association of Black Journalists vice president-broadcast, offered the following conclusion about gender and ethnic parity in the mass media industry:

Any news operation that does not see or comprehend the value and importance of diversity behind the scenes is fooling itself ... if it thinks it can still responsibly and objectively cover the news and be an effective resource for the communities it is charged with serving. (Gray & Royal, 2014, p. 27)

One of the most critical findings in Willnat and Weaver’s (2014) research was that female journalists tended to leave the profession earlier than men. Among U.S. journalists with fewer than five years of work experience, women nearly match men working in the profession with 49.4%. Yet, as the number of years of experience in the journalism industry increases, this gender gap grew significantly. Women represented 44.3% of journalists with five to nine years of experience. This percentage dropped to 41.2% among journalists with 10 to 14 years of work

experience, and it dropped further to 39.7% among journalists with 15 to 19 years of experience. By far, the largest rift existed among journalists with 20-plus years of experience: Only a third (33%) consisted of women.

These statistics indicate a trend among female journalists: leaving industry. To date, no research exists that examines the second-career choices of female journalists. More specifically, scholars have not yet explored the transition experiences of women from the mass communication industry to academia. Given this hole in the research, I seek to fill this gap by providing qualitative analysis of women's transitions from the mass communication industry to academia.

With an understanding of the gendered landscape of both higher education and the mass media industry, it is important to recognize the inherent complexities in the pipeline to and from academia and mass communication industry. The following section offers a review of literature of career transitions from various industries to the academy.

Career Transitions Within and Into the Academy

Scholarship on career transitions can be found in several genres of research, ranging from nursing and secondary education to workforce development, counseling, organizational change, and socialization. This section will specifically focus on career transitions within and into higher education institutions (as faculty and administrators, rather than students). Mass communication-specific transitions, as well as differences between the newsroom and the classroom, are also discussed.

Bandow, Minsky, and Voss (2007) proposed a working definition of the industry-to-academia transition:

An industry to academia career transition typically consists of an interprofession step in a protean career wherein the incumbent undertakes an effort at an extra-role adjustment.

The industry-to-academia career transition results from the development of a particular values hierarchy within the incumbent, and often results in some level of tension in the receiving institution in the form of values incongruency. (p. 32)

Put simply, Bandow et al.'s (2007) definition means an individual transitioning from industry to academia experiences a heightened degree of organizational and personal shock, in terms of old values, identities, and roles being juxtaposed against emerging, and often conflicting, adjustment factors related to the new academic role.

Global scholars have used Bandow et al.'s (2007) definition in examining the transition from industry to academia. Australian scholars Wilson, Wood, Solomonides, Dixon, and Goos (2014) explored the motivations, needs, and preferences of practitioner-academics. These scholars found that coming to terms with the underlying values of industry and academia represents an important aspect of the adjustment process. Specifically, while individuals coming from industry have been trained to value product-driven outcomes and profits, new faculty find it challenging to switch from productivity-driven industry models to a university's learning-centered values (Wilson et al., 2014). The researchers also emphasized mobility (physical and cognitive movement from one setting to another), support, and socializing with existing university staff and structure as important ingredients in navigating the transition.

To capture the experiences of faculty members who experienced careers in full-time industry or government prior to transitioning to higher education, Garrison (2005) surveyed members of a professional networking organization of collegiate business school deans, as well as select faculty and administrators known by the researcher. Results of the survey indicated that more than half of participants had some prior teaching experience. Still, prior teaching experience did not guarantee a higher starting position. One of the more illuminating results of Garrison's (2005) study was the reason most participants (70%) cited for making the transition to

higher education: an overwhelming desire to teach. Other reasons for making the transition included the following: lifestyle change, desire to conduct research, better schedule, reduced stress levels, location, salary, and the requirement of a new degree.

In addition to quantitative approaches to examining career transition in higher education, qualitative work has also been done. LaRocco and Bruns (2006) used a qualitative, constructivist approach to describe how experienced education professionals in the early years of their second career in academia described their entry into higher education. Results indicated varying levels of ambivalence regarding preparation to teach and conducting research; challenges balancing home and work duties; and lack of clarity regarding scholarly and service-related expectations.

Additionally, a majority of second-career academics reported positive experiences being able to access the tangible resources they needed, such as teaching or research assistance from graduate students, technology, conference travel funds, assistance from college support staff, and practical advice from colleagues. Supportive relationships from peers and colleagues at other universities were an additional source of support for the second-career academics. These positive affirmations represent a departure from previous studies regarding new faculty socialization (Olsen, 1993; Sorincelli, 1994). Although second-career academics felt less prepared to meet teaching, research, and home life demands, they acknowledged the role of collegial support in their ability to fulfill their new career expectations.

Not only is the transition from industry to the academy important to consider when analyzing transition, but it is also enlightening to examine transitions within the academy (e.g. between assistant and associate professor; between faculty member and administrator). Research (Foster, 2006; Griffith, 2006; Palm, 2006) has shown the transition of a faculty member to administrator is usually a journey for which most faculty members are unprepared. Experience as

faculty members does not often provide the necessary preparation for the demands made on the individuals responsible for higher education leadership and management (Palm, 2006). A number of factors may contribute to a successful transition from faculty to administration, including relationships and the ability to master new skills. Such skills include learning to manage a budget, raising private funds, marketing the institution, managing public relations, overseeing the use of technology, and undertaking strategic planning, which involves securing input from internal and external stakeholders (Palm, 2006). Moreover, communication is key. Administrators are often criticized because faculty and staff feel excluded from key information they expect to have shared with them (Griffith, 2006).

Conversely, administrators who return to the faculty ranks after serving in an administrative capacity experience a drastic change from their prior roles. Lingering effects of the administrative role continue to affect the individual. Some people will continue to treat the returning faculty member in the same way they interacted with him or her as an administrator. Others may develop a more collegial relationship with the former administrator. Still, others may feel sympathetic toward the former administrator or relief that they no longer need to afford them the deference that accompanied their former administrative positions (Palm, 2006).

Bosetti, Kawalilak, and Patterson (2008) used an autoethnographic approach to explore the experiences of three academic women “betwixt and between” (p. 95) their senior management positions. In the study, one of the researcher-participants, a tenured full professor who was transitioning back to her academic position after spending six years in senior university administration, voiced her dismay in her transition experience, which she described as “free falling and looking for the signpost of where to land” (p. 103). She explained, “In a university culture that values independence, you are left alone to do what you want or need to do, and it

seems nobody checks in until you do something really wrong” (Bosetti, et al., 2008, p. 103).

Another pervasive theme was the women’s pursuit of validation and support in their journeys from one role to another. Through the act of confiding in each other during their dialogues, the researchers realized and documented their need to feel safe and supported.

Mass Communication-Specific Transitions

The transition from industry to academia in the journalism and mass communication discipline is not a well-researched phenomenon. While no research has been done on the transition of women from mass media industry to academia, a small number of studies have explored concepts intimately connected to this phenomenon.

Engel (2003), a British scholar, may have been the first to use the term “hackademic” to describe journalists who “flit between newsroom and lecture hall” (p. 61). Fellow British scholar Harcup (2011) conducted a survey among 65 hackademics in the United Kingdom and Ireland to investigate experiences of academic research in journalism. When respondents were asked to identify obstacles to publishing research, the most commonly cited reasons were as follows: 1) lack of time due to high teaching/administrative loads; 2) the off-putting nature of academic language and jargon; 3) an absence of a supportive research culture within their department; and 4) a lack of confidence (Harcup, 2011). These obstacles echo the transitional hurdles discussed in throughout this literature review.

In addition to Harcup’s (2011) research, Thomsen and Gustafson (1997) explored the mentoring and induction experiences of advertising and public relations professionals-turned-professors in the U.S. Results of their study revealed several recommendations, some of which include the following: 1) Formal mentoring programs (orientation and training) should be developed at the department level; 2) Mentors, who are also practitioners-turned-professors,

should be assigned during the interview and hiring process; and 3) Mentoring should cover details, such as the nature of academic life, classroom and teaching skills, student advising procedures, the basics of developing a research program, and tenure expectations and processes.

Anecdotal evidence from administrators and professors offers keen insight about the journey from the newsroom to the classroom. In the spring 2014 issue of *Insights*, a biannual publication of the Association of Schools of Journalism and Mass Communication (ASJMC), Jerry Ceppos, a 36-year veteran of newspaper management who transitioned into academic deanship six years ago, compiled a list of “real and perceived differences” (p. 18) between working as a professional journalist and an academic administrator.

While Ceppos (2014) acknowledged most academics’ criticism of the bureaucracy of university politics, he begged to differ: “In six years as a dean, I’ve never been told to do anything that I strongly opposed. And conversations with almost every colleague have been civil” (p. 18). Regarding this civility in academic politics, Ceppos (2014) quoted Diane McFarlin, the former executive editor and publisher of the *Sarasota Herald-Tribune*, who is now the dean of the University of Florida’s College of Journalism and Communications:

Newsrooms and faculties have many of the same characteristics. Among them are collective intellect, a fierce commitment to the mission, the sense of a higher calling and a recognition that change must be embraced. So, it feels like familiar territory. The biggest difference is that you don’t hear nearly as much cursing in the academy as you do in newsrooms (Ceppos, 2014, p. 18).

Ceppos (2014) identified the trilogy of promotion, tenure, and hiring as one the most distinguishing hallmarks between working in industry and the academy. The pace of hiring at a university, Ceppos (2014) wrote, is significantly slower than in industry. In academia, search committees and bureaucratic obstacles bar a speedy process. Moreover, promotion and tenure

procedures are difficult for incoming academic administrators with little university experience to understand and implement.

The idea of “up or out” – achieving tenure or leaving – is different from anything in the newsroom. So is the idea that an unsuccessful applicant for tenure has a year to find another job, not exactly the norm in newsrooms and not the best way to energize a professor (Ceppos, 2014, p. 19).

Among other differences, including the sluggish pace of change in the academy compared to industry, Ceppos (2014) described an additional distinction between mass media industry and its academic counterpart: the notion of the individual contributor. There are arguably more individual contributors – those exceptional individuals who focus solely on their work with little concern for office politics or upper management issues – in academia than in industry. Think of the brilliant scholar who produces innovative research and is an expert in his or her respective field. Think of the eccentric professor whose courses are the first to fill up and whose office is a revolving door of students. For a newsroom executive, Ceppos (2014) wrote, accommodating these individual contributors is sometimes challenging in academia. He agreed with Pam Luecke, another journalism executive-turned academic dean, who lamented the loss of unity found in newsroom staffs.

In a university, we all work to educate our students, of course, but the incentives for tenure and promotion tend to reward individual achievements more than collective ones. I had thought a college would be the ultimate “collegial” place but, in many ways, newsrooms are more so. (Ceppos, 2014, p. 20)

In spite of these mass communication academia-industry differences – some positive and others negative – Ceppos (2014) stressed the best part of his job as an academic administrator was experiencing the rewards of students’ accomplishments, university milestones, and professional peaks, afforded by a more manageable, convenient academic lifestyle. Again, he quoted Luecke:

After decades of facing daily deadlines, you suddenly find yourself thinking in terms of semesters and four-year student careers instead of tomorrow's newspapers. There's a pleasing rhythm to the academic year, with meaningful opening convocations and blissfully unstructured summers. You still work as hard as you did in a newsroom, but the pace is more humane and (usually) more within your control. (p. 20)

Considering the differences between the newsroom and the classroom, the role of mentoring in the process of learning the ropes of academia and maintaining some degree of success, especially among women, has been underscored in research (Hoyt & Blascovich, 2007; Paulsen & Feldman, 1995; Thomsen & Gustafson, 1997). Bertazzoni (2013) wrote about the importance of mentoring for professors who transition from the journalism industry to the college classroom. She identified mentoring from a senior member of the department as an important first step in making the transition to academia. "The key is to identify an individual who knows what is important at your institution, and who is willing to take the time to discuss problems and answer questions" (Bertazzoni, 2013, p. 25).

From setting classroom expectations to creating learning outcomes and course assessment standards, mentorship from a senior member of the unit plays a critical role in facilitating the switch into the classroom. Outside of the classroom, Bertazzoni (2013) argued a good mentor can assist faculty in learning the institution's expectations in terms of service, professional development, advising, scholarship, and finding time for social outlets. This is especially important for novice instructors and professors who have not developed a research agenda and those who have not learned the ins and outs of academia in graduate study (Bertazzoni, 2013).

Findings from Rush et al.'s (2004) report, in which female members of AEJMC were interviewed, revealed, perhaps, the most negative issue surrounding women's transition from the mass communication industry to academia: discrimination. One respondent, a White woman in her 30s, explained her intent to leave academia based on the discriminatory practices she

encountered: “I never experienced sexual discrimination in the 12 plus years I worked in industry, so I was shocked to be victimized by it in the academy. I will leave to return to industry” (Rush, et al., 2005, p. 155). Another respondent said, “I enjoy teaching but found that the pressure to publish or perish was not worth the salary that universities are willing to pay. I returned to the corporate work where I have fewer pressures and make a much larger salary” (Rush et al., 2005, p. 155). Another participant in Rush et al.’s (2005) study expressed academia’s unrealistic expectations of faculty in an environment where systemic changes in gender equality and diversity have been paltry: “No money, no benefits, little appreciation and no life. Unless the systems change, I don’t see academia as a great career path unless one is independently wealthy” (p. 155).

Indeed, the views of these women are corroborated by the extensive research (referenced throughout this literature review) on the gender gap in the academy. What is interesting, however, is the extent to which the gender gap permeates individual units of academia in the same way it affects the entirety of academia, especially in the case of mass communication, where the majority of students are female and an increasing number of women have joined the ranks of mass communication faculty and staffs. The point is this: Industry jobs in the mass media are appearing increasingly more attractive, compared to mass communication higher education positions. “The private sector currently offers better conditions than the academy, in terms of salary and promotion, therefore presenting potential faculty with a logical choice of rejecting teaching careers” (Rush et al., 2005, p. 180).

To recap, this section has provided a working definition of an industry-to-academia transition, offered both quantitative and qualitative studies of career transitions within and into higher education, and discussed specific transitions that occur in the mass communication

discipline from industry professionals to faculty and administrators. In addition to these transitions within the mass communication discipline, an interesting phenomenon, which adds to and contextualizes the rationale of this study, is discussed next. That phenomenon concerns the nature of journalism and mass communication education, specifically its practitioner versus scholastic orientation.

Journalism and Mass Communication Education: Practical Versus Scholarly

Since the inception of the journalism and mass communication postsecondary program in the 1940s, two competing models of journalism and mass communication education have existed: the practitioner model and the scholarly model (Mensing, 2010). As an academic discipline, journalism is lodged between the professional and academic worlds. It is a unique, interdisciplinary fusion of the humanities and social sciences (Reese, 1999). Hamilton (2014) argued that several elite universities have assumed the position that journalism training does not belong at the university. Similarly, some professional journalists maintain that journalism students should focus on history, political science, and other subjects that prepare them to understand news events. Conversely, other professional journalists argue programs have lost touch with the everyday practical needs of newsrooms. Thus, the longstanding rift between views of journalism education as rooted in practice or theory has continued into the 21st century (Hamilton, 2014).

That said, Mensing (2010) argued the justification for journalism schools continuing to produce bright-eyed rookie journalists is up for debate. News organizations are diminishing in size and revenue, and the journalistic workforce is shrinking.

On the other hand, Reese (1999) reified the important role of journalism in the university, with an eye to integrate theory and practice.

The crisis in the journalism profession has led an ever more concentrated corporate voice to assert itself in academia, diverting blame and shaping how future journalists are prepared. Historically interdisciplinary, oriented toward the liberal arts yet professional, journalism education faces mounting pressure to abandon its academic ethos to embrace its industry patrons ... (p. 70)

Reese's (1999) seemingly pro-academic, anti-industry sentiments echo one of the underlying premises of this study: the schism between industry and academia. In light of the prickly state of modern journalism and mass communication education – wherein industry and academia are at odds – the time is ripe for a deeper exploration of the pipeline from industry to higher education. With its focus on women who have transitioned from industry mass media jobs to mass communication faculty and administrator positions, the current study seeks to fill this important gap in the literature.

Before proceeding to the methodological approach for this study, the final section of this literature review will revisit and reinforce the use of Schlossberg's (1984) transition theory as the theoretical framework for this study. A selection of research studies that have applied Schlossberg's framework will be presented.

Theoretical Frameworks Applicable to Transition Research

Several theoretical frameworks have been used to study transition in higher education. Because of their applicability to the current study, the following theoretical frameworks will be highlighted: socialization, sensemaking, Nicholson's (1984) theory of work role transitions, and Bridges' (1986) transition theory. Following each framework, I offer my rationale for using Schlossberg's (1984) transition theory to ground the current study. A detailed discussion of Schlossberg's (1984) transition theory follows this section.

Socialization

In many ways, the socialization process experienced by new faculty and administrators resembles part of the transition process practitioners experience as they convert to academics. The difficulties faced by these new recruits, including unmet expectations (Menges, 1999), isolation (Boice, 1991), and job-related stress (Olsen, 1993), are often arduous.

Corcoran and Clark (1984) defined socialization as a process through which an individual becomes part of a group, organization, or community. The primary aim of socialization is for individuals to learn the values, attitudes, and expectations of a particular culture. Similarly, Tierney (2008) defined socialization as a give-and-take, where individuals make sense of an organization through their own unique backgrounds and the current context in which the organization resides.

Mortimer & Simmons (1978) identified three phases of socialization. First, anticipatory socialization occurs prior to the assumption of a new role. All mental, behavioral, or social activities that are performed in preparation for role acquisition are included in anticipatory socialization. Second, socialization occurs once a new role is occupied. This involves learning the requirements of the new role, as well as shaping the role in response to new situations and individual needs. Finally, disengagement occurs when the individual exits from the old role. Taken together, anticipatory socialization, socialization, and disengagement are enhanced when role transitions are socially patterned, “institutionalized” (p. 433), and accompanied by distinct rites of passage, such as graduation and marriage (Mortimer & Simmons, 1978).

The socialization process of early career faculty is intimately connected to the transition of individuals from one career to another. A critical component of the academic socialization process is understanding how the university operates as an organization. In the process of

becoming socialized to academia, early career faculty must demonstrate knowledge and skills in four essential areas: 1) teaching (preparing courses, evaluating students, supporting non-traditional students, and mentoring graduate students; 2) research and graduate training (socializing future scholars); 3) service (working with community programs); and 4) academic citizenship (participating in college communities) (Paulsen & Feldman, 1995).

Tierney's (2008) research interviewing more than 300 junior faculty and administrators highlighted the importance of the implicit factors of socialization. For instance, most interviewees noted they had personal preferences, e.g. some liked research more than teaching and others teaching more than research – but no one addressed a “deep, embedded ethos for a particular value at their institution” (p. 95). In other words, Tierney (2008) concluded participants recognized discernable elements at play in university life (e.g. teaching, research, students). However, they lacked understanding and clarity regarding intimate, more subtle elements of academia, such as balancing time and competing duties. This absence of markers and explicit messages created stress for early career faculty, as they transitioned to academia.

While personal experiences of faculty work life are not conventional fodder for theories of academic socialization (Lindholm, 2004), Reybold and Alamia (2008) argued most research in this area focuses on the doctoral to faculty or early career transition, or the research has been limited to one aspect of faculty work life, such as tenure. However, they argue the academic journey is not fixed. In their longitudinal, qualitative investigation of women faculty experiences of academic transitions, Reybold and Alamia (2008) found each participant began her academic journey with a provisional sense of self as faculty. For most of the women, whom the researchers classified as having “transient” (p. 114) faculty identity, their professional identity hinged on making sense of institutional culture and related reward structures. These women felt inadequate

early in their faculty career in terms of achieving long-term, i.e. tenured, goals. While most participants considered tenure and promotion the pivotal transitional event in their career, their attitudes and understandings of tenure varied, due to the differences in how they were socialized, or how they learned the academic culture of their institutions.

As Ibarra (1999) stated, career socialization is not a process that compels individuals into conformity. Rather, it is “negotiated adaptation by which people strive to improve the fit between themselves and their work environment” (p. 765). As applied to the current study, women in transition from industry to academia must learn to establish and refine the fit between themselves and their new profession. Women transitioning to the Ivory Tower must discern the values and expectations of their new colleagues and superiors, while discovering the unique culture that is academia. As the academic socialization literature illustrates, making sense of and balancing one’s professional roles, faculty identity, teaching competency, university and department expectations, and personal standards compete for a newcomer’s time and attention. An individual undergoing a career transition from industry to academia experiences many of the same socialization issues that confront a first-time faculty member.

On the administrative side, the academic leader socialization process “appears to be left to chance” (Gmelch, 2000, p. 85). Scholars have examined, anecdotally, the transition of a faculty member to an administrator, which represents a journey for which most faculty members are unprepared. A number of factors, including managing a budget, marketing the institution, and developing strategic planning skills, may contribute to a successful transition from faculty to administration (Palm, 2006).

Case in point: DeFleur et al. (2010) found in their survey of 890 AEJMC members that more than half (53.4%) of respondents were “unlikely” or “very unlikely” to accept an

administrative offer. Socialization and transition issues were one of the main reasons. About half of all respondents (52.2 %) agreed they would consider an administrative position if they were given adequate training and preparation for the position. This indicates a call for better professional development – and better socialization strategies – among new administrators.

While the socialization framework has been used to address academic transitions, from graduate student to faculty and from junior faculty to tenured faculty (Austin, 2002), the focus of the current study is transition, not socialization. These concepts are not synonymous. Furthermore, the socialization literature largely omits reference to previous transition experience, personality, and individual traits as factors in socialization. These are especially important in the current study, as the sample comprises only women, a factor which inherently presents gender, family, and work-life issues that must be addressed in the exploration of transition. Therefore, although a suitable framework for studying the transition of individuals, socialization is not an ideal framework for this topic.

Sensemaking

Although conventionally fashioned as a theory of organizational change, sensemaking may apply to individual change as well. Scholars have applied sensemaking to career transitions and work meaning. Applied to individuals, Kezar (2013) described sensemaking as changing mindsets, which, in turn, modifies behaviors, priorities, values, and commitments. It is a process wherein individuals attach new meaning to familiar concepts and ideas (Kezar, 2013).

Focusing on an individual's movement from one profession to another requires making sense of, and adapting to, the new position. The concept of sensemaking, therefore, becomes a critical component of unanticipated aspects of the new occupation, characterized by distinctions between expectations and experiences. In Crow, Levine, and Nager's (1990) study, the

researchers dubbed those who did not seriously consider teaching until a pivotal event or confluence of factors caused them to reconsider professional plans “the converted” (p. 207). The converted “made sense” of their transitions via mediating forces: “They were forced to play a novice role after having advanced in another occupation, and they experienced isolation as student teachers in contrast to the camaraderie they felt in previous occupations” (p. 208). Crow et al. (1990) explained the constraints of the novice role were due to uneasiness with their lack of competence and impatience with subordinate roles. Coping mechanisms, such as using skills gained from previous occupations, discovering and implementing a shared value system with faculty and other students, and engagement with children in fieldwork allowed the converted to cope with the demands of their new profession.

Louis (1980) identified sensemaking as a necessary component of the career transition coping process. In her view, sensemaking allows transitioners to revise the cognitive maps they use to interpret and describe experiences in the new role and setting. Through this process, what is new, different, and unanticipated creates an integral factor in the transitioner’s cognitive mental process. In her model of coping with career transitions through sensemaking, Louis (1980) identified several inputs to sensemaking. Individuals draw on past experiences in similar situations to comprehend their immediate experiences during sensemaking. In addition to previous experiences, personality is also a strong input in an individual’s sensemaking, particularly when the individual is transitioning to an unfamiliar situation or one in which little information is available from other sources.

Ultimately, Louis (1980) compared the experiences of transitioners to “insiders” (p. 338), members of an organization who are not undergoing the transition. Whereas insiders typically know what to expect in and of a situation, transitioners do not. Therefore, for insiders, there are

few surprises and/or needs to be made sense of, as they have adequate historical and contextual information to interpret or make sense of new situations based on relevant knowledge of the immediate situation. When surprises happen, transitioners most likely attach meaning to them using interpretation schemes developed in previous roles and settings. They need help in attaching meanings to their experiences in new or altered roles and settings.

Applied to the current study, sensemaking, particularly Louis' (1980) model of coping with career transitions through sensemaking, offers an insightful framework for analyzing the transition of women from industry careers to academic careers. Sensemaking is deeply involved in the transition experience, as individuals must revise their cognitive maps to interpret and describe their new experiences. The inputs of the sensemaking process Louis (1980) describes are appropriate considerations for this topic. They include past experiences, personality, purpose, others' interpretations, and local interpretation schemes. While sensemaking is a vital component of understanding the transition process, it represents only a portion. The transition process under examination in this study comprises more than women's meaning-making skills in changing careers. Rather, it encompasses contextual factors, the individual herself, the academic environment to which she is transferring, and many more. Therefore, while sensemaking is a suitable framework to approach the current study, it is not ideal.

Nicholson's Theory of Work Role Transitions

Nicholson's (1984) theory of work role transitions offers a different framework for examining the lived experiences of women in transition. The purpose of the theory is to examine transitional outcomes between work roles as they relate to the following predictors: 1) the requirements of the roles between which the person is moving, i.e. role requirements; 2) the psychosocial dispositions and motives of the person, i.e. motivational orientations; 3) the

character of the person's past socialization into previous work roles, i.e. prior occupational socialization; and 4) the form of any current organizational induction or socialization practices that shape the person's adjustment to the new role, i.e. induction-socialization process. The theory relates the predictor variables to two outcomes of individual adjustment: personal development to absorb new demands and role development to redesign situational demands.

In other words, the goal of Nicholson's (1984) theory is to explain and predict the range of adjustment modes resulting from personal development and role development. He identified four adjustment modes based on high or low role and personal development: 1) replication (transitions that generate minimal adjustment); 2) absorption (transitions where little change is necessary to learn the new role); 3) determination (transitions in which the newcomer alters the new role, actively determining elements in the content or structure); and 4) exploration (transitions in which personal qualities of the individual change, as do role parameters).

Nicholson operationalized each predictor variable, relating each to a specific adjustment mode. For example, discretion and the novelty of role demands are two defining features of role requirements as predictors of adjustment. Nicholson (1984) identified traditional dimensions of discretion as the capacity to choose goals; the means for achieving said goals; the timing of means-ends relationships; and the pattern of interpersonal communications, influence, and evaluation surrounding them. Nicholson (1984) offered the following comparison: Low-discretion roles, such as machine-paced operations, allow limited opportunity for a new operator to change the work. On the other hand, high-discretion roles, such as entrepreneurial management positions, make it virtually impossible for a newcomer to follow job specifications, role descriptions, or the practices of previous incumbents. As a result, absorption or replication

outcomes result from low-discretion roles, whereas determination or exploration outcomes arise from high-discretion roles.

While precise and promising in nature, Nicholson's (1984) theory of work role transitions is not ideal for this study. First, the assumption behind his theory is categorically distinct from the current study's purpose. Nicholson's (1984) premise is this: "The study of transitions ... should tell us about the evolution of society and its organizational institutions" (p. 173). The goal of the present study, however, is to examine, unequivocally, the individual transition experiences of women. Organizational change is not a topic of concern, as it is in Nicholson's theory of work role transitions. His theory extrapolates from the individual to the organization, an unintended outcome of the current study. Furthermore, Nicholson's theory is a framework better suited for quantitative research. The current study seeks to examine the lived experiences of women, specifically the personal, professional, intimate, gendered issues that have accompanied their transitions from industry to academia. Nicholson's theory, with its categories of outcomes and rigid parameters, does not suit the current study.

Bridges' Transition Theory

Whereas many scholars use the terms "change" and "transition" synonymously, Bridges (1986) distinguishes the terms. Change is a process that happens when something starts or stops, or when something that used to happen in one way starts to happen in another way. Change happens at a particular time or in several stages at different times. Conversely, transition is a three-part psychological process that extends over a long period of time and cannot be planned or managed by the same cogent methods that work with change.

Individuals undergoing transition experience three stages. First, individuals must let go of the old situation, and the old identity that went with it, which is the more difficult of the two. In

this phase, Bridges (1986) explained a new role or purpose cannot be assumed until the person has released the old role or purpose. Resistance to change is often inappropriately disguised as difficulty in this first phase of transition. Second, individuals must go through the “neutral zone” (Bridges, 1986, p. 25), between their old reality and a new reality that may still be vague.

[The neutral zone] is a time of loss and confusion, a time when hope alternates with despair and new ideas alternate with a sense of meaninglessness, a time when the best one can do is to go through the motions. But it is also the time when the real reorientation that is at the heart of the transition is taking place (p. 25).

Third, individuals must forge a new beginning, one that is much more than the standard “new start” (p. 26) required in a change. Creating new relationships, building comfort with unfamiliar policies, developing new future plans, and learning to think according to new purposes and priorities are potential processes and outcomes associated with this new start. This is also known as “rebirth” (p. 26). However, Bridges (1986) cautioned not to confuse adjustment with rebirth. The concept of adjustment does not do justice to the struggle individuals undergo when starting over after a “wrenching ending and a disorienting period in the neutral zone” (p. 26).

Bridges’ (1986) theory offers a unique, yet less practical, vantage point from which to view the transition of women from industry to academic careers. His three phases – letting go, the neutral zone, and creating a new beginning – are fitting for women undergoing a career transition. However, specifics are lacking, as are additional factors that influence a woman’s career trajectory and life changes. Conceptually, Bridges’ (1986) theory is commendable. Yet, for purposes of the current study, a more useful, refined theory is better suited.

After considering the previously discussed frameworks, as well as other theories of career transition and socialization, the theoretical framework that will guide this study is rooted in Schlossberg's (1984) transition theory, discussed in the introduction and further discussed in the following section. Features of the revised versions of Schlossberg's transition theory will be incorporated in the framework used for the current study.

Application of Schlossberg's Transition Theory

Revisiting Schlossberg's Transition Theory

Before discussing research studies that have applied Schlossberg's theory of transition, let's recap her theory, including modifications made by Anderson, Goodman, and Schlossberg over the last 30 years. In practice, Schlossberg's theory of transition is a structured model, with built-in flexibility, that gives counselors, or helpers of any kind, a framework to assist individuals in identifying, coping with, and resolving issues that accompany a transition. In addition to the 4S System of factors (situation, self, support, and strategies) that influence an individual's ability to cope with transition, Anderson et al. (2012) identified perspective, context, and impact as crucial players in an individual's transition.

First, an individual's own perspective, or appraisal, of his or her transition is critical to moving through – and out of – a transition. Does the individual see it as positive, negative, or benign? For example, one person may describe retirement as positive, a challenge, and an opportunity. Another person may view retirement as the step that precedes death, the finale of a productive life (Anderson et al., 2012). Next, context is a vital consideration for individuals in flux. Factors, such as gender, socioeconomic status, ethnicity, and geographic location (Fouad & Bynner, 2008, as cited in Anderson et al., 2012), influence individuals' life course. The individual's relationship to the event or nonevent is crucial when thinking about context.

Does the primary event start with the individual (his or her illness) or with some other person (his or her boss's illness)? Is the transition personal (the individual has lost his or her job) or interpersonal (the individual has had a disagreement with his or her employer)? Is the transition involved with the public or the community (does the individual feel disgraced by having to go on unemployment)? (Anderson et al., 2012, p. 450)

Moreover, individuals today are constantly trying to balance various, and often competing, roles (Perrone, Webb, & Blalock, 2005), a phenomenon which, according to Anderson et al. (2012), leads to role strain. For instance, when a person loses his or her job, the aftermath requires an adjustment to changes across his or her multiple life roles: parent, citizen, family member, learner, etc. "What starts out as personal and economic – lack of income through the job loss – can also affect family relationships and precipitate other transitions" (Herr, Cramer, & Niles, 2003, as cited in Anderson et al., 2012, p. 45).

In addition to perspective and context, assessment of a transition's impact on an individual's relationships, routines, assumptions, and roles is the single most important consideration in understanding an individual's reactions to transition (Anderson et al., 2012). Impact is defined as the degree to which the transition alters one's daily life (Anderson et al., 2012). Returning to the example of job loss, the emotional toll of unemployment can be harsh, affecting an individual personally and socially. Brewington, Nassar-McMillan, Flowers, and Furr (2004) found the impact of involuntary job loss negatively affects a person's identity, social contacts, and self-worth. Tefft (2011) found a correlation between unemployment and increases in substance abuse, mental health issues, physical illness, and spousal abuse.

In terms of the current study, impact plays a tremendous role: Women who have switched from industry positions in mass media to academics or academic administrators will each experience her transition differently, along a spectrum ranging from ease to discomfort. Each

woman's individual perception of the transition, including challenge and support from others, will dictate the impact of the woman's changing relationships, routines, assumptions, and roles.

Transition Research Based on Schlossberg

First, it must be acknowledged that Schlossberg's theory of transition is not rooted in higher education. Rather, it is based in adult development and counseling. Therefore, studies that have used this theoretical framework to explore career transitions run the gamut of genres, from sports and exercise (Pummell, Harwood, and Lavalley, 2008) to social work (McSweeney, 2013) and veteran affairs (Schiavone, 2013). The universality of Schlossberg's theory is part of its appeal for the current study. Using a theoretical framework that is not considered a conventional higher education theory offers an innovative approach to exploring career transitions of women from industry to academia. A selection of research studies that have used Schlossberg's theory follows.

Schlossberg's (2004) study of retirees offered an insightful look into the transition of retirement. Initially, she found retirees were consumed by departing from their past role and forging a new life. The process of moving toward a new life, she found, was a gradual one. Schlossberg (2004) identified several paths the retirees took during this process.

Some *continued* in a modified way what they once did. Others experimented and *adventured* into new activities like the researcher turned massage therapist. Others glided easily, taking each day as it came. Others *sought* for their place in the sun; some stayed as *involved spectators* like the former lobbyist who was now a news junkie; and others unfortunately *retreated*. Many, of course, combined paths. (Schlossberg, 2004, p. 56)

For each retiree-participant, Schlossberg (2004) established a psychological portfolio, which acted as the bridge that connected past work with future retirement. Each portfolio consisted of an individual's identity (e.g. former professional identity versus new identity); relationships (with a focus on replacement of work relationships); and meaningful involvement (emphasis on

investment in social capital). Creating pathways, modeled after Schlossberg's (2004) retiree pathways, for the participants in the current study will provide a rich understanding of the channels, twists, and turns taken by each participant.

In a broader sense, McSweeney (2013) used Goodman et al.'s (2006) iteration of the 4S System in her analysis of the experiences of social care practitioners during their transition to higher education programs. McSweeney (2013) also used Schlossberg's concepts of "moving in," "moving out," and "moving through" in her discussion of the supports and difficulties experienced by her participants.

McSweeney (2013) interviewed 15 social care practitioners twice during and once at the end of their first academic year in college. Findings from the study illuminated several themes, which pose similar implications for the current study. Anxiety about expectations for assignments, examinations, and the ability to comprehend the material were chief concerns for all participants. Yet, McSweeney (2013) found the participants were reluctant to seek support, citing reasons related to their adult status and associated perceptions of competence. Another theme that emerged in the data was the importance of experiencing success and getting feedback. Participants' anxiety about their learning ability and academic performance were assuaged by receiving fair feedback. Conversely, receiving a low grade, with negative and insensitive feedback, was not well-received by participants. Their motivation and self-efficacy plummeted. McSweeney (2013) quoted one of her participants:

I got one assignment back there recently. I wasn't sure what he was saying and I didn't go back to him. He kind of tore me apart in one way. Told me I wasn't putting sentences together right. I wasn't capable of or I didn't understand what I was about. There was no structure. ... It wasn't that constructive. (p. 9)

Feeling valued – as an acknowledgment of participants' adult status – was another theme McSweeney (2013) uncovered in her study. As adult students, her participants made it clear that

when faculty validated the participants' practical experiences in the field and recognized their feelings both in and out of the classroom, the participants felt a sense of belonging, accompanied by increased motivation to excel.

In addition to feeling valued, "orientation to the institution" emerged as a common issue among participants. Despite participating in a three-day induction program, participants reported feeling overwhelmed emotionally and physically. "I'm just more busy and I'm more tired. ... Just very weepy at times I find. It seems like I'll never get through this and it is really knocking on my self-esteem issues" (McSweeney, 2013, p. 11). Similarly, awareness of expectations at the university was a major concern for participants. Based on the study's results, McSweeney (2013) suggested new students need assistance balancing their workload and managing their multiple responsibilities to avoid stress. Strategic support, such as faculty and staff informing students personally of information pertaining to institutional procedures, was another finding in the study.

Applying Schlossberg's (1981) focus on "roles, routines, relationships, and identity" to transition, McSweeney (2013) analyzed her data in terms of changes related to participants themselves or their work practices. She found some participants viewed their participation in higher education as a personal feat. "I feel a bit more ... This sounds silly. I feel a bit more important because I'm in college" (McSweeney, 2013, p. 13). Others reported gains in confidence, and in a psycho-social sense, more powerful.

Interestingly, McSweeney's (2013) study serves an important function in relation to the current study. Although based on adult students who have made the transition from practitioner to college student, the terminology, experiences, and language revealed in the data mimic an individual's transition into higher education as an administrator or faculty member. In the same way that a student wants to feel valued, may be reluctant to seek support, and needs feedback

and guidance in learning the ins and outs of the university, so too does a new academic or academic administrator. Perhaps then, this notion of academic identity is applicable to all university actors in some sense.

Another study rooted in Schlossberg's framework is Cherrstrom's (2014) review of literature of adult transitions from prior career expert to new career novice. Cherrstrom (2014) analyzed 28 studies consolidated in the healthcare and primary or secondary teaching fields. She categorized her findings based on Schlossberg's (1984) concepts of motivations, supports, and strategies associated with the transition from prior career expert to new career novice. Motivations for changing careers, she found, included work experience and intentional decisions to work with children (Tigchelaar, Brouwer, & Korthagen, 2008); pursuit of greater life purpose through meaningful and satisfying work, contributing to the public good, and a new sense of fulfillment (Madfes, 1989). Support structures in place during transition, according to Cherrstrom's (2014) review, highlighted the importance of mentors. Subtle complexities emerged in the mentoring findings. For instance, Jackson and Cleary (2011) found the relationship between doctoral students and academic supervisors was complex and influenced by emotions and power. Finally, Cherrstrom (2014) found that strategies for coping with transition were numerous. These included peers, self-directed learning, and prior career skills (Buonocore, 2009; Schoening, 2009; Mann, 2013). Cherrstrom's (2014) findings highlight the transitions and strategies of women's midlife career changes to the professoriate, which is one of the goals of the current study.

While Schlossberg's theory of transition has been used in a variety of contexts, the following application of Schlossberg follows the trend of scholars and practitioners studying transition in the field of nursing (Almost & Laschinger, 2002; Anderson, 2009). Dela Cruz, Farr,

Klakovich, and Esslinger (2013) described the approaches used by the Second Careers and Nursing (SCAN) program to socialize second-career students into professional nursing. They used Schlossberg's transition theory, as proposed in Schlossberg, Lynch, and Chickering's (1989) work, as the foundation for analyzing non-nurse college graduates in their transition to professional nursing. Dela Cruz et al. (2013) divided the SCAN program into "moving in" to the learning environment, "moving through" it, and "moving out" of the transition (Schlossberg, Waters, & Goodman, 1995).

Setting expectations early is the key component of "moving in" to the nursing learning environment, according to Dela Cruz et al. (2013). Potential students should meet face-to-face with the faculty recruiter or adviser as soon as possible. Moreover, students often feel overwhelmed with multiple responsibilities, e.g. worrying about basic academic skills, expecting too much of themselves, lacking family support, experiencing financial difficulties, and worrying about meeting family and friends' expectations of them. Therefore, attending an orientation before the start of the academic year, where they are introduced to support services, mentors, etc., is greatly beneficial to students. "Moving through" the nursing program highlights nursing's cultural content and values through the program's formal and informal curriculum. Structured learning experiences – taking classes, learning implicit rules, routines, and regulations – as well as collaborative/contextualized teaching and learning methods make up this curriculum. Last, "moving out" of the transition equates to strengthening the feeling of being a nurse. In practice, this means students take an intense, 300-hour internship; they engage in reflective journaling and formally prepare for the nursing licensure and certification exam.

This section revisited Schlossberg's transition theory in light of the current study's purpose to explore the lived experiences of women who have transitioned from mass media and

communication industry positions to academia as faculty or administrators. Examples of studies that have used various iterations of Schlossberg's framework were also discussed. The following section will provide the proposed methodology for the current study.

CHAPTER 3: METHODOLOGY

To investigate the lived experiences of women transitioning from the mass communication industry to academia, I employed a qualitative research design. My research questions were as follows:

RQ1: What are the lived experiences of women who transition from mass communication professional positions to full-time faculty or academic administrative positions in mass communication postsecondary institutions?

RQ2: How does gender affect the transition from the mass media industry to academia?

A qualitative research design was most suitable because I was studying an issue that must be explored and requires detailed understanding. Creswell (2013) outlined several rationales for conducting qualitative research, which apply to the current topic:

We conduct qualitative research when we want to empower individuals to share their stories, hear their voices, and minimize the power relationships that often exist between researcher and the participants in a study ... when we want to write in a literary, flexible style that conveys stories without the restriction of formal academic structures of writing ... because we want to understand the contexts or settings in which participants in a study address a problem or issue ... because quantitative measures and the statistical analyses simply do not fit the problem. (p. 48)

With these rationales in mind, the decision to employ a qualitative research design was clear-cut. Qualitative methodology optimized data collection and analysis. Exploring the lived experiences of women required an intimate nexus between researcher and participant, but also between the participant and herself, regarding her ability to share firsthand knowledge of her innermost work-life experiences. The ability to convey the transition experiences of women in mass communication, using their own language as the unit of analysis, was ideal.

I used an interpretivist, also known as a social constructivist, lens to guide my research of this topic. Broadly speaking, the goal of interpretivist research is to rely as much as possible on

the participants, who develop subjective meanings of their experiences. “Interpretevists view the world as an emergent social process that is created by the individuals concerned” (Burrell & Morgan, 1979, p. 28). Participants convey the subjective meanings of their experiences with a firm historical and social undergirding. In other words, individuals construct their realities based on history, context, social interactions, and cultural norms. This is the essence of social constructivism. The epistemological assumption of social constructivism focuses on the active construction of language through discourse in interaction (King, 2004). Consistent with the interpretive framework of social constructivism, I approached this research inductively, rather than starting deductively with pre-formulated theories. I used open-ended questions to allow participants to share their lived experiences, which Schutz (1967) defined as a “stream of consciousness” (p. xxiii) that can only be understood retrospectively.

Study Design

While multiple approaches of inquiry, including grounded theory and phenomenology, could be used to explore the current topic, narrative inquiry best suited this study. Narrative inquiry, as a research methodology, supports the premise that identity may act as a repetitive, historical narrative that individuals construct and reconstruct, to interpret and provide closure to life transitions (Mahler, 2008). This underscores Lieblich, Tuval-Mashiach, and Zibler’s (1998) argument: “We know or discover ourselves, and reveal ourselves to others, by the stories we tell” (p. 7). Moreover, narrative inquiry allows researchers to capture an evolution of identity, as individuals construct their personal stories, constantly reinterpreting the meaning of those experiences.

What generally happens when we tell a story from our own life is that we increase our working knowledge of ourselves because we discover deeper meanings in our lives through the process of reflecting and putting the events, experiences, and feelings that we have lived into oral expression. (Atkinson, 1998, p. 1)

As a narrative researcher, I collected personal stories from the women I interviewed, with this idea of identity evolution in mind. As the participants conveyed their stories of transition to me, the researcher, they added layers of interpretation onto their personal narratives. The life events – career change, academic socialization, gendered norms, personal revelations – that propelled, suspended, and/or obliterated the participants’ transition illuminated their evolving identity.

Two additional points clarified my use of the narrative approach. First, narrative stories often contain turning points or specific tensions or interruptions that are highlighted by the researcher in retelling the stories (Creswell, 2013). With respect to the current study, Schlossberg (1984) pointed out that transition is often linked to a turning point, or event, that sparks a change in a person’s life. Therefore, narrative inquiry is fitting for this topic. Second, narrative stories occur within specific places or situations. The context becomes critical for the researcher’s telling of the story within a place (Creswell, 2013). In the current study, the setting is essential. Participants’ experiences are inextricably linked to place – either an industry work environment or a higher education institution. Setting plays a critical role in their lived experiences through transition, which represents a literal and figurative shift in climate.

Sampling and Participant Selection

Purposive sampling was used to select 11 participants for this study. In this sampling strategy, also known as criterion-based selection (LeCompte & Preissle, 1992) or purposeful sampling (Patton, 1990), individuals or cases are selected that provide the information needed to address the purpose of the research (Johnson & Christensen, 2010). It is important to note that in qualitative research, a large sample from which generalizations can be made is not the standard. Researchers should use a small number of participants who are “nested in their context and studied in depth” (Miles & Huberman, 1994, p. 27). Patton (1990) argued it is necessary for

qualitative researchers to select information-rich cases for in-depth study. Furthermore, narrative research need not be replicable in order for its value as a research tool to be recognized (Lieblich et al., 1998).

The sampling frame will consist of all currently accredited journalism and mass communication programs designated by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). The ACEJMC is the agency responsible for the evaluation of professional journalism and mass communication programs in colleges and universities. Currently, ACEJMC has 116 fully accredited programs at colleges and universities in the United States, Puerto Rico, and outside the country (ACEJMC, 2014). The names and email addresses of the dean or department chair of each of the 116 programs are listed on the ACEJMC website. I emailed each dean or department chair with information pertaining to my research topic and participant criteria and requested that he or she forward my email to faculty and staff in the program (See Appendix A: Recruitment Email). In this way, interested participants who meet the criteria contacted me by email. A secondary sampling strategy stemmed from interpersonal relationships with the researcher, which involved snowball sampling, a non-probability sampling technique wherein participants may refer other possible participants from among their acquaintances. Additional interviewees, who meet the study's criteria, were recruited this way.

The 11 participants consisted of women who transitioned from industry professionals to full-time faculty or academic administrator positions in the mass communication discipline. Mass communication industry jobs include positions in print, broadcast, digital, and online journalism, as well as corporate communications, public relations, and advertising. Faculty positions include instructor, assistant professor, associate professor, or professor. Academic administrator refers to uppermost administrative positions in the program, including dean,

associate/assistant dean, department chair, and director. Moreover, in an effort to maximize the sample, there is no time-since-transition limit (i.e. number of years since working in industry) criterion.

This study's sole focus on women stems from the extant research on gender-related/gender equity issues in academia and the mass media industry. Furthermore, the increasing number of female students in mass communication programs, the growing number of women who have left the mass media industry, and the rising number of women faculty who enter academia as second-career faculty solidify my interest in studying women only. Currently, no study explores this unique intersection of mass communication, women, and career transitions into higher education. The current study serves to fill this gap in the literature.

Women who first earned an advanced degree before working in a journalism and mass communication postsecondary program, as well as women who transitioned to full-time academic work without first earning a graduate degree, were both suitable candidates for this study. In this way, the sample was composed of the broadest range of female mass communication and journalism academic transplants, allowing the possibility of comparisons among ranks, years removed from industry, and administrative versus faculty position.

Data Collection

The most common method of data gathering in qualitative research, the interview, is employed in various forms by every main theoretical and methodological approach within qualitative applied study (King, 2004). In the current study, semi-structured individual interviews lasting between 60 and 120 minutes were used to collect data. I conducted in-person interviews, as well as video phone interviews (via FaceTime and Skype) with the participants.

King (2004) argued the goal of any qualitative research interview is to view the research topic from the interviewee's perspective, understanding how and why he or she has arrived at this particular outlook. In meeting this goal, qualitative research interviews should exemplify the following characteristics: "a low degree of structure imposed by the interviewer; a preponderance of open questions; and a focus on specific situations and action sequences in the world of the interviewee, rather than abstractions and general opinions" (King, 2004, p.11).

Kvale and Brinkmann (2009) described interviewing as an active process where interviewer and interviewee produce knowledge through their relationship. This knowledge is described as contextual, linguistic, and narrative. The qualitative interview seeks qualitative knowledge expressed in normal language. Aimed at nuanced accounts of different aspects of the interviewee's life world, the interview is defined by precision in description and stringency in meaning (Kvale & Brinkmann, 2009). As the interviewer, I was curious and sensitive to what the participants said (and did not say) and remained self-critical of my biases and assumptions throughout the process.

Moreover, a key feature of the qualitative research interview method is the nature of the relationship between interviewer and interviewee. The interviewer should exhibit "deliberate naiveté" (Kvale & Brinkmann, 2009, p. 30), characterized by openness to new and unexpected phenomena, compared to pre-formatted categories and interpretive schemes. An important objective of the qualitative interview is to obtain descriptions that are as inclusive and free of presuppositions as possible. The deliberate naiveté of the interviewer indicates openness to new and unexpected phenomena.

As the researcher, I created lucid questions to guide the research (See Appendix B: Interview Protocol). I recorded (with informed consent) all interview sessions in order to

accurately capture the participants' responses. Also, I used a web-based demographic survey, created in Qualtrics, to collect demographic information from participants prior to the interviews (See Appendix C: Survey Instrument). The survey gauged information pertaining to participants' age, race/ethnicity, current institution and job title, years in industry, years in academia, education credentials, industry place of employment, salary range, and marital/family status.

The combination of the transition timeline, the demographic survey, and the semi-structured interview (with time built in for follow-up questions) will provide rich data sources for this study.

Data Analysis

First, it should be noted that data analysis in qualitative research occurs simultaneously with data collection (Merriam, 2002). Therefore, I initiated preliminary data analysis by accessing literature and related documents for this study. I continued data analysis with the first observation of and interview with participants. "To wait until all data are collected is to lose the opportunity to gather more reliable and valid data" (Merriam, 2002, p. 14). This feature of qualitative analysis reinforces an inductive approach to analysis.

Regarding interview data, I transcribed 6 (out of 11) interviews. A professional transcriptionist transcribed the remaining interviews. I coded each transcription for themes and supporting evidence of similarities and distinctions among participants' unique experiences, transitional challenges and rewards, and gender-based issues. I adopted a grounded theory approach to data analysis, immersing myself in the data and allowing categories to emerge on their own (Strauss & Corbin, 1998). Core theoretical concepts were identified, and open coding, or coding for major categories of information, was used to categorize the data into related

patterns or themes. After open coding, I engaged in axial coding, wherein I identified sub-themes that complemented one or more core phenomena (Strauss & Corbin, 1998).

Moreover, I actively sought manifest and latent themes in the data in order to fully capture the essence of the participants' narratives. Jotting and analytic memos were used as additional data analysis techniques. Emerson, Fretz, and Shaw (2011) defined a jotting as an analytic sticky note. As I engaged with the participants and transcriptions, I recorded my emergent reflections and commentary during the course of field work and data analysis. These jottings served to bolster my coding, directing me to deeper, underlying issues. Similarly, I used analytic memoing to synthesize data and my reflections into coherent and thoughtful narratives. Saldaña (2009) identified various topics ideal for memoing, including how the researcher personally relates to the participants and/or phenomenon; the study's research questions; the researcher's code choices and operational definitions; the possible networks among codes and themes; and any problems with the study. I made extensive use of analytic memos as a way to strengthen my data analysis.

Considering these strategies of data analysis, thick description (Geertz, 1973) is key here. This process refers to accounting for detailed, contextualized, and meaningful layers of understanding elucidated by the data. I engaged in data analysis – using open and axial coding (Strauss & Corbin, 1998) and the constant comparative approach wherein each transcription is constantly compared to one another to reveal consistent themes (Merriam, 2002) – until I reached the point of saturation. Saturation is reached when the same categories and themes repeat themselves to the point of diminishing returns. In other words, new data will not unveil any surprising themes or patterns.

Ethical Considerations

This research was approved by the Louisiana State University Institutional Review Board (IRB). Each participant was provided a complete explanation of this study – its purpose, focus, goals, level of risk (low to none), the interview process, intended use of the data, requirements of participation, and confidentiality precautions – in a document of informed consent. This document was either collected in person or emailed to participants, who reviewed, signed, and returned it to the researcher via email prior to the interview (See Appendix D: Consent Forms). Participation in this study was voluntary, and participants had the right to refuse to participate or withdraw from the study at any point.

Confidentiality of participants' information was ensured to the greatest extent possible. Participants selected a pseudonym of their choosing, and data was coded to remove any identifying information. Actual identifying information was locked in a location separate from the actual dissertation and was not included in any presentations or publications resulting from this study. Only the researcher and committee members have access to this information.

Subjectivity/Researcher Bias

In conducting this study, I must acknowledge several biases. First, I am a woman juxtaposed between the mass communication and higher education administration disciplines. My professional and educational background is in the field of mass communication. Having worked professionally as a reporter and earning a bachelor's and a master's degree in journalism and mass communication, respectively, I recognize my biases from a mass communication standpoint. Moreover, I am pursuing a Ph.D. in Higher Education Administration. I've spent the majority of my advanced academic career studying higher education institutions, specifically women's role in the academy. In light of my position in both disciplines, I must be forthcoming

with my assumptions and presuppositions in conducting this research. The impetus for pursuing this research is partially attributed to my own journey as a journalist and an academic.

Trustworthiness

Recognizing my bias and the study's limitations (addressed in Chapter 5) begs the following question: How can this data be verified? The qualitative equivalent of validity and reliability in quantitative research is the concept of trustworthiness. Lincoln and Guba (1985) suggested four criteria for establishing the trustworthiness of qualitative research: credibility, transferability, dependability, and confirmability.

Merriam (2002) argued the credibility of a study is contingent on how well the researcher decodes participants' constructions of reality through data collection and analysis. Member checks and prolonged engagement, according to Lincoln and Guba (1985), are two of four strategies for improving credibility. I used both in this study. Member checking refers to the process in which participants verify data and the researcher's interpretations (Lincoln & Guba, 1985). Throughout the entirety of this research process, I asked my participants to provide feedback on my commentary and final interpretations of their experiences to ensure I captured their true meaning. Likewise, prolonged engagement will be achieved in this study through extended interviews, ranging from 60 to 120 minutes.

Transferability, the second criterion in Lincoln and Guba's (1985) trustworthiness matrix, is synonymous with quantitative research's external validity and generalizability. In-depth study of a particular topic or issue, not generalizability, is the goal of qualitative research (Merriam, 2002). Qualitative scholars, then, consider research transferable if sufficient, descriptive detail and raw data exists; multiple cases are used; and results are connected to a body of theory (Yin, 2009). In the current study, I used thick description, as mentioned earlier, to capture detailed,

contextualized, and meaningful layers of information. Also, I connected my findings to social constructivism and Schlossberg's transition theory.

The third criterion, dependability, refers to the integrity and consistency of the data, the equivalent of reliability in quantitative research. Careful transcription and analysis ensured my data is dependable. Finally, confirmability, the fourth criterion of trustworthiness, is a nod to the inherent subjectivity of the researcher (Lincoln & Guba, 1985). To this end, I recognized and challenged my assumptions and biases as the researcher, who is also 1) a Black woman; 2) a mass communication double graduate; 3) a former reporter; 4) a Ph.D. candidate in Higher Education Administration; and 5) an employee of a research-intensive public institution.

Summary

This study explored the lived experiences of women transitioning from the mass communication industry to academic and administrative positions in postsecondary institutions. Schlossberg's (1984) theory of transition served as the theoretical framework for this study. Factors related to women's work role transitions (stressors, motivators, triggers), as well as support systems, strategies for coping, situational and contextual factors, and aspects of the individual, elucidated the study's findings. Semi-structured interviews with 11 women will be used to explore challenges associated with the transition, factors related to participants' desire to leave industry in pursuit of academic careers, and gender-related concerns that define the transition from industry professional to academic or academic administrator.

CHAPTER 4: FINDINGS

Guided by a social constructivist lens, this study represents a narrative inquiry into the personal stories of 11 women who transitioned from full-time careers in the mass media industry to full-time faculty or academic administrative careers in mass communication higher education institutions. These participants detail how they construct and reconstruct their evolving identities as they experienced the transition.

Chapter 4 presents research findings that answer the following questions: 1) What are the lived experiences of women who transition from mass communication professional positions to full-time faculty or academic administrative positions in mass communication postsecondary institutions? 2) How does gender affect the transition from the mass media industry to academia?

Profiles and demographic data of each participant are presented in Table 1, followed by a thematic analysis of the data. By adopting a grounded theory approach to data analysis, I immersed myself in the data and employed open coding (coding for major categories, or themes, of information) and axial coding (identification of sub-themes that complement one or more core phenomena) (Strauss & Corbin, 1998) in my approach. From this process, six major themes organically emerged.

Individual Participant Profiles

Gloria

Gloria's four-decade career in newspapers is emblematic of her "no-frills" professional demeanor. Having worked at seven daily newspapers as a reporter, copy editor, editor, and chief editor, Gloria represents the quintessential newsroom veteran. An African American woman in her mid-60s, Gloria retired in 2013 as the chief editor of a daily newspaper.

Table 1: Overview of Participants' Demographic Data

Pseudonym	Age	Ethnicity	Familial Status	Highest Level of Education	Years in Industry	Years in Academy	Industry	Academic Position
PHD2006	66	Caucasian	Married, 1 child	Ph.D.	8	9	Public Relations	Associate Professor
Gloria	66	African American	Married, 1 child	Bachelor's Degree	42	2	Journalism	Department Administrator
Ellen	47	Caucasian	Married, 1 child	Master's Degree	21	3	Journalism	Professor, Director
ProfWoman	67	Caucasian	Married	Master's Degree	35	10	Journalism	Professor, Director
Leona	66	African American	Married, 3 children	Ph.D.	30	15	Public Relations	Professor
Emily	33	Caucasian	Married, Pregnant	Master's Degree	8	1	Journalism	Director
Cora	44	Caucasian	Married, 2 children	Ph.D.	5	14	Journalism	Professor, University Administrator
DJ	54	Caucasian	Married, 2 children	Master's Degree	20	15	Journalism	Associate Professor, Department Administrator
DeanD	56	Caucasian	Married, 2 step-children	J.D.	15	3	Journalism, Law	College Administrator
Carol	61	African American	Married, 2 children	Ph.D.	20	13	Journalism, Public Relations	Associate Professor, Department Administrator
Elizabeth	59	Caucasian	Married	Ph.D.	15	18	Advertising	College Administrator

Shortly after retiring, she went back to work, this time as a department chairperson and associate professor of journalism and mass communications at a small, private university in the South.

Unlike the majority of her academic counterparts who serve as department chairs, Gloria does not have a graduate degree. Instead, she has what her predecessor dubbed, “a Ph.D. in the newspaper business.” Gloria stumbled into her current academic career when an old acquaintance – her predecessor – phoned her, asking her to consider the department chair position. Identifying her longtime management skills as a critical benefit to her transition into the chair position, Gloria was comfortable managing people and resources in her new role. Moreover, Gloria expected the pace of her work, compared to her role in the newsroom, to decrease. For years, she had worked as a consultant and advisory board member for universities, and friends warned her about the slow pace of “getting things done” in academia.

ProfWoman

Before transitioning full time into [journalism/mass communication] academia, ProfWoman spent 35 years as a successful reporter, editor, and author. Unlike the other participants in this study, she worked as a self-employed freelancer for more than half of her professional journalist career. ProfWoman, a Caucasian woman in her late 60s, freelanced for various magazines, newspapers, government agencies, universities, and circulation publications. After a mid-career fellowship, ProfWoman worked as the editor of a national consumer publication. As the first woman and journalist-by-trade to serve in this role, ProfWoman called this period in her life her “baptism by fire about being a professional journalist and a woman in academia.”

Years later, after her editor stint, ProfWoman took a yearlong visiting scholar position in a university graduate program. After a brief return to freelancing, ProfWoman applied for her current position as a tenured, full professor and chair of a specialized concentration in journalism at a large, public institution in the South. The opportunity to try something she had never done before – start a specialized academic program for young writers – piqued her interest.

Having now worked in journalism academia for a decade, ProfWoman has outlasted many of her critics and is surrounded by a few more women than when she started. Yet, her work continues to challenge her, even more than when she worked in industry. As a professor and chair of a specialized academic program, she aims for what she called “the big finish”: establishing and cultivating a high-quality program that will recruit and train the brightest journalists for a future in the industry.

Leona

Leona’s self-confidence and tenacity permeate her every move. Having come of age during a period of gross societal inequalities for African Americans, Leona’s experiences growing up as a Black woman in the South reinforce the need for her tremendously self-assured and motivated character. Framed photographs of her with former U.S. presidents and popes, as well as teaching and research accolades, fill her office. In her 66 years, she has worked as a newspaper reporter, a public relations practitioner for private industry and government, a television host, the owner of her own public relations firm, a professor/scholar, and an academic administrator. Leona’s love of teaching started when she began working as an adjunct professor. She said, “I loved being able to show those African American students the possibilities.” As a career-oriented wife and mother of three, Leona has strived to balance her profession and her home life. Her motto has always be to make herself indispensable.

DJ

Of all DJ's identities – journalist, professor, administrator, mother, wife – her identity as a mother is the most salient. The 54-year-old worked 20 years in the television news industry as a reporter, director, and producer before changing careers to become an academic. For the last 15 years, DJ has worked at the same institution as a faculty member and, most recently, as department chairperson.

DJ's entry into academia was unconventional. Realizing she needed more flexibility and predictability in her profession, DJ determined the television news industry was not suitable for employees with young families. She applied and interviewed for a teaching position at her institution, but she lacked a graduate degree at the time. Despite being the faculty's choice, DJ was not hired. One year later, the position still had not been filled, and there had been a shuffling of academic leaders at the institution. The search committee contacted DJ again, this time offering her the job. For the first two years of her academic career, DJ was what she called a “year-to-year” employee while she worked on a master's degree. After earning a master's, DJ became tenure-track and has since earned tenure. It should be noted that DJ's program is a professional program (i.e. practitioner-oriented and equipped with former professionals, not academicians, as faculty).

DJ's foray into academia was bumpy at first. She had no teaching experience, was the mother of two young children, and her husband did not immediately move to their new place when she started her academic career. Unlike most of the other participants, DJ praised the support and guidance she received from her faculty and administrators, who guided her adjustment to the Ivory Tower. Currently, DJ is on sabbatical in order to devote more time to her two children, who are swiftly approaching legal age.

Ellen

With an 8-year-old child at the time, Ellen thought the possibility of having a more predictable work schedule sounded incredibly appealing. Having previously worked as an adjunct instructor, she was somewhat familiar with working with students and colleagues in an academic environment. So, when she was approached about interviewing for an academic position, which involved spearheading a new journalism specialty program, Ellen was certainly interested. While challenges in adjusting to academia have accompanied the 47-year-old's transition, Ellen says they have been opportunities for growth. She remembers when, as a journalist, the ultimate decision maker was her deadline. There was not much deliberation and consensus: Time was of the essence, and efficiency was key. Now, in academia, she is adjusting to the processes – and pace – of academia, where buy-in from faculty is critical.

Elizabeth

Elizabeth never intended to go to graduate school, let alone teach or become an academic administrator. After working as an adjunct instructor for four years, while employed full-time as a professional in the advertising industry, she realized her impact was greater on students of the profession than on the clients she served every day. She had already started her own firm when she decided to pursue a master's degree in her mid-30s. Elizabeth continued to work as the proprietor of her own firm throughout her master's program and a few years thereafter. With several years of industry experience under her belt, Elizabeth's love of teaching and molding students propelled her to continue her education in a Ph.D. program, during which time she was groomed for the professoriate. Looking back, she said the process of earning a Ph.D. afforded her insight into promotion, tenure, teaching, service, publishing, and the importance of colleagues.

Elizabeth, who is 59-years-old and a college administrator, was fortunate to have solid, supportive mentorship and leadership throughout her transition from industry to academia. Her intense work ethic and candor are undeniable, and she has absolutely no regrets about changing her career path to focus on teaching future generations more than she can do herself.

Emily

At 33 years old, Emily is the youngest participant of the study. She spent eight years working in the public radio industry before transitioning to an academic career a little more than one year ago. She directs a professional program in which students earn academic credit for an internship-like experience in journalism. Essentially, Emily is tasked with simultaneously teaching and running a business. Ironically, running a business – not teaching – was one of the reasons Emily accepted the academic position. (Incidentally, generating revenue has proven to be one of the more challenging aspects of her job.) Unlike some of her counterparts in this study, Emily was attracted to her current position because of the potential for upward mobility in her career and a higher salary. Yet, these perks have come with challenges. For instance, some of Emily's students lack motivation and possess lower skills. While part of her role is to serve as a teacher, she must also serve as a boss to her students due to the nature of the program. She struggles with finding the appropriate balance between nurturing her students and holding them accountable.

Cora

Cora has always viewed journalism as a social calling focused on improving society. Inherent in this idea is impact, a concept the 44-year-old has considered in every career move she's made. When she left the commercial news industry for public television, it was because she thought she could have more impact in public television. When she left public television to work

as an adjunct instructor, again, Cora imagined her impact would be greater in the classroom, teaching the next generation of journalists. When her focus turned to academic research, she thought she could make an impact on the scholarship that would inform teaching. Now, 14 years after taking her first full-time faculty position, Cora is a university administrator. This move, she said, happened because she wanted to be “at the tables where important decisions are made and ensure that “there’s not a disparate effect on groups of people.” It is clear Cora has navigated her career from industry to academia in an intentional way to effect greater change in the profession and in higher education.

As a professional, a wife, and a mother of two, Cora’s strong work ethic and balancing skills often come into play. She wants to be challenged professionally and do work that is productive and mission-specific.

Carol

Many years ago, Carol’s mother-in-law offered to fly Carol, her husband, and her two young children to Michigan for the Fourth of July. Devastated because she had to work, Carol faced a turning point in her career. At that time, she had worked in the journalism industry for more than a decade. She did not have summers off, and half of her holidays were spent on the job. No more, Carol thought. Soon afterward, the now 61-year-old began a master’s degree program, after which she started working as a full-time instructor. Years later, Carol completed a Ph.D. and now juggles various roles: associate professor, program director, and student media adviser. At times, the stress of managing her administrative duties, which include assessment and budget issues, and her teaching duties, which often involve motivating students with a lower skill level, is taxing. Carol prides herself on teaching and preparing her students for the future.

Her biggest reward is seeing students take what they learned in her classroom and applying it in their professional careers.

DeanD

After 13 years as a reporter and editor, DeanD chose to attend law school. Although she originally intended to use the law degree as leverage to teach in a journalism program, the 56-year-old ended up working as a trial lawyer for several years. When the opportunity to work in academic administration in a journalism program arose, DeanD was intrigued. About a month following her interview for the position, her husband told her, “You know, I think you'd better call that search committee chair back because this is all that you've talked about for three days.” Her husband was right. The prospect of a new challenge and the opportunity to work with eager, young journalists-in-the-making solidified her transition into academia.

Having worked in the journalism, law, and non-profit sectors, DeanD is well-versed in how to be an effective manager. She is transparent, direct, and passionate about higher education and the field of journalism. One of the ways she has had to adjust her private industry mentality to an academic one involves the slow pace of getting things done in the academy. Conversely, her experience in a law firm, in many ways, has prepared her for the hierarchical structure of academia. Partners in a law firm, she recalls, are much like tenured faculty. Having recently celebrated her three-year anniversary as a college administrator in her journalism program, DeanD is still acclimating to life in the Ivory Tower. Yet, her track record as a successful professional in four other careers makes her confident and hopeful for the future.

PHD2006

When PHD2006 was terminated from her job of 17 years, she was 50 years old. It was then she decided to pursue graduate study and, years later, land a job as a tenured faculty

member. Job security was her foremost concern. Even now, nine years into her academic career, she cites the feeling of job security as her top reward for being a tenured faculty member. In addition to job security, the former public relations practitioner welcomes the autonomy she has as a researcher and associate professor. She values her independence and does not shy away from voicing her opinions on issues in her college, which, she says, have historically been received negatively.

As an older faculty member, PHD2006 says she feels discriminated against in many ways. Speaking of the faculty and administrators in her program, she says, “I don't feel like they took me seriously, probably, in some ways. I think that they probably saw me as coming in at the end of my career, to get a few years in and retire.” This could not be further from the truth. Now, in her mid-60s, PHD2006 – a mother, grandmother, wife, and tenured professor – is still working on conference papers, trying to secure more mainstream publications, and will continue to do her part to improve the policies and practices of her program.

Thematic Analysis

I identified six major themes, with accompanying sub-themes, in my analysis of the data. These themes are grouped into general transition categories, modeled after Schlossberg's (1981) factors that influence adaptation to transition: 1) characteristics of the particular transition; 2) characteristics of the pre- and post- transition environments; and 3) characteristics of the individual experiencing the transition. Table 2 provides an overview of the themes and sub-themes derived from my data analysis.

Table 2. Overview of Thematic Analysis

Phase	Themes
Characteristic of the Individual	Tenacious and Assertive: Born Leader
Pre-Transition	Improved Quality of Life
	Improving Industry through Academia
Transition	Overcoming the Learning Curve in Academia
	<ul style="list-style-type: none"> • Learning through Self-Discovery • Learning how to Work like an Academic
	Feeling Othered
Post-Transition	Playing a Part in Students' Success

Characteristic of the Individual Experiencing the Transition

Tenacious and Assertive: Born Leader

“I do my work so well that no man living and no man dead could do it any better, as Benjamin Mays would say.” –Leona

The women in this study exhibited an intrinsically assertive, self-confident, and fearless quality. These traits, I assert, resemble leadership qualities. Avolio, Gardner, Walumbwa, Luthans, and May (2004) identified certain fixed characteristics of leaders, which include the following: high intelligence, courage and resolution, the need to achieve, the willingness to accept responsibility, confidence and assertiveness, adaptability, and physical stamina. Many of these are the same attributes demonstrated by the women in this study. In each of my conversations with the participants, it became increasingly apparent their strong, self-reliant, and go-getting personalities were no coincidence. This quality appeared to be a factor in their career success and transition to the academy.

Leona exhibited this quality throughout our conversation – when discussing her teaching and research, her skills as a public relations practitioner, and her role as wife and mother. It's important to keep in mind that Leona grew up during a period of gross societal inequalities for African Americans. In order to excel professionally, she has always had to outperform others. When describing her experience with discrimination in government public relations, Leona said no one could discriminate against her because she was always prepared, always did high-quality work, and was, frankly, “too assertive,” as she put it, to be marginalized by anyone. She said,

‘I do my work so well that no man living and no man dead could do it any better,’ as Benjamin Mays would say. That is my goal. Do your job the best that you can. And if you're better than someone else, that's fine. That's not my ultimate goal. It's just to be the best that I can be ... if it means working until two o'clock in the morning, grabbing an hour of sleep.

Unlike other participants who struggled to acclimate to the culture of academia and preferred more guidance from administrators, Leona felt differently. When I asked her how she learned what was expected of her in academia, she quickly responded, “I knew PR.” Leona had spent several years in the public relations industry. She had been the chief public information officer at a university. She had served as the lead press secretary for a city government and even owned a public relations consulting firm. While acknowledging her expertise in the field she was teaching, Leona also discussed the ways in which she self-taught. She took it upon herself to attend every professional conference she could – even if that meant funding it herself – in order to improve her skills in the classroom and as a scholar. Also, important here is the fact that Leona had served as an adjunct instructor for many years prior to transitioning to a full-time academic position. Although she began to learn the duties and responsibilities of an academic – committee service, research, etc. – while she worked as an adjunct, Leona's professional tenacity is undeniable. “What you don't know, you pick up a book and you read it ...”

A testament to her immensely self-reliant, motivated nature was Leona's pursuit of a Ph.D. She worked toward the terminal degree – at an institution more than 100 miles away from her home – while teaching four classes, working on research, and keeping her household intact as a wife and mother.

I would leave work at 2 o'clock, go home, look over my work, drive to Mock State or be driven, because I worked out something with my friend who taught at another ... university. ... Well, while she did the driving, I was studying. We didn't do any talking. She was driving ... and classes ended at 9 p.m. We'd drive back. My husband would have carrot juice with celery and apples to give me energy, and I would shower, go straight upstairs, and work until 2 or 3 in the morning, and then get up and go teach my classes at ABC University, and then come back and do the same thing.

Like Leona, Gloria also exhibited an incredibly driven professional demeanor. Gloria worked at seven daily newspapers as a reporter, copy editor, editor, and chief editor. Her management experience alone spanned three decades. So, when she started in her position as department chair with very little guidance, she took it upon herself to learn the nuances of academic work. Gloria met with various campus leaders, from deans of academic units to business and financial leaders to the director of human resources, in order to introduce herself and learn the processes and protocol she needed in her position. Like Leona, her tenacity and "take charge" attitude enabled her to self-teach. Additionally, when I asked Gloria about gender discrimination in the workplace, her response spoke volumes in terms of her level of confidence and proficiency in her field: "I mean I've worked long enough and have been a leader long enough to not have any sort of intimidation factors. I'm the leader, and I think everybody on our team respects me."

The ambitious and assertive personality trait in Leona and Gloria was echoed in Cora's interview. Among the reasons Cora offered for embarking on her quest to earn a Ph.D. – albeit comical and, admittedly, embarrassing for her – was this: Her husband was starting a Ph.D.

program, and as she put it, “I didn’t want him to have more education than I did.” Moreover, Cora’s professional ambition and drive is evident in her career transitions. She has moved from the journalism industry to faculty to university administration in an effort to broaden her impact. Professionally, she has climbed the career ladder relatively quickly. At 44 years old, Cora is a full professor and has been a university-level administrator for five years. She said, “The move to administration was ... I want to be at the tables where important decisions are made, and I want to make sure there’s not a disparate effect on groups of people.”

Cora’s professional success is quite discernible, as is her work ethic. Cora likes to be challenged in her profession. She likes to work. In fact, one of her reasons for pursuing an academic career was boredom working as only a journalist. She thrives on juggling her responsibilities – and tackling complex issues – at work and at home. When she discussed balancing her roles as academic administrator, wife, and mother of two, Cora explained her work life and her home life are completely merged.

I like to work a lot. It’s probably a character flaw. ... I’m very low walls between my work life and my family life, meaning I’m okay to take off at 3 and take my kid to something if I need to or go to a doctor’s appointment, and I’m also okay to work for four hours on a Saturday morning while my kids are doing other things.

Similarly, when discussing her identities as a journalist, a scholar, and an administrator, Cora explained, “When the end of the day comes for me, I wish I had more time to devote to what I’m doing. I’m not glad it’s 5 o’clock or whatever time it is I’m going to leave.”

Leona, Gloria, and Cora are connected in their tremendous ambition and self-assurance. For these women, this trait revealed itself as they discussed their careers and adult lives, yet this quality unveiled itself in Elizabeth’s interview as soon as she began to discuss her childhood. Elizabeth, the sole advertising executive among the participants, had started her own advertising

company by age 30 and decided to pursue graduate school in her early 40s. Her drive for success began with her mother's influence.

I've been really fortunate in that I had a very strong mother who had had a career before she got married and who wanted only the best for her two daughters. And so, we were never told we couldn't do something.

Elizabeth described the way her parents taught her and her siblings to be "overachievers." In their tiny hometown, they were involved – as leaders – in nearly every extra-curricular activity, from the 4-H club to church organizations to sports teams. Elizabeth's upbringing, her ambition, and her self-confidence propelled her to make her career a priority. When discussing the events leading up to her first marriage, she said, "I never really thought I'd be married and didn't care because my career always was my focus, and, in fact, I got out of a few relationships because I thought they interfered with my career."

Like the other participants, Elizabeth has been a workaholic throughout her entire career in the industry and in academia. She worked as an adjunct lecturer while working full-time in her own advertising firm. Currently a college-level administrator, Elizabeth has steadily risen in rank. She described how she built a reputation for getting things done when she started working at her institution:

I didn't know anybody. And so, any time somebody gave me a name, I met somebody in HR at this executive meeting ... so I just picked up the phone and called the woman in HR and said, 'Hi. I'm [Elizabeth]. I've been here for, you know, a few minutes, and I got this issue. Can you kind of help me talk about it?'

Elizabeth's strong work ethic, competence, resourcefulness, and tenacity are reflected in this innate quality shared by the participants of this study.

PhD2006 offered yet another glimpse of this quality. Like Elizabeth and Leona, PhD2006 decided to pursue a terminal degree as an older adult. She was in her 50s when she began her Ph.D. program. One of her primary reasons for transitioning into graduate school and,

subsequently, academia, was job security. Having previously been let go from her former job and having witnessed massive lay-offs at her then-job, PhD2006 sought a position that afforded her assurance she would not be arbitrarily terminated. Discussing her experience as an older novice faculty member, PhD2006 displayed her assertive, self-confident nature:

I felt that I brought a lot of life experience to [academia], and I brought a lot of ability to strategically move through the tenure process, which really stood me in good stead because people would give me advice, and, if it didn't sound right, I would just ignore it because I figured I probably knew as much about the world, if not, about academe, as they did. ... I don't feel like [the other faculty members] took me seriously probably in some ways. I think that they probably saw me as coming in at the end of my career, to get a few years in and retire. ... Because I didn't come up in this culture, I was totally not cowered to speak up as an assistant professor, and that was regarded very negatively. Because they pretty much had this idea that for your first six years, you don't need to say anything in faculty meetings and I'm like, "Well, that's really not working for me because I'm coming off of a professional career. I'm coming off running teams, so, of course, if you're doing something stupid, I'm going to say what I think of it." And that, more than just perception, like ascribed status, whatever, that made me pretty unpopular. And I had some uncomfortable or unconscionable first years until they just finally decided, "Well, she's going to talk, and there's nothing we can do. So, whatever." I mean they kind of get used to me after a while.

In another instance, PhD2006 recalled her refusal to work with a male faculty member appointed by her department chair to mentor her. This particular male had a reputation of harassing female faculty members with no consequence. Some female faculty members, according to PhD2006, had become somewhat frightened by him. When her boss assigned this male as PhD2006's mentor, she promptly refused to work with him. "I just have a really strong personality, and, really, a lot of experience in the business world," she said, explaining her actions as a non-tenured faculty member, who was low on the faculty totem pole.

Acutely aware of her expertise as a public relations practitioner, PhD2006 used her expert power, derived from industry, to establish positional power in the academy, among higher-ranking faculty and administrators.

She was not concerned with the perceptions of her colleagues and superiors. Her goal, even as an untenured professor, was to unmute, and legitimize, her voice.

If the tenacious, no-holds-barred attitude of PhD2006 was not already palpable in our interview, her final remark further illuminated this quality. We had just concluded the interview, and I thanked PhD2006 for her candor. Her response was telling: “Well, that’s usually just the way I am, and a lot of people don’t like it.” Unapologetic and unbothered, PhD2006 ended our conversation, reaffirming both her voice and my initial thoughts about her fearless personality.

In various ways, other participants in this study displayed this same trait: an assertive, inherently self-motivated, and strong demeanor. For example, DJ pursued a career in academia after realizing she needed a more predictable lifestyle when her children were born. Describing her 20 year-career in journalism, DJ explained that learning how to manage people in the newsroom, with the added pressure of accuracy on a deadline, was difficult.

We had strong, strong personalities. And I learned the hard way when I was a manager that not everyone wants to be treated the same way you want to be treated. I mean, I’m a pretty “no bullshit” type of gal, and, so, I would just tell people where they stood and what I thought, and not everyone wanted to be treated that way.

Likewise, DeanD, who has worked in academia as a college administrator for three years after decades in the journalism and law industries, said she maintains a high level of transparency and is forthcoming with information with the faculty in her unit.

She described her approach to keeping the lines of communication open, especially regarding budgetary issues, between administrators and faculty.

Every once in a while, I would just ... at a college meeting, a college assembly meeting, I would just startle [the faculty] with books. And the first time I did it, they went, “What?” And when I put the books up there, I said, “This is how it's been funded in the past. This is what we're doing now. This is what we need, and they went, “Huh?” And then, “What are you going to do?” And I said, “I don't know. What do you think I should do?”...

Sometimes, I've been told that in my effort to show everything that's going on, I scare the hell out of people. I said that's not all that effective either. So, I try to temper that a little bit.

Scare factor aside, DeanD's direct, "no frills" approach to academic administration in journalism and mass communication is indicative of her assertive, natural leader quality. At one point in our interview, when discussing her initial rationale for switching to an academic career, DeanD said, "I am really good at running things. I'm an 'ops' person."

Taken together, the intrinsic tendencies of the women in this study support the finding that their innate leader qualities have contributed to their success in the mass media industry and in academia and have, therefore, encouraged and supplemented their career transition to the academy. The self-confident, fearless, assertive, and driven qualities shared by the participants represent what I deem natural leader qualities, which have molded these women from birth to adulthood. The participants' constant effort to excel, be forthright and unapologetically self-assured has framed every aspect of their transition to the academy – from working with colleagues to learning academic parlance and protocol to climbing the professional ladder in higher education.

While the previous section introduced a personal theme addressing a characteristic of the individuals, the following section will offer data in support of prominent shared experiences of the participants before their transition to the academy. The themes, Improved Quality of Life and Improving Industry through Academia, capture this phase of data.

Pre-Transition

Improved Quality of Life

“I closed the curtains in my office and was ... trying to type with one hand while I was nursing my child, and I had this moment when I went, “What the hell am I doing?” – DJ

In this study, I define quality of life as a comprehensive concept that focuses on a multidimensional approach to life satisfaction, which may include factors related to mental, emotional, familial, and educational/career-oriented well-being. The participants in this study demonstrated a commitment to an improved quality of life through various means: a better work schedule and flexibility on the job; desire to challenge themselves professionally; and longing for a sustainable, fulfilling, lifestyle.

Carol, Ellen, and DJ had very similar experiences regarding their primary reason for transitioning from industry to academia: a more predictable, flexible work schedule that complemented their role of mother. As a former print journalist, Carol worked every other holiday and all summer, precisely the times her two children were off from school. When her children were toddlers, Carol reached a point in her 15-year newspaper career where she decided her family trumped her career. “The children are small once,” she said. “You need to be there for them.” That is when Carol decided to earn a master’s degree in order to enter the faculty ranks of the academy.

Likewise, DJ described her “aha” moment shortly after returning to work after being on maternity leave. The television news station where she worked was in the midst of covering the arrest of a serial killer, and all staff had been working between 16 and 20 hours a day to provide non-stop coverage. DJ’s husband visited her at work with her two kids in tow. She remembered that exact moment: “I closed the curtains in my office and was ... trying to type with one hand while I was nursing my child, and had this moment when I went, “What the hell am I doing?”

That moment, DJ said, was the catalyst for looking at other career possibilities. She could not be the kind of wife and mother she wanted to be with her current lifestyle in the television news business.

After switching to a full-time career in academia, DJ could not be more satisfied with her decision. She praised her colleagues and supervisors for their family-first mentality and the supportive, flexible environment they provide for employees with families. DJ fondly reminisced about her early days in academia as a mother:

I remember that first year at the university, we had a couple of meetings in the evening, and I would just bring the kids with me, you know. I'd just put the one in the bucket over in the corner, put the 3-year-old down with some crayons and a coloring book. ... Yeah. Now, that would not have been cool in the newsroom. I never would have done that.

Like Carol and DJ, Ellen's primary reason – in fact, a reason she said was “at the very top of her list” – was a desire to spend more time with her son and husband. Three years into her academic career, Ellen, a former newspaper reporter, is incredibly pleased she has been able to enjoy a predictable schedule that allows her to spend more time with her family. She gave an example:

I can come home at 5:30. I can have dinner with my family. We can spend some family time. Then, I can go back to work after my child goes to bed. It used to be ... news breaks at 4:30. Forget your dinner with your family. That's when you're working. And if you didn't take some time at 3:30 to spend some time with them, you're not getting it today.

Not only was Ellen's motivation for transitioning into academia a better work schedule in order to spend more time with her family, but she also wanted a change, “even something challenging.” Having spent more than a decade as a journalist, Ellen admitted “something inside of [her] was a little restless.” In the industry, she had a rhythm. She knew what she was supposed to be doing at all times. Part of her reason for taking the job as a professor and program director at her institution was to leave her comfort zone and force herself to grow as a person.

DeanD, Cora, and ProfWoman also yearned to challenge themselves professionally. After accomplishing immense success in her career as a journalist, ProfWoman thought, “Is this all there is?” When she read the job description for a professor and program director at her institution, ProfWoman capitalized on her drive to try something new and challenge herself in uncharted territory: academia. At her stage in life, ProfWoman said taking the academic position was an opportunity to finish strong. “You know, I took this job knowing that it was my last chance to hit the long ball,” she said.

For these women, achieving and maintaining an improved quality of life – in terms of their career, family time, and personal satisfaction – was key to their transitions into the academy. Leona and Cora were no exceptions. Like the other women, they considered their future in the industry and decided to pursue a more fulfilling, sustainable, lifestyle. Cora, who worked for five years in broadcast journalism before pursuing graduate study, was concerned about her future well-being. She remembered a poignant moment where she realized she did not want to continue in the industry:

Almost everyone in the newsroom was divorced, on second and third marriages. I mean, the news director at the time I thought he was in his 60s when he said the age of his kid. I thought he must have a second wife. And the guy was like 43. I’m 43 now. ... So, that was something I didn’t want my life to be around.

In the same vein, Leona, who owned her own firm prior to making the full-time leap into academia, decided quality of life trumped the “rat race” and stress of working in the industry. Leona opted to take a pay cut in exchange for a more fulfilling, sustainable, lifestyle in academia.

Improving Industry through Academia

“I wanted more influence on the industry, teaching this generation more than I can do myself.” – Elizabeth

This theme – Improving Industry through Academia – was echoed throughout my conversations with the participants. The women described concern about the current state of the industry and a shared aim to prepare the future generation of professionals. The participants sought to use their positions in academia as faculty, researchers, and administrators to make an impact through teaching, scholarship, and executive decisions about curriculum, diversity, and innovation on the professional fields where their careers began.

Emily’s perspective on the industry exemplifies this theme. At 33, she was the youngest participant in this study, yet she was quite adamant and deliberate in her decision to leave the radio industry. She explained one of her rationales for taking her academic position was uneasiness about the direction the industry was taking regarding viability through technology.

I was also concerned about changes in the industry, that there were social and public radio, fewer people listening to public radio. And I didn't see public radio, the public radio mediums where I was working, I didn't see very aggressive kind of innovation and evolution relating to digital changes. So, I was concerned long-term about, kind of, success in that industry.

Among other reasons, concern about the pace at which industry professionals were adapting to change prompted Emily to seek alternative employment. In her one year of academic work (at the time of this interview), Emily found that working with skilled students had begun to restore her faith in the sustainability of journalism, specifically public radio journalism.

I was coming from a place of feeling like things are going downhill, and I didn't see a whole lot of excitement about that and trying, like, to do new things. And I found that students are much more excited about trying new things and are much more comfortable with trying new things, and that makes me much more optimistic that in the end, journalism, like, will be okay.

Similarly, DeanD, whose career in journalism and media law spanned 35 years, expressed a resurgence of vitality after first being interviewed by faculty, students, and administrators at her current institution. The bulk of her hands-on experience in journalism was in the newspaper industry, which has undergone steady declines in circulation and prominence in the last decade. At her job interview for her now academic administrative position, DeanD was overwhelmed by the interest in and optimism about journalism from the constituents of her college.

I, also, realized that I came out of [the interview] energized. And I came to realize that I came originally from the newspaper industry. And those people are beaten down and depressed and panicked and worried, you know - the sky is falling. But, after going through that and talking to those people, I realized that there was a lot of energy, and there were still young people out there who wanted to inform the world and hold the powerful accountable, and that these people were not in a dead panic. And they thought there was still a lot to be done. And if the newspaper industry was dying, journalism certainly wasn't. And I came out of there for the first time, in a long time, sort of seeing a path, a vision. And there's just some energy that you get from working with young people. So, I got all revved up for that and I thought, "Wow, this could actually be interesting. I kind of like this place!"

ProfWoman's sentiments confirmed DeanD's thoughts about improving the future of the industry through today's students. A former freelance journalist, ProfWoman transitioned into academia 10 years ago. Having created and developed a specialty graduate journalism program at her current institution, ProfWoman expressed concern about the proficiency of beginner journalists and the future well-being of the industry. She related that worry to her role in recruiting and training students in her program.

I think ... the things I'm worrying the most about, you know, the future of journalism and how that's playing out in graduate student recruitment. I need more and better graduate students. I'm not getting them. You know, I have good graduate students, but not enough. I have some that are not ones I'd really like to have. I worry about the whole future of the industry, and this will be the same regardless of what my personal demographic was. I just worry that we're not getting the best and the brightest the way we used to. ... So, I worry about that. That stresses me out a lot just because I love the future, and I'd like this pipeline that I'm still cultivating for a few more years to ... I'd like it to be a little fuller with great people, so that worries me.

This theme – Improving Industry through Academia – manifested itself in the participants’ desire to teach and train the next generation of industry professionals. One of Ellen’s rationales for moving from industry to academia offered a prime example of this theme. After spending 21 years in the journalism industry – in a particularly male-dominated sphere of the journalism industry – Ellen rearranged her life to work in academia three years ago. She described the digital-heavy demands being placed on novice professional journalists, who lacked the expertise and skill to handle such responsibilities. Ellen’s reaction was to position herself among journalism educators in order to effect change. She said,

... There’s a shift taking place in the industry where there’s a lot being asked of entry-level journalists. And I saw that the entry-level journalists were not arriving prepared for that. And, so, I felt like I could really contribute to the industry in making sure that as the industry turned to these people as digital natives, the natives would have the journalistic fundamentals that they needed to have to take over the kind of responsibilities that they’re being given at this point.

Like Ellen, Elizabeth decided her skills would be better suited in the classroom in order to make an impact on the industry. It is in the classroom that students learn the foundation of mass communication studies, a foundation that will guide them throughout their careers in the industry. This thought process was the catalyst for Elizabeth’s switch from part-time adjunct to intentional pursuit of graduate study in order to make teaching college students her full-time career. Discussing her early work as a part-time adjunct instructor, Elizabeth felt energized from her students when, after working in the advertising world for 9-plus hours a day, she was able to teach an evening course two days per week. She said, “I wanted more influence on the industry, teaching this generation more than I can do myself.”

Cora extended this notion to a broader application/sense of improving societal wellbeing through journalism. Now a university-level administrator, Cora spent nearly 10 years as a faculty

member in journalism and mass communication and five years prior working full time in the journalism industry. Cora said,

I really saw journalism as this social calling, like it was about making the world a better place in my mind. I think the work I do ... is about making the world a better place. I hope that training future journalists is about making journalism better, which is an important part of our society.

Cora stressed that making an impact has always been her priority in her career. She moved from working as a journalist to pursuing graduate study and being an academic because she thought she could make an impact in teaching and in the scholarship that would inform the teaching. Similarly, Cora moved from faculty to administration because she wanted “to be at the tables where important decisions are made” and make sure “there wasn’t a disparate effect on groups of people.” Cora described the need to keep her priority – making an impact – at the forefront of her position in the university:

And to me, with administration, if it starts to feel like I’m leading any business, I’m out. I’m not a business leader. It’s just not what I know. I want to be leading and making decisions and strategically thinking about this field, this profession and higher education. And, so, if I can keep that connected, that’ll be good for me.

Taken together, innate leadership qualities, an improved quality of life, and improving industry through academia played important roles, early on, in the participants’ transition from the mass communication industry to academia. The following section will offer a detailed look at the transition, itself. The themes - Overcoming the Learning Curve in Academia and Feeling Othered – describe this phase of the women’s experience.

The Transition

Overcoming the Learning Curve in Academia

“If I let myself think about it too much, I think I’m a stranger in a strange land, and where are the mines?” – Ellen

Herein lay the core of the participants’ journeys. Overcoming the Learning Curve in Academia was the most saturated theme in terms of the women’s changing relationships, routines, roles, and assumptions (Anderson et al., 2012) in the Ivory Tower. As the participants strove to maintain their standing as industry professionals, they had to learn, simultaneously, the ins and outs of academia. The following sub-themes came to light: “Learning through Self-Discovery” and “Learning How to Work like an Academic.”

Learning through self-discovery. When Gloria arrived at her office on her first day as department chair, she was surprised. Hardly anyone was there. It was July and summer school had already ended. Only the department’s administrative assistant and a couple of staff members were in the building. The office would not be fully staffed again until about a month from then, when the fall semester began in August. So, when it came to a formal introduction to the responsibilities of her new position as department chair, Gloria had few people to whom she could turn. While she was able to employ her management skills – from her years as senior editor in the newsroom – in her new position, she lacked familiarity with academia, a core component to working at a higher education institution. Gloria, therefore, took matters into her own hands.

Shortly after arriving on campus, she contacted nearly every leader at her institution – department chairs, deans, university administrators, human resources and business leaders – to have one-on-one meetings in order to get her up to speed on how things worked in other departments and in the university at large. Gloria called this exercise in self-directed learning

“putting [her]self through a management program.” By the time her department’s faculty and staff returned in August, Gloria had become acquainted with nearly every leader on campus.

Suffice it to say Gloria lacked formal mentoring and guidance when she started as department chair. The process of learning the proper avenues to take in order to do her job was a result of her own efforts. She recalled during her job interview for the department chair position that she was told she would have “lots of support.” That support ended up taking the form of a leadership academy for administrators, where her college sent her about six months after she started in her position. The one-week leadership workshop turned out to be geared toward managers, not academic leaders. Gloria already knew how to create and maintain a budget, supervise people, and manage resources, so the workshop was not especially beneficial for her.

Gloria said the most guidance and mentorship she ended up receiving occurred during the months prior to taking the department chair position. She phoned five former editors and/or publishers-now turned academic administrators for insight into the transition from the newsroom to academia. When asked if she thought her transition to department chair would have been easier if she had more guidance and/or mentorship from individuals at her institution, she did not hesitate in her response: “Absolutely.” She went on to say,

There have been situations where I didn’t understand the protocol and I would like to have. I would like to have had a mentor for that, so I can just call and say, “What exactly am I supposed to do here? What are the steps we need to take to get this done?” I still rely on my couple of friends outside of the university, who are at other universities, and, so, that helps a lot.

Perhaps, the most literal display of Learning through Self-Discovery was Carol’s experience on her first day as a faculty member. Currently an associate professor and program coordinator in her department, Carol worked for 20 years in the journalism and public relations industries before enrolling in graduate school in her early 40s. After earning a master’s degree,

Carol taught full-time as a faculty member for almost 10 years before returning to school for a Ph.D. It was in this full-time position, post-master's degree, that Carol encountered her first dose of academic life. When she arrived at her building on her first day on the job, she had nowhere to work. Her department had not set up office space for her. Laughing, she recalled her dismay:

[University administrators] knew I was coming. I had signed a contract. So, I get there. There's no office ready for me. I have no books. And, so, I sit there for about an hour and then said, 'Well, when you have a place for me, call me because I'm going home.'

Carol began teaching full-time in academia after she earned a master's degree. During her master's program, Carol did not work as a teaching assistant (TA), nor did she have any teaching experience. The transition into working as a faculty member, therefore, was jarring for her. "It was pretty much catch as catch can, you know," Carol said. She relied on family members, who were secondary school teachers, for advice about teaching and lesson planning. And if she had specific questions, she would ask her department chair. "It was really, kind of, learn as you go, learn as you go and a really, really big surprise," she said.

Like Carol, PHD2006 did not have the benefit of working as a TA in graduate school. She was working full-time in the industry and enrolled in school part-time. Had she been a TA as a doctoral student, she said she thinks her first year as a faculty member would have been significantly easier. Instead, she had to learn on her own and seek help from two faculty members, who, essentially, taught her how to teach.

So, when I got out here, it was like, "Well, here's your classes. Make your syllabus. Teach your classes." And I really had a hard time my first year. I was like, "Oh my God. I cannot do this.' And I had a lot of problems with students being disrespectful, you know, and just a lot of stuff. ... So, that first year was a crash course...

Without a formal mentoring system in place, PHD2006 had to be self-reliant and engage in self-discovery in her transition to the Ivory Tower. As an older, working adult, she did not have the benefit of being socialized for academia – through TA-ing and/or being a full-time

student – in graduate school. Fresh out of the professional sector with a brazen attitude,

PHD2006 described her venture into academia this way:

It's like going anywhere when you're not socialized, like if I went to visit a Bedouin tribe, I'd have no idea how to act. You know, it's almost like that, you know. And no, I didn't know what I was supposed to do, and that was perceived very negatively because I think when you come up as a young person in the academic culture, you're going to be coached, or you're going to absorb how you're supposed to conduct yourself. And, of course, you know, I didn't know that.

This notion of socialization was shared by ProfWoman, who acknowledged her outsider status as a person who was not groomed, per se, for academia. Speaking directly to me, she compared her experience, as a non-academic stumbling her way into the behaviors and conventions of the Ivory Tower to mine, as a doctoral student engaged in teaching, research, and service.

I mean academia is weird. ... I guess because most people come up, sort of, the way you're coming up. It's sort of an apprentice system. I mean, being a scholar is kind of a medieval apprentice system. And, so, you're all kind of acculturated, but there I was, just wandering into it.

Interestingly, ProfWoman recognized the role of an ally: a White male, a high-ranking faculty member whose industry experience far surpassed his scholarly endeavors. It is important to note here that ProfWoman was not assigned this ally, nor did she pursue him. ProfWoman explained that when he transitioned from the industry to the faculty ranks, he experienced challenges in adjusting to academia, and he wanted to steer ProfWoman in the right direction, so as to avoid the pitfalls he made during his first year on the job. ProfWoman called her ally a “great guide to the customs of the tribe.”

In the same way that ProfWoman was not formally trained for academic work, Ellen found herself in a similar situation. Ellen underwent a degree of informal preparation because she had previously worked as an adjunct instructor and had consulted several friends (like

Gloria) who had made the same transition from industry to academia before taking her job.

These two exercises – done on her own accord – afforded Ellen some familiarity with working with students and working in a journalism department. Nevertheless, she recognized that as an adjunct, her exposure to faculty members and administrators was minimal. Furthermore, because Ellen was hired to create and maintain an entirely original program at her institution, there was not a predecessor, or another faculty member, who could guide her in this work. She described having to figure out even the most seemingly simple tasks through self-discovery:

So, there wasn't anyone specifically who knew steps 1 through 26 that I needed to take, and it was really up to me to navigate those steps. And I certainly had a lot of help along the way, but it was from a variety of people, rather than a set system that was already in place. And because of the independence that they give faculty members, I think there's not an overlying structure. And this is one thing that I would say that I missed. I would have loved to have had someone say, "This is how you should keep grades. This is how you need to file these reports." That was all "learn as you go" type stuff, and I actually should have written all of that down so that I could have helped the next person because so much of it was self-discovery, and some of that was frustrating.

One of the reasons ProfWoman and Ellen had to learn through self-discovery was because they were hired specifically to create new programs in their departments. Therefore, there was no predecessor, or knowledgeable co-worker, to whom to turn. This was the case for Emily as well. Hired to spearhead a new initiative in her college, Emily recalled attending a "new instructor" training held about five months after she started the job. She credited the training with helping her become familiar with technical and logistical items like course management software and campus policies. However, learning the nuances of her new position remained almost entirely up to Emily, a process she described as "trial and error" and "making it up as I go."

Although Emily sought the advice of her boss and colleagues about certain items – creating a syllabus and working with college students, for example – she explained that

confiding in her boss was not ideal, for it made her seem ill-prepared and, possibly, inept, in handling the job for which she was hired. Moreover, Emily explained that consulting her colleagues, who were in similar professional positions as her, was challenging at times.

They also are super busy, like it is also really hard for them to have enough energy to do everything. And so ... you know, I've gone to them a couple of times to say, like, "How do you do this? Or how does this work?" But, you know, I think that's also, like, potentially, why they haven't then reached out again or anything.

This particular aspect of Learning through Self-Discovery was interesting. When Emily's only resort was to seek the advice of her supervisor and colleagues about her issues in transitioning to academia, she felt somewhat trapped. On one hand, she did not want to reveal to her supervisor that she was struggling, for she wanted to avoid putting her job in jeopardy. On the other hand, she recognized that her colleagues in similar positions were extraordinarily busy in their jobs and simply did not have the time to devote to helping Emily navigate the muddy waters of academia. In short, having a formal set-up in place, where someone in the department proactively mentored Emily, would have been a welcomed addition.

Even for the women who were prepared, to some degree, in graduate school for academic work, this sub-theme, Learning through Self-Discovery, remained a critical component of their transition. Academic leadership seemed to trump prior preparation for academia. Elizabeth's story offered a prime example. Elizabeth, who began her doctoral program in her 40s, referred to her Ph.D. program as "a very perfect experience." Although extremely rigorous, her program groomed her for the professoriate. She recalled various opportunities her institution afforded doctoral students: seminars and workshops, constant access to and advice from faculty, career counseling, insight about research and scholarship, guidance on the tenure process, etc. Elizabeth said, "So, it was a really great environment, and I've always really appreciated that, and I've

often thought that we don't all do a great job of preparing our Ph.D. students for what the life is going to be like."

Despite having a "perfect" doctoral student experience, Elizabeth felt lost in her first post-doctoral position. She found herself without guidance, lacking solid leadership, and, like the other women in this study, trying to navigate her roles at this new institution. She was forced to learn on her own, and eventually, after one year, she left that institution.

I think the thing that I was probably struck by the most was that you should have more control over your life as an academic, but I didn't really. So, but, it also showed me a lot about what good academic leadership meant and how you needed to take care of your assistant professors better and how, you know, we all needed ... You know, it's just like when you hire a new employee, you just can't say, "Here's your office. Have a nice day. Go for it."... And you shouldn't do that in the academy either. But that was what kind of happened to me.

After leaving that institution, Elizabeth experienced a vastly different environment at her next job. She found mentorship and guidance among the faculty and leaders. Like ProfWoman, Elizabeth found solace in another faculty member who had recently made the transition from industry to academia. In fact, in her second year at this institution, Elizabeth became a mentor, herself, to a new faculty member who had transitioned from industry. Elizabeth said this mentorship role was helpful for her in her continued journey as a relatively new academic.

Elizabeth's narrative about the effect of academic leadership, structured mentoring in particular, on the successful transition of individuals entering academia was echoed by DJ. The 20-year journalism veteran entered academia as a full-time instructor 15 years ago. She does not have a Ph.D. and, in fact, earned a master's degree while teaching at the institution. Therefore, she was not primed, in the least, to take on a full-time academic job. Fortunately, DJ had guidance and direction from her dean and other faculty members, who helped DJ every step of the way. With two young children and, therefore, little free, when she transitioned into academia,

DJ felt especially strained to learn how to teach and how to get things done properly at her institution. She recalled one of the most memorable pieces of advice she received from a mentor:

He said, “You only have to be one day ahead of your students.” It really took a lot of pressure off because I was so anxious about making sure the whole semester was planned out. And he [said], “Don’t worry about that. Make sure that you put on your syllabus, ‘Syllabus subject to change.’ Just as long as you’re one day ahead.” And that was really a life-saver that first year. I wouldn’t panic. It was like, “Am I ready for tomorrow? Yes. I am ready for tomorrow. It’s going to be okay.”

In contrast to DJ’s experience with effective academic leadership and transition support, it became evident through the narratives of Gloria, Carol, PHD2006, ProfWoman, Ellen, Emily, and Elizabeth that learning through self-discovery was the necessary path when they started work in the Ivory Tower. Each of these women was compelled to rely on their resourcefulness to learn the norms and expectations of their positions. This sub-theme – Learning through Self-Discovery – remained even for women who earned a Ph.D. and were, thus, socialized into being an academic. Effective academic leadership and an ally, who understood their experiences as an industry professional, were key strategies in successful transitions.

Once the participants became somewhat settled in their academic positions, they still had to learn the various processes, protocol, and skills needed to become fully immersed in academia as professors and administrators. These areas are housed in the sub-theme “Learning How to Work like an Academic,” detailed in the following section.

Learning how to work like an academic. Compared to industry, the participants’ work experience in academia was significantly different. The women were shocked, hesitant, confused, and, at times, pleasantly surprised at the intricacies of what it took to work like an academic. Once they delved deeper into their new roles, they realized collegiality, the unanticipated nature of the work they were hired to do, and adjusting to academic protocol were areas they had to address.

Kezar (2014) explained an emphasis on consensus, consultation, and deliberation represents the concept of collegiality. “Many campuses strive for common commitments, shared values, aspirations, and try to equalize power as they see professionals as generally holding equal status. Collegiality also suggests mutual respect and equality among members of the community” (Kezar, 2014, p. 95). With this definition in mind, it should be noted that collegiality played a critical role in the transition experiences of this study’s participants.

ProfWoman’s experience embodied this theme. At the time she was hired, she became the highest-ranking woman in her department and one of a handful of women in her academic college because she was hired as a tenured, full professor (incidentally, without a terminal degree). She discussed one instance during her first year on the job in which women in her department, at the assistant and associate professor ranks, tried to use her for her status and voting privileges. (As a full professor, ProfWoman was able to serve on university and promotion and tenure committees.) After being solicited by junior, women faculty to be the spokesperson for a particular issue, ProfWoman agreed. However, when the time came for a vote – a confidential vote – on the issue, she learned her solicitors – the untenured women faculty – had not voted with her. She felt completely used and “hung out to dry.” From that experience, ProfWoman learned a valuable lesson:

So, I learned from that in the wild and wooly world of academia, don’t necessarily take on other causes just because of the women in academia thinking you should do it for them. You really have to make your own decisions about what battles you have to pick, and you definitely have to pick your battles. I had no idea. I mean, first of all, in a business, in a business setting, we didn’t make decisions about launching new publications or killing new publications that didn’t succeed in a secret ballot. You knew who was on what side and why they thought the way they did. It was pretty out there, but this kind of secretive thing was really ... It was a surprise.

ProfWoman went on to compare her academic experience to her work in the journalism industry, where she felt a “sense of shared enterprise.” She said,

So, everybody [in the industry] is interested in what everybody else is doing, and just reporters are like that – very gossipy and chatty. And we're all neurotic about "Do I have the right material?" and "Have I told the best story? Am I going to look like an idiot when this is published?"

ProfWoman explained she missed this camaraderie and collegiality, characteristic of her time in the industry. She described the supportive communities that writers who work for the same publication, and even freelancers, typically have in order to share ideas, exchange information, and the like. She recalled the immensely supportive writing group to which she belonged as a freelancer. ProfWoman relied heavily on this group for everything: logistics, how to work with agents, how to price your work, career advice, etc. She said, "We were very, very helpful to one another, so I always felt like we had six heads to wrap around a problem, not just mine." Conversely, in academia, her experience has been isolating. Part of the reason for this, she said, is that her program is somewhat freestanding, so she does not have a team of other faculty members who teach the same courses that she does. Without a group of colleagues sufficiently engaged in her work, she finds herself making decisions about her program's curriculum in solitude.

Carol's story corroborated ProfWoman's description of collegiality in academia. A former journalist and public relations professional, Carol lamented the absence of unity and mutual respect in academia, compared to industry. In academia, each individual has his or her own agenda, Carol said. That agenda is to complete service obligations, finish research projects, and earn tenure. Period. There is no cohesive effort to achieve a common goal. Carol spoke to this directly:

The main difference to me was in the newsroom, we were a team. So, that meant that everybody had the same goal. We wanted to put [out] a good product, a quality product, on time and meet our deadline. So, if I'm behind, someone would say, "You need some help?" Or if they were behind, I would say, "How can I help?" We were a well-oiled machine. In the academy, there's a lot of politicking. There's a lot of academic jealousy,

and I don't think it's just at one school. I've taught at three schools ... and I think that's pretty much across the board. "Crabs in a barrel" scenario, you know, really does not appeal because the bulk of my career, it was "We're here to help. We're here to get this product out." And that's just not what I found [in academia].

As Kezar (2014) explained, collegiality focuses on consensus, consultation, and deliberation, in addition to mutual respect and equality among community members. The latter part of this definition – mutual respect and equality – was not evident in parts of DeanD's transition into academia. A former reporter, editor, and lawyer (specializing in media law) before moving into academic administration in journalism three years ago, DeanD was stunned at the complexity of the academic hierarchy and the resulting egotism and superiority senior faculty exhibited toward junior faculty.

[The faculty] treat each other with varying degrees of respect. And if you would have told me that a full professor would have walked into a committee that includes everyone and stood up and, literally, said to everyone, "You may think that, but what you think doesn't count because I'm a full professor and you're not. I'm not going anywhere, so what I say goes" ... If you would have told me that five years ago, that people actually do that, I would not have believed you.

For the women in this study, taking note of the absence of collegiality in their academic environments was eye-opening. In the same vein, the presence of collegiality also spoke volumes. DJ's experience entering academia was telling. (In full disclosure, DJ works in a program that is professionally, not scholarly, oriented. This factor seems to play a part in DJ's feeling of support, collegiality, and camaraderie from her colleagues.) With 20 years of professional experience in the industry, DJ was warmly received in her program, where every faculty member had at least 10 years of industry experience. Surrounded by faculty who had undergone the same sort of transition as DJ was refreshing and comforting for her. She felt appreciated and respected by her college community from the moment she started working.

DJ recalled the support she received from her colleagues and senior faculty while she pursued tenure at her institution:

I feel those who had gone before were so helpful in their experience, and we have to create individual reports of our work every quarter, and, so, the faculty, as a whole, sit down with the junior faculty and say, “Look. Here’s what you need to be doing. You got plenty of ...” For example, “you’ve got plenty of service on your vitae, but you need to have more publication.” They were excellent mentors as far as the tenure process goes.

In addition to collegiality issues, the women in this study experienced a variety of challenges related to the unanticipated nature of the work they were hired to do. The sheer amount and kind of work involved in their positions baffled some women. Gloria, a department chair, discussed the multitasking and time needed of her as an administrator:

I didn't expect to work as hard as I do. I work really, really hard, and I didn't think that that would be the case. And I would tell anybody who is thinking about making the transition: You're going to work extremely hard. There are so many things going on. There are so many balls I'm balancing because you're not only working on your job, but you're serving on committees, chairing those committees.

Similarly, DeanD, an academic administrator, related to Gloria’s sentiments about the complex nature of the work. DeanD discussed her complex role at the helm of the college. While she thought she was prepared for the work she’d be doing in the college, she said she was not prepared for the requests that come to her from the highest-ranking university administrators. Serving on university committees, consulting, and negotiating on behalf of the university were surprising, and time-consuming, tasks for which DeanD was unprepared.

Not only were administrators affected by the unanticipated nature of the work, but women who had been hired to teach and/or do both teaching and administration also had to deal with the challenges of how to manage their various responsibilities. Emily, for instance, was hired in a hybrid sort of position: She is expected to teach and engage in business and administrative affairs in her program. Like Gloria and DeanD, she did not anticipate the time,

effort, and necessity of serving on various committees at her institution. Additionally, multitasking in her academic role has been difficult. She explained:

The hardest part for me has been, kind of, balancing oversight of students and teaching students and, kind of, the business side of running the program that I direct. And just feeling like I need to be doing both of those at the exact same time. And, so, kind of competing interests by competing demands on my time. Whereas in the industry, I mean, I certainly was like multitasking, but it was much more straight forward.

Ellen's story resonated with those of Gloria, DeanD, and Emily. Compared to her years in the journalism industry, Ellen said she probably works more hours, now, in academia (though she has more control over her schedule in academia.) Like the other women, she struggles to figure out exactly what to work on at any given moment, because there are several tasks competing for her attention. Accustomed to a daily – or even hourly – deadline in journalism, complete with a finished, quality, product, i.e. the most up-to-date, accurate news, Ellen has had to adjust to the drastically different nature of academic work. She explained it this way:

I tell people, like, I have 53 plates spinning, and I have to keep those plates spinning constantly. It's not ever really done. You do have the end of the semester, the end of the school year. Now, we've had our first group of graduates. So, there are mile markers along the way, but they're not daily like they used to be. You can't get to the end of the day and say, "Oh, I filed that story. I'm going to have a glass of wine and unwind." You have to be very good at shutting it off as opposed to having it be a natural shut off. ... If I let myself think about it too much, I think, I'm a stranger in a strange land and where are the mines? Because I've certainly proven myself capable of stepping on them already. ... I'm sort of bumping my way through, and I'm clumsy as it is anyway.

Figuring it out along the way has been a necessary strategy the women in this study have used to adjust to an academic profession. Another unanticipated component of the job was working with students of varying skill levels. DJ, who had no prior teaching experience, said she is still trying to determine how to best reach certain classes of students who may not catch on to the material as quickly as some of her other classes. Carol and Emily shared similar concerns about how to teach and motivate students who perform at levels below their peers. For instance,

many of Carol's students are first-generation college students. She said, oftentimes, the motivation for academic success is lacking in these students, and she prays for a way to reach them. "Even if you want to be Wendy Williams, you have to send emails to people, and you have to know where to put a comma and where to put a period. Those are real issues," Carol said, referring to students who think they do not need to learn the fundamentals of writing in order to be successful. She continued, "So, how do I motivate them? How do I find the most efficient way to address deficiencies ...?"

In addition to the unanticipated components of their jobs, the women in this study shared another common thread in adjusting to working like an academic: learning to adhere to academic protocol. Here, academic protocol refers to the conventions and standard procedures that must be followed in order for primarily administrative tasks to be accomplished. Academic protocol includes such processes as completing forms, obtaining approvals, and confidential voting by committee for most major decisions affecting the program. Again, the participants contrasted their experience in academia to their work in industry. Discussing the process of coordinating faculty members' schedules simply to appear for a committee meeting, DeanD expressed her dismay: "It's not like turning an aircraft carrier around in the middle of an ocean. It's like turning the entire Pacific fleet around. It's just a lot more complicated." As an administrator, she actually thought she'd have more power than she does, as committees in her college decide everything from hiring, promotion/tenure, and appointments to scholarships.

Complicated and slow were the participants' agreed-upon descriptions of getting things done in the academic world. ProfWoman recalled the elaborate process she had to follow when she wanted to introduce new courses into her program:

I mean, the fact that in order to get each and every course approved, it had to ... I had to teach it two or three times, and, then, I had to fill out these cumbersome forms about all

the learning objectives and blah blah blah blah. And these were practical. These were skills courses. These were courses designed to take graduate students and prepare them to be specialized professionals, you know, in a particular type of writing and editing field, which one knew they could make a living at if we could just get the thing set up.

Gloria, DJ, and Ellen had similar experiences when they transitioned to academia. DJ, for example, remembered a time her department chair asked her to do something, and she completed the task the following day. When DJ submitted the work, the department chair said, “Oh, no, no, no. You need to take your time. Take two weeks. You’re making the rest of us look bad.” Compared to the deadline-oriented nature of a newsroom, DJ was shocked. Similarly, Ellen had to acclimate herself to this new pace of work, which she has come to understand. At her institution, change is faculty-driven, Ellen said, and there must be buy-in from the faculty in order to make decisions.

“Overcoming the Learning Curve in Academia” represents one transitional hurdle the participants experienced. The next section will explore another hurdle the women encountered during their transition: experiences related to their “other-ed” statuses in academia as women, people of color, non-Ph.Ds., millennials, older adults, etc.

Feeling Othered

“In terms of gender, I don’t think I’ve had any problems. I mean I’ve worked long enough and have been a leader long enough to not have any sort of intimidation factors. I’m the leader, and I think everybody on our team respects me.” –Gloria

For the majority of participants, three common threads related to Feeling Othered, i.e. marginalized, different, powerless, became apparent: 1) Gender bias was more prevalent in the industry than in academia; 2) Discrimination based on classifications other than gender – age, education level, lack of academic experience, type of industry, and race – were equally, if not more, salient than gender; and 3) Having female leadership in both industry and academia played

a critical role in the professional experiences of these participants. The excerpts that follow offer a combined look at these connections.

Leona's first job as a reporter was during the early 1970s. As one of two African Americans and the only woman covering general assignment news at the newspaper where she worked, she was paid less than her Caucasian counterparts, ostracized by her colleagues, prevented from using her co-workers' typewriters, and was the only reporter required to layout her own newspaper pages in addition to writing her stories. After one year, Leona could no longer stand the racism and found a job in the public relations field. When I asked Leona what she thought the root of the oppression was – her race or her gender – she said, “It was being a Black person first. ... They didn't hide their racism.” (Carol shared very similar stories of working in the industry as an African American in the 1970s.)

Years later, when Leona worked in government public affairs, she said her experience, if anything, converted her into “one of the boys.” Speaking of her colleagues and boss, she said, “They couldn't discriminate against me. I was too assertive.” Conversely, Leona said she experienced discrimination when she owned and operated her own public relations firm. She described being overlooked, in favor of Caucasian males, for client contracts with major companies. Whereas she was discriminated against in some of her industry positions – based on race, for the most part – Leona could not recall a single experience with discrimination in the academy. Leona attributed the lack of discrimination in academia to the quality of her work as a professional and scholar. She said,

I don't want to sound braggadocios, but I think my reputation had preceded me, so that I was accepted and respected for who I am as a former professional and a beginning scholar. ... So, I just ... I don't think I've experienced gender bias at all in my [academic] jobs, not at all.

Gloria, Elizabeth, and DeanD share this self-confident, assertive, and take charge quality demonstrated by Leona, a quality that directly relates to their [non]-experiences with gender issues in the workplace. These woman were at the helm of their respective industries: journalism, advertising, public relations, and media law. While each of these women recognized the male-dominated fields they were in, their drive for success, work ethic, and reputation, as Leona said, “preceded” them. In a sense, their innate leadership qualities shielded them from feeling victimized by their gender. For instance, Elizabeth, whose industry experience in advertising spanned 15 years, said, “I really don’t think I’ve ever been restricted from doing something because I’m a woman, and I really hardly ever think about it.”

Female role models play an important role here. Elizabeth was always surrounded by strong women. Her mother, an ambitious, self-sufficient, career-driven woman, raised Elizabeth and her siblings to be “overachievers,” as Elizabeth said. Repeatedly, Elizabeth said she simply never thought about the role of gender in anything she’s done. She just did it. Moreover, in graduate school and in the profession, Elizabeth was mentored and befriended by strong, intelligent, educated, driven women. She never faced the difficulties that her predecessors faced in terms of patriarchy and gender bias in academia. Elizabeth attributes this, in part, to the fact that she entered academia at an older age and had already proven herself in the profession. (Indeed, at the time she started her Ph.D. program, she had already owned her own firm for 10 years.)

Likewise, Gloria, whose supervisory role in print journalism spanned 30 years, was seemingly unaffected by gender discrimination in her profession. Her fearless, self-assured character made it hard to discriminate against her. She captured this sentiment best when she said:

In terms of gender, I don't think I've had any problems. I mean I've worked long enough and have been a leader long enough to not have any sort of intimidation factors. I'm the leader, and I think everybody on our team respects me.

Like the other women, Ellen demonstrates an inherent drive for success. She has experienced her share of tough times as a woman working in a particularly male-dominated domain of journalism. Yet, she has always tried to use her gender to her advantage. For example, when she first began working in this particular sphere of the industry, she recognized her status as an "other." She was a woman in a field dominated by men. However, she knew if she did her job well, she would climb the career ladder faster than her male counterparts because she was, literally, one of a handful of women working in this area. She stood out. Second, Ellen thought she could use her position to inspire future generations of women to pursue careers historically reserved for men.

Moreover, in the field, Ellen capitalized on her gender in the field. In working with sources, she knew she would be noticed and remembered as the sole female professional. Similarly, she admits that women – whether true or not – are typically viewed as more empathetic, which, Ellen thought, helped her sources open up to her. She said, "All along the way, I do look at it as the glass half full. Were there things that happened that would not have happened to a man? Of course. But I just said the advantages outweigh whatever price I'm paying here."

Ellen has approached her academic position – again, as a woman in a male-dominated specialty area of journalism – in a similar fashion. She recalls the stunned reaction from individuals in the academy when she is introduced as the head of her program. Laughing to herself, she described it this way: "They're like, 'Whew. Wait. She's a woman. How is that

possible?’ ” Ellen says she embraces those stunned – and gendered – reactions, fully knowing she is serving a greater purpose: knocking down stereotypes and empowering women.

Ellen’s relatively understated experiences with gender bias in academia pale in comparison to what she identifies as her most prominent “othering.” She says her domain tends to be viewed as the “toy department,” not taken seriously by administrators and colleagues at her institution. She explains that she constantly has to have her guard up to address these concerns:

I feel that sort of brands me as the person who’s just, “Hey. We’re out to have fun ...” And, so, I’m constantly trying to interject things into the conversation to make people realize how seriously I have the students taking the journalism that we do.

ProfWoman, also, has experienced her share of feeling othered, as both a woman and a non-Ph.D., in academia. At the time she was hired, she became the highest-ranking woman in her department and one of a handful of women in her college at large. As a woman, a non-Ph.D., and a tenured, full professor with little academic experience, ProfWoman was an outsider. Her positionality as a woman and a non-Ph.D. was inseparable in her description of being marginalized.

To go into faculty meetings and have people be critical of my skills and judgment because I wasn’t a Ph.D. and because I wasn’t a guy ... I think those things worked closely together. I mean, in my own department ... When I came there, there were at least three men with full professor status who just thought I did not belong among them.

During ProfWoman’s first year on the job, when her institution was searching for a new dean, she proposed the College be open to hiring a senior leader from the industry, in addition to academia. The aftermath of this experience was eye-opening for ProfWoman. She explains:

When I proposed this ..., I was literally called behind closed doors and reduced to tears by a senior male faculty member, who told me that I had burned all my bridges, that no one with a Ph.D., that no scholars in the department, would ever take me seriously because I had said such a stupid thing...

There have been other instances where ProfWoman has felt othered as a woman and a non-Ph.D. Interestingly, she was the only participant to bring up the othering of students in her program. She praises the presence of female leaders in her program now, but laments the deficit of adequate role models for her students. Diversity, in terms of ethnicity and gender, among the faculty ranks in her department is lacking, she says. Additionally, in line with the trend in journalism and mass communication undergraduate programs nationwide, the overwhelming majority of her students are female, and there's a steady growth among students of color. ProfWoman says, "But, still, you know, like the industry, the ranks of junior reporters and the ranks of assistant professors are heavily women, but if you look at the top, it's mostly men."

Moreover, ProfWoman was the only participant to say that working in the industry was "a lot easier" than academia regarding gender discrimination. The female editors and pioneering role models she had in the industry played a critical role in her success as a journalist.

Like ProfWoman who discussed feeling othered as a non-Ph.D., Emily, PHD2006, and Cora recalled experiences where other identities often played an equally, if not more, significant role as gender in their professional lives. For PHD2006 and Emily, ageism has been an issue in their professional experiences. This acts in sharp contrast to Elizabeth, who viewed her age as an asset in her transition from industry to academia.

PHD2006, who entered academia as a tenure-track professor in her late 50s, said she saw the potential for discrimination based on her age. She said she felt as if her colleagues in the academy viewed her as close to retirement and, as a result, may not have taken her very seriously. Feeling othered in this sense was a scary feeling for PHD2006. She recalls how she felt when she entered academia as an older person:

When I got here ... There were a lot of women in my age bracket, but many of them had been in academe since they were 28. And many ... some of them had transitioned from

careers, you know, corporate careers, but they had done it much earlier than I had. So, it wasn't that I was alone, but I was kind of alone in my age group starting over. So, you know, it was a pretty scary thing. So, I would say that I wasn't treated any differently, but I will say it was very hard.

On the other end of the spectrum, Emily, the youngest person, by far, on the full-time faculty at her institution, discussed the role age has played in her experiences in the academy. At 33, Emily is technically a millennial, a fact she has never admitted to her colleagues. She avoids dated references to "When I was a kid ..." or "When I was in school ..." in an effort to maintain her credibility as a young person among the faculty. She says, "I am very aware of not feeling like I'm on equal footing." She went on to say, "I guess I do wonder if it means that people question whether I should be in this position or question my authority and, yeah, committee kinds of things."

While age proved to be a complex factor for Emily and PHD2006 in the academy, race proved equally complicated for Carol, an African American woman. Like Leona, Carol worked in the industry in the 1970s and experienced a great deal of racial discrimination in the workplace and the community. When she transitioned to the academy, her experience of feeling othered as a person of color and a woman did not vanish entirely. Carol described how she felt when she first started teaching a majority White classroom of students: "I felt like they thought I didn't have anything to teach them. You know, you got that sense." In fact, when Carol was teaching her students the importance of a professional résumé, she intentionally used her personal résumé as a teaching tool to let the students see for themselves her years of experience as a journalist. This, she thought, would bolster her credibility as their instructor.

Years later, Carol experienced another instance of feeling othered, this time as a woman. While teaching at a historically black institution, Carol learned that her White male colleague who had recently started in her department was earning more money than her. Carol's colleague

had a master's degree, whereas Carol had a Ph.D. and more years of experience. She immediately petitioned her bosses for equitable pay, which she received. This instance, Carol recalls, is the only time she has felt othered as a woman in academia, which Carol attributes to the female leadership and faculty development at her institution.

Similarly, Emily has had female bosses in industry and academia, which has made gender less of an issue in the workplace. Nevertheless, Emily says she has thought about gender issues in a more one-on-one context. She discusses an incident in her first year in the academy, where she was working with a female student who had not performed at an acceptable level. The student was not adhering to Emily's instructions, and her work was suffering. At the same time, Emily's husband was hospitalized due to an illness, which the student knew. The day after a particular exchange between Emily and the student, the student emailed Emily, saying something to the effect of the following:

I just want you to know that I'm praying for you and your husband, and I feel like I got some of your frustration yesterday that was probably about your husband's medical condition, and I know that that wasn't you, and that wasn't about me, and I just want you to know that I'm feeling for you.

Initially, Emily did not view this exchange as gendered. Yet, a female colleague, in whom Emily had confided, told Emily, "I cannot imagine [the student] writing an email to a male faculty member, saying, 'You know, our conversation yesterday was because of an issue with your family.' " That made Emily reconsider her original gender-neutral perspective. Emily says, "I have realized that was very unlikely to happen with men on the faculty." Still, Emily's colleague is an older woman in the academy, and Emily says she has noticed older women in academia tend to focus more on gender in the workplace than she does.

There is little doubt that gender has played a role in the experiences of these women as they've navigated industry and academia. For some, like Leona, Gloria, Elizabeth, DeanD, and

Ellen, self-confidence and inherent leadership traits have buffered, or weakened, the effects of any discriminatory practices on the job. For others, like Carol, ProfWoman, Emily, and PHD2006, positionalities aside from gender – ethnicity, lack of a Ph.D., age – have illuminated their “other” status. Moreover, the majority of women experienced more direct gender discrimination in industry. Also, female leadership in both industry and academia has played a vital role in inhibiting gender issues in the workplace. Taken together, the stories of these women have shed light on the complexity of their “other-ed” identities.

Now that I’ve addressed themes related to the participants themselves, as well as the pre-transition and transition environments, I will explore the participants’ post-transition experiences in the next section. This phase is captured by the theme, “Playing a Part in Students’ Success.”

Post-Transition

Playing a Part in Students’ Success

“To watch [my students] mature into problem solvers and story tellers is a great thing.” – ProfWoman

Near the end of my interviews with the participants, I asked the women to tell me about the rewards, if any, they experienced as a result of transitioning from industry to academia. Despite some challenges in overcoming the learning curve and feeling othered in the academy, it was clear the women highly regarded their role in their students’ success. Cultivating relationships with their students, playing a part in their progression of knowledge and skills, and witnessing their transformation from student to professional represent three key benefits of the participants’ experiences in academia.

For DJ, the relationship she has with her students, even after they’ve graduated, is extremely rewarding. She enjoys serving as their mentor in their early professional careers. Her face lights up when she talks about a former student of hers who drove from a nearby city to San

Francisco to meet DJ for lunch while she was in town for a conference. “I really value those relationships with these ... just these wonderful, wonderful young people,” she says.

Carol describes a similar feeling – a connection – to students who have graduated, even the ones who, Carol said, did not like her or resented her tough teaching style. Playing a part in her students’ preparation for their future, whether in the journalism and mass communication industry or not, has been invaluable to Carol. She remembers an instance where she ran into a former student, who had been in her class 20 years ago when she worked as an adjunct instructor. As a student, the young man was difficult in the classroom. Carol recalls he did not take direction well, and the two did not get along. Fast forward 20 years. Walking into a conference reception, Carol spotted the former student immediately. They did not exchange the usual pleasantries. Instead, Carol describes the encounter this way: “He rushed over to me and hugged me and said, ‘Do you forgive me?’ And I said, ‘Of course.’ That moment brought Carol to tears.

In addition to DJ and Carol, PHD2006, Emily, and DeanD recognize their students’ success as an important perk of working in the academy. For PHD2006 and Emily, the rewards of working with exceptional students, perhaps, are even more salient because they experienced challenging times in the classroom, learning to teach and work with students. PhD2006 has kept in touch with some of the undergraduate students whom she worked with in her first few years as an assistant professor. “It’s great to see them build careers and, maybe, feel like I was, at least, a tiny bit responsible for their success,” she says. Likewise, Emily says her students, for the most part, have been “really outstanding” and have made her optimistic about the future of journalism. Emily says, “It’s really exciting to see students learning a lot and learning skills that I think are important. So, that’s very gratifying.” As an administrator, DeanD also experiences her share of

gratifying student success moments. The highlight of her job is commencement, when she witnesses students receive their diploma. She adds, “And, then, you see these kids get jobs. They get just awesome jobs, and that’s the best. That’s the best part.”

Additionally, DeanD enjoys partnering with other units on campus, as well as off-campus entities, to broaden the opportunities for her students and showcase their work. ProfWoman, the director of a specialty program at her institution, and Gloria, an administrator like DeanD, both share this sentiment. It is rewarding for Gloria to have the resources and industry connections that allow her to expose her students to an increasing number of scholarships, internships, conferences, and academic opportunities. Similarly, ProfWoman loves being able to support her students and takes pride in their career success after graduating from her program. She marvels at the transformation of her students – from not knowing what a news story is in the beginning to having journalistic standards, ethics, and skills. ProfWoman says, “To watch them mature into problem solvers and story tellers is a great thing.”

For the women in this study, the success of their students equates to their own success as faculty and administrators in the academy. Playing a role – through teaching, mentoring, exposure, and networking – in the academic and budding professional lives of their students represents a valuable outcome of the participants’ transition from the industry to academia.

Summary

In an effort to make sense of the data, I used Schlossberg’s (1981) factors that influence adaptation as general transition phases to organize the emergent themes found in the data. I identified six major themes, with accompanying sub-themes, around which I structured my findings.

Under the general transition phase, “Characteristic of the Individual Experiencing the Transition,” I identified one dominant theme: “Tenacious and Assertive: Born Leaders.” The intrinsic leadership qualities of the women in this study, i.e. assertive, self-confident, and tenacious, appeared to be strong factors in their career success and transition to the academy. The participants used their incredibly driven, self-reliant, and resourceful traits to overcome the learning curve in academia. Next, I identified two major themes under the general transition phase, “Pre-Transition”: “Improved Quality of Life” and “Improving Industry through Academia.” The women in this study demonstrated a commitment to improving their quality of life through various means, such as a better work schedule and flexibility on the job, desire for a professional challenge, and longing for a fulfilling, sustainable lifestyle. The second theme in the “Pre-Transition” category, “Improving Industry through Academia,” manifested itself in the participants’ concern about the current state of the journalism and mass communication industry and their resulting desire to effect change by preparing future generations of professionals.

The next phase, “The Transition,” encompassed two dominant themes. First, “Overcoming the Learning Curve in Academia” described the participants’ efforts, challenges, and coping strategies pertaining to their new profession in the academy. “Learning through Self-Discovery” and “Learning to Work like an Academic,” two sub-themes, became critical to their transition. By and large, the vast majority of participants had little guidance, experienced a lackluster collegial environment, and were ill-prepared for the reality of academic protocol. Second, the theme, “Feeling Othered,” incorporated shared threads related to the participants’ experience, and [non]-experience, of being a woman in the industry and the academy. Findings revealed the prevalence of gender bias in academia (compared to industry), discrimination based on non-gender-related identities, and the significance of female leadership. Finally, the last

transition phase, “Post-Transition,” featured one dominant theme: “Playing a Part in Students’ Success.” This theme was clear among the women, who equated their students’ success to their own success as teachers and mentors. The relationships the participants foster with their students are tremendously rewarding for them.

In the next chapter, I will connect findings presented here with previous literature on the climate for women in the mass communication industry and academia; career transitions within and into the academy; and the ongoing rift between the academic and practitioner sectors. Additionally, using Schlossberg’s (1984) transition theory, I will offer more insightful responses to my research questions. Implications and recommendations, limitations, and future research will follow.

CHAPTER 5: DISCUSSION

This section will address findings from the study in relation to the three elements of Schlossberg's (1984) transition theory (understanding the transition, coping with the transition, and strengthening resources to take charge of the transition). Furthermore, I will present my findings in conjunction with previous literature on women in the mass communication industry and academia and career transitions within and into the academy. Discussion of key findings are organized in line with the study's two research questions. Following this discussion, implications and recommendations, limitations of the study, future research, and a conclusion will be presented.

RQ1: What are the lived experiences of women who transition from mass communication professional positions to full-time faculty or academic administrative positions in mass communication postsecondary institutions?

Understanding the Transition

Schlossberg's take on understanding an individual's transition hinges on classifying it as anticipated, unanticipated, or nonevent. An anticipated transition encompasses major life events that are usually expected, whereas an unanticipated transition often includes disruptive events that happen unexpectedly. Nonevent transitions are expected events that fail to occur (Schlossberg, 2011).

In many ways, the transitions explored in this study parallel Schlossberg's (2011) classification of anticipated and unanticipated transitions. A clear distinction exists between the women whose transition to academia was more of a career calling (anticipated) and the women whose transition to academia was more happenstance (unanticipated). For Cora, Elizabeth, Leona, Carol, and DeanD, the transition to an academic career was a move these women, at some point, envisioned. They planned to position themselves in academia as teachers and researchers.

Cora, Elizabeth, Leona, and Carol all went back to school for a Ph.D. after working in the industry, specifically to pursue an academic career. Elizabeth, Leona, and Carol found their passion for teaching when they started working as adjuncts. Leona, for example, “fell in love with teaching” as an adjunct. She said, “I loved being able to show those ... students the possibilities. ... To be able to see those students transform, that’s what really did it for me and let me know that this is something I wanted to do eventually.”

Even DeanD went back to school to earn a J.D., in part, because she intended to use it as leverage to teach in a mass communication program (although she ended up not doing this). And, for Cora, the prospect of conducting academic research first appealed to her as an adjunct. Once she got a dose of being an academic researcher, she returned to graduate school to earn a Ph.D. in order to secure her position as a scholar.

For other participants Ellen, ProfWoman, Gloria, PHD2006, DJ, and Emily, the transition to an academic career in mass communication was not always in their plan. Unlike the participants who viewed the transition to academia as a career calling, these women took a chance on an academic career. It is important to note that the majority of these women, for whom the transition was “unanticipated,” did not have a terminal degree, whereas the participants who “anticipated” an academic career all returned to graduate school to earn terminal degrees, a further indication of the distinction in intention among the women.

The women whose transitions were “unanticipated” entered the academy for a variety of reasons. Emily, for instance, wanted a career with higher earning potential and a more sustainable lifestyle. While she never intended to work in academia, the position at her current institution appealed to her. It was in an ideal location with a salary double what she was making in industry. Additionally, the academic position provided her a unique professional opportunity

that combined her journalism, business, and teaching skills. Gloria, also, took a leap of faith when she decided to take an academic position. She had recently retired from her industry position and was looking to work for a few years, possibly part-time, in the non-profit world. When she was approached to apply for her now-academic administrative position, she was reluctant because she did not have a graduate degree. Nevertheless, the location of the position, the opportunity for a professional challenge, and the chance to work with young people made her take the plunge into the academy. Like, Gloria and Emily, PHD2006 did not intend to pursue a career in the academy. However, after recently being terminated from a previous position, she decided to earn a terminal degree in order to secure a tenured position in the academy. Job security was her top reason for making the switch to academia.

While the career transitions of these women into the academy were “unanticipated” in many ways, this is not to say they were completely satisfied with their industry careers. The majority of women interviewed were already thinking about new possibilities in order to have a more flexible, family-friendly schedule; improve industry practices; and take on a professional challenge. Hence, their academic careers, while unplanned, provided the women with precisely what they wanted: a more balanced lifestyle, a way to influence the industry and reach the future generation of practitioners; and an opportunity for growth.

Results of this study both confirm and challenge findings from previous research on career transitions, specifically motivations for pursuing an academic career. Results of Garrison’s (2005) study revealed the reason most participants (70%) cited for making the transition to higher education was an overwhelming desire to teach. Moreover, secondary reasons for transitioning into academia were more practical: lifestyle change, better schedule, reduced stress, location, salary, etc. (Garrison, 2005). Findings from the current study challenge Garrison’s

(2005) results. In the current study, the transitions of the majority of women were “unanticipated.” They chose academic careers as a result of practical considerations, such as improved quality of life, desire for a professional challenge, and salary. Garrison’s (2005) findings suggest the inverse, i.e. a desire to teach motivated the majority of individuals to transition into academia. While the current study’s findings reveal a calling to teach, it is not the sentiment of the majority of participants.

The current study distinguishes itself from other research on career changers to education (Tigchelaar et al., 2008; Silverman, 2007). Tigchelaar et al. (2008) found that career changers to secondary education teachers were motivated, in part, by their intentional decisions to work with children and their prior work experiences. In the higher education landscape, Silverman (2007) concluded that love of academe was the number one reason participants made the transition from a career in the public relations industry to a higher education institution. Silverman (2007) identified love of teaching/research as the strongest indicator for the professional/professor transition. Again, while this rationale – desire to teach and work with students – was a factor for some participants in the current study, this was not the case for the majority of participants. In fact, this finding confirms the results of Holloway’s (2010) study that suggested new career faculty members did not express typical motivators (pursuit of knowledge, a desire to teach) for entering the profession. Instead, more practical considerations – job security, retirement benefits, stability, and better quality of life – motivated them.

Furthermore, results of the current study are distinct from previous research in that the transitions of the majority of women were not planned, despite prior teaching and mentoring experiences. This is an important difference among prior literature examining career changers’ motivation for switching to a teaching position. Numerous studies (Crow et al., 1990; Gordon,

1993; Powers, 2002; Resta, Huling, & Rainwater, 2001) have suggested career changers to teaching are motivated by a strong sense of commitment founded on previous teaching experiences and a desire to make an impact in the lives of young people. While this was the case for some women in the current study, it was not the majority sentiment. Emily, Ellen, ProfWoman, Gloria, PHD2006, and DJ all have prior experience working with young people, either through adjuncting, teaching college-aged students in professional programs, or working in a secondary education setting. Notwithstanding these previous experiences, the majority of women in the current study gravitated toward an academic career not because of a deeply rooted pledge to teach young people. Rather, their transition to the academy was “unanticipated,” one they chose because of practical factors.

Coping with the Transition

Goodman et al. (2006) suggested individuals cope with transition using four types of factors (the 4S System): self, situation, support, and strategies. Each factor will be discussed in relation to the current study to further explain the lived experiences of women who transition from a career in the mass communication industry to a career in higher education as a faculty member or an academic administrator in a mass communication program.

Self. Schlossberg’s (1984) transition theory encourages gathering information on the individuals’ selves. It is important to explore what the individual brings to the transition relative to a variety of characteristics, including socioeconomic status, age, stage of life, optimism and self-efficacy, and commitment and values. Also, key here are the salience and balance of the experiences, relationships, and roles in the individuals’ lives. Goodman et al. (2006) suggested a change in salience may be triggered by external events, such as the birth of a child, or internal events, such as boredom and the need to be more connected to family.

One characteristic of the “self” that played an important role in the participants’ lives was the inherent leadership qualities exhibited by these women. Anderson et al. (2012) suggested that an individual’s outlook, optimism, self-efficacy, commitment, and values are important characteristics to consider when coping with a transition. Results of the current study support this assertion. The self-confident, driven, and assertive traits shared by these women represent the qualities of a leader (Avolio et al., 2004). As stated previously, the participants’ constant effort to excel, be forthright and unapologetically self-assured has framed every aspect of their transition to the academy – from working with colleagues to learning how to follow academic protocols to climbing the professional ladder in higher education.

Interestingly, Hoyt and Blascovich (2007) attributed the cause of the gender gap in leadership positions in the mass media industry to prevalent stereotypes that dub leadership a male trait and a shortage of female leaders as role models and mentors, among other things. Moreover, Sandberg (2013) argued women are experiencing a gap in leadership ambition due to young women’s hesitancy to imagine themselves as leaders, hesitancy fueled by self-doubt and negative self-efficacy. Findings from the current challenge this prior research. The overwhelming majority of women in this study demonstrated clear leadership qualities, which challenges Hoyt and Blascovich’s (2007) claim. Additionally, the majority of the women in this study identified strong female leaders as mentors in their lives. The high self-efficacy and self-confidence of the current study’s participants were unmistakable.

Another aspect of “self” demonstrated by the women in this study was the ever-evolving salience of work, family, and personal fulfillment. Becoming a mother and raising children were external triggers for a change in work salience for DJ, Carol, Ellen, and Emily. The scales tipped away from work to an emphasis on family and balance as working mothers. These participants

made their children the priority. In earlier stages of their career, when they were not mothers or their children were a different age, the women placed more salience on work, specifically being part of the action as journalists covering around-the-clock news. After their children were born or reached a certain age, these women prioritized time with their family above all else. Work took a backseat to motherhood. Striking the balance between these two, often-competing, areas made the women rethink their industry careers in favor of a career with more flexibility and family-friendly hours. In a similar way, PHD2006's external trigger was the need for job security after losing a previous job and witnessing massive layoffs at her place of employment. Her need for job security became increasingly more salient than retaining her career in the industry.

Other women in this study placed more salience on personal fulfillment. For Cora, Leona, Elizabeth, Gloria, DeanD, and ProfWoman, fulfilling internal goals became a priority, an internal trigger. Cora, for instance, expressed her strong desire to make an impact on the journalism industry through her work in higher education: research that informs teaching and preparation of future practitioners. Additionally, she said boredom in her industry position was one of the reasons she sought more challenging, gratifying work. Similarly, Elizabeth and Leona wanted to satisfy their passion for teaching, while DeanD and ProfWoman were eager to experience something new and challenging.

What's interesting here, compared to previous research on women in the academy, is the stark difference in the women's sentiments about balancing work and family life in academia. In the current study, several women cited the need for flexibility and family-friendly employment as a reason for their transition to the academy. In previous research, the trend has been in favor of "negative work spillover" (Grzywacz & Marks, 2000) and "work-family conflict" (Carlson et al., 2000) for women in the academy. Wolfinger et al. (2008) attributed the absence of women in

the academy to “the inflexible nature of the American workplace configured around a male career model ... that forces women to choose between work and family” (p. 389). Gender-based discrimination in the form of lower salaries, diminished access to institutional resources, and lower rates at which women earn tenure (Wolfinger et al., 2008), as well as lower levels of satisfaction (Gardner, 2012), are reasons women have historically wanted to leave the academy.

The same is true of prior research examining women in the mass communication higher education discipline. Results of Rush et al.’s (2004) study revealed issues of gender discrimination, particularly involving the competing role of women as mother and wife. One respondent in Rush et al.’s (2004) study said, “It is time for institutions, especially mine, to come out of the dark ages and provide support for women who want to combine family with a professional career (Rush et al., 2005, p. 169).

Findings of the current study, therefore, challenge prior research on women in the academy at large and mass communication programs in particular. The women in the current study flocked to academia for flexibility in their schedule, balance, and “a more humane” (Ceppos, 2014, p. 20) pace that is conducive to working individuals with children. An important difference between the women in the current study and those of prior research is the experience of working in the industry. For the women in this study, often, their experience as working mothers in the industry was simply unsustainable. Compared to their time in industry, academia, then, offered a positive space, one of flexibility and family friendliness, for these women who were striving to balance work with motherhood. For the women of previous studies, gender-based discrimination was much more of a concern (explored in more detail in the discussion of RQ2).

Situation. The situation surrounding a transition affects a person's ability to cope with the transition. The situation is linked to the trigger and timing of the transition, the person's level of control, role change, duration, previous experience with a similar transition, concurrent stress, and assessment (Goodman et al., 2006). The concurrent stress and triggers and timing of the transitions of the women interviewed for this study were addressed in the previous section on "Self." This section, therefore, will focus on the women's level of control and role change.

"Overcoming the Learning Curve in Academia" is the most saturated theme found in this study's data. This theme relates directly to the "situation" surrounding the participants' transition, specifically in terms of the women's level of control and role change.

Learning the exact nature of academic work, including an understanding of academic protocol, was one of the most challenging aspects of the women's transition. The sheer amount and kind of work involved in their academic positions baffled them. Academic administrators DeanD and Gloria discussed the multitasking required of them, as well as university administrators' requests, such as serving on committees, negotiating on behalf of the institution, and consulting with various public and private entities. These were tasks for which Gloria and DeanD were unprepared. In relation to the "situation" at hand, these tasks were out of the women's control. Similarly, the women who took faculty and hybrid faculty-administrator positions were equally perplexed as they tried to manage their various responsibilities. The balance of teaching, handling the administrative tasks of their respective programs, and serving on committees has been difficult for the women to resolve.

Moreover, the women's lack of control of the situation revealed itself as they tried to learn the ins and outs of following academic protocol. They did not realize that completing forms, obtaining approvals, and forming committees were necessary to accomplish virtually

every task in the academic world. The women soon understood that getting things done in the academy was a slow and intricate process, which differed drastically from how things worked in industry.

Results of the current study strongly support prior research (LaRocco & Bruns, 2006; Tierney, 2008; Wilson et al., 2014) on the challenges of new faculty members learning how to work like an academic. Wilson et al. (2014) found that while individuals coming from industry have been trained to value product-driven outcomes and profits, new faculty find it challenging to switch from productivity-driven industry models to a university's learning-centered values (Wilson et al., 2014). Additionally, in LaRocco and Bruns' (2006) qualitative study of experienced education professionals' entry into higher education as faculty, results suggested the participants lacked clarity regarding scholarly and service-related expectations of their academic positions. Finally, as echoed in the current study, the sluggish pace of the academy (Ceppos, 2014) and confusion among professionals-turned-professors surrounding the details of academic life, i.e. classroom and teaching skills, student advising procedures, the basics of developing a research program, and tenure expectations and processes, have been documented in mass communication-specific literature (Thomsen & Gustafson, 1997). The issues encompassing "Overcoming the Learning Curve in Academia," which are described in this study, are, therefore, well established in the socialization and transition literature of higher education.

The situation of these participants also involved significant role, or identity, change. Many women – Cora, Elizabeth, ProfWoman, and Ellen – recognized their shifting identities from professional to professor. Elizabeth said, "The first thing that I realized is the minute you leave the business, you're obsolete. ... And, so, it's that realization that you are not that expert in the field anymore." The women are no longer the industry "experts" they once were. Instead,

they start over – as novices in academia. In a sense, the women must learn an entirely new craft. Cora extended this notion of shifting identities a step further. The former journalist said she “*mourned*” the loss of her former identity. “I’m not really a journalist any more,” she said. Cora held on to her journalist identity for as long as she could, making documentary films early in her academic career. But, when her identity shifted again to administrator, she completely lost her identity as a journalist. Cora said, “So, the last film I was making, I didn’t realize that was the last film I’d be making.” The intense identity shifts experienced by some of the women in the current study played a part in how the women, mentally and emotionally, coped with the transition to an academic position.

Prior research supports this role, or identity, change among participants who experience a transition. Anderson et al. (2012) defined a transition as any event or nonevent that results in changed relationships, routines, roles, and assumptions. Clear in this iteration of Schlossberg’s (1984) transition theory is an emphasis on changed roles. Likewise, in the sensemaking literature, Crow et al. (1990) described identity shifts. Crow et al. (1990) dubbed those who did not seriously consider teaching until a pivotal event or confluence of factors caused them to reconsider professional plans “the converted” (p. 207). “[The converted] were forced to play a novice role after having advanced in another occupation, and they experienced isolation as student teachers in contrast to the camaraderie they felt in previous occupations” (p. 208). Crow et al. (1990) explained the constraints of the novice role were due to uneasiness with their lack of competence and impatience with subordinate roles.

Findings from the present study confirm this literature. Some of the participants described a shifting of professional identities – from expert industry practitioner or journalist to beginning academic. As Crow et al. (1990) suggested, the women, somewhat reluctantly, settled

into their new, foreign roles in the academy, all the while lamenting the loss of their former industry positions. Moreover, Bandow et al.'s (2007) working definition of the industry-to-academia transition encompasses this idea: "The industry-to-academia transition results from the development of a particular values hierarchy within the incumbent, and often results in some level of tension in the receiving institution in the form of values incongruency" (p. 32). Bridges (1986) also addressed this role change exhibited by the women in this study. A new role or purpose cannot be assumed until the individual has released the old role or purpose (Bridges, 1986). The same seems to hold true in the current study.

Support. The third S in Goodman et al.'s (2006) 4S System is support, specifically social support such as intimate relationships, family units, and networks of friends, institutions, and communities. Anderson et al. (2012) described various support needs relevant for work transitions, including practical help, referrals, feeling positive about yourself, encouragement, and door openers. This section will focus on support systems involving practical help in the workplace.

Findings of this study suggest minimal support, at best, for the majority of participants. Collegiality, for many of the women, was essentially nonexistent due to the lack of mentoring and guidance at the institution. For example, Gloria arrived to a virtually empty office on her first day on the job. Carol arrived on her first day and learned she did not yet have an office. ProfWoman, Ellen, and Emily, as hires of newly created academic programs, had no one to whom they could look for advice. Practical support at work, then, was lacking. A notable exception to this finding were women whose academic leaders and high-ranking colleagues comprised individuals with industry experience. DJ, for instance, received direction from her colleagues and dean every step of the way. Similarly, ProfWoman and Elizabeth received some

instruction from high-ranking faculty in their department. This was, however, the exception to the majority of the women's experiences.

These results echo the findings of prior literature (Olsen, 1993; Sorincelli, 1994) documenting the lack of collegiality and support from coworkers and leaders for new academics. In the last decade, at least one study (LaRocco & Bruns, 2006) found that second-career academics reported supportive relationships from peers at their institutions. They acknowledged the role of this support in their ability to satisfy their new career expectations. Perhaps, results from LaRocco and Bruns' (2006) research, along with the outlier data in the current study, are indicative of a future trend among postsecondary mass communication programs and higher education in general: an increase of mentoring and guidance for new faculty. It comes as no surprise, then, that Thomsen and Gustafson (1997) called for the establishment of formal mentoring programs in new faculty orientation and training to assist individuals in making the transition to academia (see Table 3.) Similarly, Bertazzoni (2013) suggested mentorship from a senior member of the unit plays a critical role in facilitating the switch into the classroom.

Strategies. Coping strategies, according to Goodman et al. (2006), represent the final factor in the 4S System. In Anderson et al.'s (2012) model of work-life transitions, examples of these strategies include managing stress, seeking information, and inhibiting action. Consistent with Nicholson's (1984) identification of proactive role negotiation most aligned with high novelty, mid-life career transitions (Holloway, 2010), the women in this study used self-discovery and self-directed learning as coping strategies. "Trial and error" and "making it up as I go" were phrases the women used to describe their coping techniques. Carol, Ellen, and Gloria tapped resources in their personal networks. Prior to assuming their positions, Gloria and Ellen phoned former industry professionals who now worked in academia for insight into the

transition. When it came to teaching, Carol, who had no experience in that area, relied on her sisters-in-law, who were secondary education teachers, for tips about classroom management and lesson planning.

Table 3: Recommendations for Effective Mentoring (Thomsen & Gustafson, 1997, p. 30)

<ul style="list-style-type: none"> • Assign a mentor during the interview and hiring process.
<ul style="list-style-type: none"> • Develop orientation and training programs at the department level.
<ul style="list-style-type: none"> • Assign, where possible, a mentor who also is a practitioner-turned-professor.
<ul style="list-style-type: none"> • Mentors and new professors should meet frequently on a regular basis. (<i>Researcher's Note:</i> Meetings with department mentor should occur twice per month. Additional meetings with university leaders should occur once per month for new faculty and administrators.)
<ul style="list-style-type: none"> • Monitor mentoring through feedback and periodic debriefing sessions with mentor and practitioner-turned-professor. Debriefing sessions should be conducted by chair, director, or dean.
<ul style="list-style-type: none"> • Details to be covered by mentoring should include perspectives on the nature of academic life, classroom and teaching skills, creation of teaching portfolios, student advising procedures, fundamentals of developing a research program, and overall tenure and promotion expectations and processes.
<ul style="list-style-type: none"> • Mentors should be provided with a checklist of topics to be covered. Progress reports on completion of the checklist should be included in regular debriefing sessions.
<ul style="list-style-type: none"> • Hold regular "brown bag lunch" sessions for all new teachers to discuss issues, questions, and concerns.
<ul style="list-style-type: none"> • Deans, directors, or chairs should create an incentive system to reward effective mentoring. This could include giving weight to effective mentoring for department, tenure, and merit pay considerations. One recommendation included reduced course loads to accommodate mentoring responsibilities.
<ul style="list-style-type: none"> • Formal mentoring should continue through the entire tenure process.

Moreover, Gloria scheduled meetings with nearly every leader on campus in her first few weeks on the job to better acclimate herself to her new position. As Ellen said, “I’m sort of bumping my way through ...” described the majority of women’s transitions into academia.

Aside from Nicholson (1984) and Holloway’s (2010) research, the notion of self-directed learning and proactive coping is largely absent from literature on career transitions in higher education. Holloway’s (2010) qualitative study explored the experiences of first-year technical college faculty who transitioned from business and industry to academia. Holloway (2010) concluded, “These novice teachers displayed impressive initiative by readily embracing instructional technologies and proactively seeking help from more seasoned colleagues, as well as exploring innovative means to improve their classroom instruction” (p. 127). Other literature (Sorincelli, 1994; LaRocco & Bruns, 2006; Reybold & Alamia, 2008; Bertazzoni, 2013) simply pointed to a lack of mentorship and collegiality among new academics.

The minority of women in this study who received guidance from seasoned academics (and former industry professionals) used the additional coping strategy of following the advice of these individuals who experienced the same transition. DJ, for instance, listened to her senior colleagues when they told her she needed more publications and service on her vitae to boost her likelihood of earning tenure. Elizabeth took this a step further by becoming a mentor, herself, to a new faculty member who had recently transitioned to the academy from industry. This mentorship role was helpful for Elizabeth’s continued journey as a relatively new academic. The camaraderie established among former industry professionals-turned-academics played a strong part in the coping strategies used by the women in this study. This finding confirmed results of Bosetti et al.’s autoethnographic study (2008). Bosetti et al. (2008) found the researchers coped with their various transitions among faculty, mid-level, and senior management positions in the

institution by confiding in each other. They felt safe and supported surrounded by individuals who were experiencing similar transitions. Likewise, the women in the current study found solace in their industry-to-academia allies.

An interesting finding in the current study was Emily's reluctance to seek support from colleagues and supervisors. She explained that confiding in her boss was not ideal, for it made her seem ill-prepared and, possibly, inept, in handling the job for which she was hired. Moreover, Emily explained that consulting her colleagues, who were in similar professional positions as her, was challenging at times because they were very busy. This finding supports McSweeney's (2013) research on social work practitioners who transitioned back to school to earn their college degree. Participants in McSweeney's (2013) study were reluctant to seek support because of their adult status and associated perception of competence. In a similar way, Emily did not want to appear incompetent, which complicated her process of overcoming the learning curve in academia.

Strengthening the Resources to Take Charge of the Transition

"Strengthening resources to take charge of the transition" is the last element of Schlossberg's transition theory. Depending on whether an individual is moving "in," "through," "out," or "back in," the four types of transitions in Anderson et al.'s (2012) work-life cycle, the strategies tapped will differ. Individuals must, therefore, take charge of the resources, i.e. the four S's (self, situation, support, and strategies) in order to assist in coping with their transition (Anderson et al., 2012).

The participants in this study took charge of their transition by relying on their inherent leadership qualities and proactive, self-directed learning strategies. In general, the negligible support provided to the women simply fueled their inherent drive to succeed. The lack of formal

mentoring and guidance compelled the participants to overcome the learning curve in academia on their own using their resourcefulness, tenacity, and self-confidence. For the minority of women who found allies in academia to assist them in learning the ins and outs of the Ivory Tower, their transition was smoother. Similar to the participants in McSweeney's (2013) study, this group of women felt valued and a sense of belonging. This stemmed from their colleagues' validation of their practical experiences in the field.

A notable observation here is the transference of power the women in the current study experienced in an effort to "take charge of the transition." As skilled professionals in their respective industries (journalism, advertising, public relations), the women were considered experts in their field. Upon transitioning to the academy, that "expert" identity no longer carried the same weight. Yet, the women capitalized on their "expert" industry identity (although fleeting) in order to assert legitimate power in academia. Legitimate power is based on position, specifically perceptions about the obligations and responsibilities associated with a particular position (French & Raven, 1959). For example, when Carol was teaching her students the importance of a professional résumé, she intentionally used her personal résumé as a teaching tool to let the students see for themselves her years of experience as a journalist. This, she thought, would bolster her credibility as their instructor.

Similar assertions of power occurred outside of the classroom. ProfWoman, Ellen, PHD2006, Gloria, and DeanD all used their expert power, which was based on their skills as journalists, managers, editors, and producers, to claim their positional power in the academy. Gloria and DeanD, for instance, both emphasized their expert power as managers and leaders of an organization. Both women established and maintained their positional power in the academy based on their skills as leaders in the media industry. They made no qualms about

acknowledging to their colleagues and faculty that they were proficient in understanding budgets, allocating resources, and managing people.

Summary

To recap, this section discussed the lived experiences of the participants in relation to the three elements of Schlossberg's transition theory: understanding the transition, coping with the transition (through the 4S System), and strengthening resources to take charge of the transition. Findings reveal that the lived experiences of these women are complex fusions of personal and professional triggers, experiences, traits, and survival mechanisms. All of the following influenced the way in which the women approached and coped with their transition into the academy: the anticipated or unanticipated nature of the transition; perceived outcomes of improved quality of life and personal fulfillment; inherent leadership traits; the role change from industry professional to academic; the self-directed learning strategies employed; and the relationships formed with fellow colleagues and administrators. Taken together, these factors formed the multifaceted lived experiences of the participants.

RQ2: How does gender affect the transition from the mass media industry to academia?

Gender played an interesting role in the experiences of the women in this study. Despite the existing gender disparities in the mass media industry in terms of salary, leadership roles, access to resources, and job satisfaction (Lennon, 2013; Gray & Royal, 2014; Willnat & Weaver, 2014), the women here did not attribute their reason for leaving the industry to purely gender-related issues. The majority of women acknowledged that gender bias played a more prominent role in their industry careers compared to their careers in academia. However, their innate leadership qualities, i.e. assertive, self-confident, and tenacious, seemed to shield, or buffer, the

women from real or perceived effects of gender discrimination in industry and academia.

Leona's statement offers a telling example:

I don't want to sound braggadocios, but I think my reputation had preceded me, so that I was accepted and respected for who I am as a former professional and a beginning scholar. ... So, I just ... I don't think I've experienced gender bias at all in my [academic] jobs, not at all.

This was the case for several other women in this study, including Gloria, DeanD, Ellen, and Elizabeth. Ellen's story provides another example. As one of the only women in her field, Ellen chose to use gender to her advantage in order to get her work done – and done well. In working with sources, she knew she would be noticed and remembered as the sole female professional. Similarly, she admits that women – whether true or not – are typically viewed as more empathetic, which, Ellen thought, helped her sources open up to her. The women's drive, resourcefulness, and self-confidence in their skills acted as a protective barrier, preventing them from feeling victimized due to their gender. This phenomenon is absent in previous literature pertaining to the transition experiences of women. As former leaders and experts in their fields, these women continued to be self-reliant, ambitious, and unaffected by any factors in the academy, such as gender, that may have impeded them from doing their jobs – and doing them well.

Furthermore, the gendered narrative of women in higher education, including journalism and mass communication programs, is well documented. Women earn salaries lower than men with similar credentials and positions. More women occupy lower ranks and untenured positions than men. Women report having access to fewer institutional resources than men. And women report a lack of an ethics of care on the part of universities regarding caregiver roles and family responsibilities (Bonawitz & Andel, 2009; Ward & Wolf-Wendel, 2004; Wolfinger et al., 2008; Gardner, 2012; Rush et al. 2004). Anderson et al. (2012) acknowledged that compared with men,

women face more workplace constraints, including discrimination and numerous stereotypes that negatively affect career mobility. Interestingly, the majority of women in this study do not address these overt gender discriminatory practices of academia. Instead, the women described experiences that can be classified as subtle gender discriminatory practices.

Overt discrimination occurs when “differential and unfair treatment is clearly exercised, with visible structural outcomes” (Van Laer & Janssens, 2011, p. 1205) and “takes the form of behaviors that are unconcealed, intentional, and easily recognizable and are directed at a target on the basis of his or her stigmatized characteristics” (Jones, Peddie, Gilrane, King, & Gray, 2013, p. 4). In other words, overt discrimination is blatant and often mitigated with organizational or legal policies. This form of discrimination encompasses “old-fashioned acts of prejudice” (Jones et al., 2013). The gender-based experiences documented in the aforementioned prior research fall under this category. This form of discrimination appears to have dominated previous research on gender discrimination in the workplace. Findings of the current study indicate a trend toward experiences of subtle discrimination.

Subtle discrimination comprises actions that are ambiguous in intent to harm, not easily detectable, low in intensity, and often unintentional, albeit damaging, to the target (Jones et al., 2013). Subtle discrimination operates under the guise of other, similar, labels: interpersonal discrimination (Hebl, Foster, Mannix, & Dovidio, 2002); microaggressions (Sue, Bucceri, Lin, Nadal, & Torino, 2009); and incivility (Andersson & Pearson, 1999). Van Laer and Janssens (2011) defined subtle discrimination as “interpersonal discrimination that is enacted unconsciously or unintentionally and that is entrenched in common, everyday interactions, taking the shape of harassment, jokes, incivility, avoidance, and other types of disrespectful treatment” (p. 1205).

Unlike prior research, a portion of the women in the present study describe experiences of subtle gender discrimination. Examples from Ellen and Emily exemplify this point. Ellen laughs when recalling the stunned reaction from individuals in the academy when she is introduced as the head of her male-dominated program. She describes it this way: “They’re like, ‘Whew. Wait. She’s a woman. How is that possible?’ ” Ellen’s experience is an example of subtle discrimination – disrespectful treatment in the form of a “harmless” joke with seemingly unintentional, but very real, effects. Similarly, Emily experienced a form of subtle discrimination in an incident with a student. The student was not performing well in Emily’s course. At the same time, Emily’s husband was in the hospital, a fact about which the student was aware. After a particularly challenging classroom exchange, the student emailed Emily: “I just want you to know that I’m praying for you and your husband, and I feel like I got some of your frustration ... that was probably about your husband’s medical condition, and I know that wasn’t you ...” A female colleague told Emily this exchange would not have happened if Emily were a male professor. Emily agreed. This incident is a form of subtle gender discrimination: It was difficult to detect, a nearly undiscernible reference to Emily’s vulnerability as a woman.

Recognizing this shift in the narrative of gender in academia is significant. The current study, then, offers significant contributions to the area of gender-based discrimination in the academy. Additionally, a portion of the women in the current study acknowledged feeling othered based on identities unrelated to gender. These include age, level of education, type of industry, and ethnicity.

Arguably, experiences involving these identities sparked overt discrimination more than gender. This finding, also, adds to the literature on career transitions in the academy.

Summary

To recap, this section discussed the role of gender in the participants' transition from the mass media industry to the academy. As industry experts in their own right, the women interviewed here displayed born leader qualities, such as self-confidence, resourcefulness, and tenacity. These attributes appeared to aid the women in their experiences and [non]-experiences with gender in the workplace. The women were, frankly, too good at what they did, or at least believed themselves to be, to question the gender dynamic in the workplace. Additionally, the women in this study differ from the women of prior research. Whereas the former indicated forms of subtle gender discrimination, older studies referenced overt, or blatant, discrimination involving salary inequities, the gender gap in leadership, and the absence of family-friendly policies.

Implications and Recommendations

It is important to keep in mind the rationale for this study: 1) The current climate of higher education for women calls for an exploration of female practitioners who have chosen to enter the academy despite research documenting women's lower job satisfaction and increased likelihood to leave academia (Gardner, 2012; Xu, 2008); 2) In addition to faculty and administrators, mass communication leaders must satisfy the demands of the professional communities their schools serve, which calls for a more practical curriculum with media professionals serving as faculty members; 3) The mass media industry is in flux for women, i.e. increasing job dissatisfaction among female journalists and an earlier departure from the industry than men. This study, therefore, offers significant contributions to higher education, industry, and mass communication.

For industry leaders in mass communication, this study offers some sobering conclusions. Statistics regarding salary, leadership positions, and access document the gender gap in every genre of the mass media industry: journalism, public relations, and advertising (Lennon, 2013; Hanson, 2013; Gray & Royal, 2014). Moreover, Willnat and Weaver (2014) found that women who work in the journalism industry tend to leave the profession much earlier, on average, than men and are, also, less satisfied with their job. Results of this study offer rich data that may respond to the question of why women are leaving the industry.

Quality of life was a prominent reason cited for leaving the industry. By switching to academic positions, the participants demonstrated a desire for a more flexible work schedule that allowed them to balance family time with their career; a desire to challenge themselves professionally; and longing for a sustainable, fulfilling lifestyle. The latter two reasons, in particular, offer mass communication industry leaders a different take on why women are leaving the industry. Women in this study said boredom in their industry positions and the need for a professional change, an opportunity for growth, propelled them to seek a second career. Acknowledging this, mass media leaders could implement strategies to challenge and excite industry professionals, especially those who have been in the field for several years, like the women in this study. Furthermore, armed with information from this study, leaders in mass media, as well as other industries, could identify the personal and professional factors that drive industry veterans from profitable and prominent work roles into the Ivory Tower, where they must often start over.

In addition to industry leaders, higher education leaders would be remiss not to take findings of this study seriously. Postsecondary institutions are on the verge of an unending cycle involving dissatisfied faculty, particularly women, and an influx of practitioners-turned-

academics who struggle to overcome the learning curve in academic institutions. This does not bode well for students, faculty, administrators, or the industries to which students seek employment and from which industry professionals-turned-academics transition. Academic leaders must do something differently. They must change the narrative by putting a stop to this cycle before it takes off.

Fresh perspective from industry professionals who are seeking a career change should be a welcome addition to colleges and universities. However, findings from this study indicate that while women are making the move to academia, they encounter significant challenges. Lack of collegiality, guidance, and pedagogical training are just a few hurdles these women encountered in their transition from industry to academia. Support is an indispensable aspect of coping with a transition. Mechanisms must be established to support industry professionals-turned academics in learning how to follow academic protocol and understanding the nature of academic work. This is necessary for new faculty and administrators to feel accepted and valued, which, in turn, leads to job satisfaction.

Moreover, the documented gender discrimination that occurs in the academy (Ward & Wolf-Wendel, 2004; Wolfinger et al., 2008), coupled with findings from this study suggesting that women feel othered in many ways, point to a critical need for diversity among faculty and administrators. An assortment of individuals representing different ages, genders, ethnicities, industry types, and levels of education should represent the teachers and leaders of higher education institutions. After all, students, themselves, are becoming increasingly diverse: They're more likely to be first-generation college students; come from lower-income and minority populations; and represent "non-traditional" students, i.e. some combination of part-time attendees, older, and working (Hussar & Bailey, 2013). The demographics of professors and

academic leaders should reflect the population they serve. Furthermore, if faculty and administrators, including practitioners-turned-academics, continue to feel othered, discriminated against, disempowered, and not respected, they will not persist in academia. This would only add to the increased attrition rate of female academics.

In order to proactively break the cycle of dissatisfied faculty, particularly women, and industry professionals-turned-academics who struggle to overcome the learning curve in academic institutions, changes must be made. Given the implications of this study for the industry and higher education institutions, I offer four recommendations for higher education institutions.

1) Bridge the gap between industry and academia. First, a combination of tenure-track, research-focused, and teaching-focused individuals should make up the faculty of higher education institutions. Teaching-focused individuals may be composed of practitioners-turned-academics. This mixture would diversify the faculty and curriculum. Second, as Hamilton (2014) suggested, move research “unapologetically in the direction of improved practice and relevance” (p. 299). This would orient academic units, such as journalism and mass communication, more toward the professional communities they serve. Third, especially for journalism and mass communication programs, it is important to keep the curriculum fluid. Students should be taught the fundamentals of theory and writing, in addition to current practices in the profession. Finally, higher education institutions would benefit from adopting certain practices of industry, such as shared enterprise, collegiality, and team work, rather than the individual and often, competitive, world of academia.

2) Implement formal mentoring programs for new faculty and administrators. Thomsen and Gustafson (1997) compiled an excellent list of recommendations for establishing

effective mentoring structures within higher education institutions, particularly in regard to practitioners-turned-professors. These recommendations should be adopted for all new faculty and academic administrators, especially those who transition from the industry. Table 3 lists these recommendations.

3) Approach faculty and administrator preparation and development from a holistic, protean perspective. Hall (1996) defined a protean career as “driven by the person, not the organization” (p. 8) and “reinvented by the person from time to time” (p. 8). “This humanistic approach to faculty preparation and development highlights professional growth across the academic career spectrum, not just role-based training in teaching and research” (Reybold & Alamia, 2008, p. 125). A protean approach encourages holistic, meaningful career counseling at every stage in the individual’s professional life, from prospective employee to experienced academic. Counseling should involve the use of Anderson et al.’s (2012) 4S System (self, situation, support, and strategies) to assess and explore the changes in the individual’s career. Second, faculty preparation and development for industry professionals-turned-academics must include pedagogical training. This is an invaluable part of this recommendation, as challenges related to teaching have often troubled individuals who have transitioned from the industry to academia.

4) Make diversity a priority. Hire diverse academic faculty and leaders. Rush et al. (2004) recommended that top administrators be rotated periodically, at least every five years, with an optional second term if approved by faculty. Only those who are associate professors with tenure would be allowed to participate in the rotation process. I agree with this recommendation, for its objectives are diversity and inclusivity. Also, academic leaders must

implement scheduled “Difficult Dialogue” sessions twice per semester to address issues of overt and subtle discrimination in the program.

This section addressed implications higher education, industry, and mass communication. It also provided concrete recommendations for improvement. The next section will offer limitations and future research related to the current study.

Limitations and Future Research

Execution of this research study posed inherent limitations. Given the qualitative nature of this study, the findings are not generalizable to the greater population of individuals – let alone women – in transition from a mass communication industry position to an academic career at a higher education institution. However, generalizability is not the objective of this research. The intent was to tell the personal stories of 11 women who made this career transition, allowing their identities to evolve. In regard to specific limitations, the mass communication programs included in this study varied in size, Carnegie research classification, program mission and vision, institutional focus, and location, all factors which limit generalizability. Furthermore, my subjectivity, as the researcher, poses a limitation to this study. In qualitative research, the investigator is the instrument for data collection. Therefore, I have expressed my assumptions and biases outright (see Chapter 3). However, I incorporated methods, such as peer debriefing and member checking, to control my subjectivity to the greatest extent possible.

Another important limitation was time. Anderson et al. (2012) suggested, “The only way to understand people in transition is to study them at several points in time” (p. 48). That said, lack of data collection at various time intervals presents a limitation to this study. In order to develop a comprehensive profile of the women’s transitions, it is necessary to evaluate them frequently throughout the pre-transition, transition, and post-transition stages. Time constraints

surrounding completion of this study prevented me from embarking on this longitudinal research. Moreover, retrospective recall bias presents a limitation to the current study. For some of the women in this study, their transition to academia occurred more than a decade ago. It is possible that some of the participants recalled past events and experiences surrounding their transition in a positively biased manner (Walker, Skowronski, & Thompson, 2003). I addressed this concern by employing strategic interview questions to build up participants' memory and prolonged interviews for maximum, saturated, data collection.

Future research may include longitudinal studies of women in transition. Panel data would allow a richer analysis of transitional factors in the participant's life pre-transition, during the transition, and post-transition. Additionally, future research comparing and contrasting the career transitions of women in other academic disciplines, including STEM fields, social sciences, and the humanities, would be fascinating. Moreover, comparing and contrasting the experiences of women who transitioned from faculty to administrator and vice versa, as well as from academia to industry would be enlightening. Possible research on this topic also includes studies comparing the experiences of new faculty (who have been socialized in graduate school) and industry professionals-turned-academics with no graduate school or prior teaching experience. Finally, incorporating quantitative methods of research to examine areas such as the effectiveness of formal mentoring programs and student satisfaction, as well as gender and level of professional experience of professors, would bolster the quality and breadth of this line of research.

Conclusion

This study explored the lived experiences of women who transitioned from the mass communication industry to academic and administrative positions in higher education institutions

using Schlossberg's (1984) theory of transition. Semi-structured interviews with 11 women were used to explore challenges associated with the transition, factors related to participants' desire to leave industry in pursuit of academic careers, and gender-related concerns that define the transition from industry professional to academic or academic administrator. My research questions were as follows: 1) What are the lived experiences of women who transition from mass communication professional positions to full-time faculty or academic administrative positions in mass communication postsecondary institutions? 2) How does gender affect the transition from mass media industry to academia?

After identifying six emergent major themes, with accompanying sub-themes, I discussed my findings in relation to the three elements of Schlossberg's (1984) transition theory (understanding the transition, coping with the transition, and strengthening resources to take charge of the transition). In short, findings reveal the lived experiences of these women, who transitioned from mass communication industry positions to the academy, are complex fusions of personal and professional triggers, experiences, traits, and survival mechanisms.

Currently, there is no research that explores the transition of women from the mass communication industry to mass communication positions in higher education institutions as faculty or academic administrators. This distinctive angle provides rich, qualitative data for higher education leaders interested in recruiting and retaining female faculty and administrators. Moreover, this study is significant for mass communication leaders. By comparing industry and academic environments from a female standpoint, strategies for improving the transition between these often-competing worlds can be articulated.

This study represents one step in narrowing the gender gap that exists in higher education, particularly mass communication. By studying the transition of women from industry

to academia, higher education leaders will be more knowledgeable of factors related to women's entry into academic institutions. In this way, the potential to recruit more women from industry has great potential. Moreover, testimonies of women who make this transition have provided keen insight into the academic preparation and professional development efforts of female academics. In light of the changing landscape of higher education – more students, fewer faculty members, and increased reliance on non-tenure track instructors – academic leaders must broaden their efforts to adequately prepare, strengthen, and retain women in the Ivory Tower.

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APPENDIX A: RECRUITMENT EMAIL

Dear AEJMC Deans and Department Chairs:

My name is Aariel Charbonnet, and I am a doctoral candidate in Higher Education Administration at Louisiana State University. I am emailing to request assistance in finding participants for my dissertation research.

The purpose of my study is to explore the lived experiences of women who have transitioned from the mass communication industry to academia as faculty or academic administrators in journalism and mass communication programs.

Specifically, I am seeking research participants who would be willing to engage in an interview about their transition into a journalism and mass communication postsecondary program. The interview would last approximately one hour. Complete confidentiality will be provided to all participants.

Participants should meet the following criteria:

1. Female full-time faculty member (instructor, assistant professor, associate professor, or full professor) in a journalism and mass communication postsecondary program **OR** Female full-time academic administrator (department chair, director, assistant dean, associate dean, dean) in a journalism and mass communication postsecondary program.
2. No prior full-time work experience in academia before assuming current position.
3. Must have worked full-time in the mass media/communication industry (e.g. print, broadcast, digital, online journalism, corporate communications, public relations) for at least 5 years prior to working in academia.

*Women who first earned an advanced degree before working in a journalism and mass communication postsecondary program, as well as women who transitioned to full-time academic work without first earning a graduate degree, are both suitable candidates for this study.

I am asking you to forward my request to the faculty and administrators in your respective journalism and mass communication program. Any interested individual should email me at acharb3@tigers.lsu.edu. I would greatly appreciate your assistance in my dissertation research. If you have any questions about my study, please contact me at (504) 400-7086 or acharb3@tigers.lsu.edu.

Thank you very much for your time.

Sincerely,
Aariel

Aariel Charbonnet
Doctoral Candidate: Higher Education Administration

College of Human Sciences & Education

Graduate Assistant: Student Media | Manship School of Mass Communication

Louisiana State University

APPENDIX B: INTERVIEW PROTOCOL

Hi. My name is Aariel Charbonnet. I am a doctoral candidate in Higher Education Administration at Louisiana State University. Thank you very much for agreeing to participate in this study. The purpose of my study is to explore the lived experiences of women who have transitioned from the mass communication industry to academia as faculty or academic administrators in journalism and mass communication programs. I will ask you questions in today's interview about what you experienced when you transitioned from industry into academia. Your responses will be kept confidential. If at any point you would like to stop or do not wish to answer a question, just let me know. That is no problem.

[Either, I will have secured signed IRB/informed consent documents, including an audio consent release, prior to the interview via email, or I will present the documents at this time for the interviewee to sign in person.]

Do you have any questions?

[Start recording.]

Let's begin.

1. What is your pseudonym?
2. Tell me about your work experience prior to transitioning to academia.
3. Was your first year in academia different than you expected? Explain.
4. How did you learn about the responsibilities and expectations of your position?
5. What similarities have you noticed working in higher education versus industry? Differences?
6. What factors contributed to your decision to leave the mass communication industry in pursuit of an academic career?
7. What challenges and rewards have you experienced in your transition?
8. Tell me about your experience as a woman in a male-dominated industry.
9. What is your biggest stressor right now? How does it compare to stressful experiences in your previous role?
10. Describe the experiences that prepared you for each position.
11. Describe your colleagues' perception of you, as a non-academic entering higher education.
12. What personal factors contributed to your decision to pursue an academic position?
13. How did the climate for women in academia influence your decision to enter the mass communication academic discipline?

APPENDIX C: SURVEY INSTRUMENT

Please, fill in the following information:

Name:

Pseudonym:

Email:

Age:

Race/Ethnicity:

Current Institution:

Current Job Title:

Number of Years in Industry:

Number of Years in Academia:

Educational Background

Type of Degree	Name of Institution	City, State	Year of Graduation
Doctorate:			
Master's:			
Bachelor's:			
Other:			

Mass Media/Communication Industry Experience

Position	Name of Company	City, State	Dates of Employment

What is your current family status?

- ☐ Single
- ☐ Married
- ☐ Widowed
- ☐ Divorced
- ☐ Separated

Do you have children living at home?

- ☐ Yes
- ☐ No

How many children do you have living at home?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7 or more

What is your rank?

- ☐ Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☐ Instructor
- ☐ Dean
- ☐ Associate Dean
- ☐ Assistant Dean
- ☐ Director
- ☐ Other (Please, specify: _____)

Are you tenured?

- ☐ Yes
- ☐ No, but I am tenure-track.
- ☐ No, but I am not tenure-track.

What is your annual income?

- ☐ \$40,000 – 60,000
- ☐ \$60,001 – 80,000
- ☐ \$80,001 – 100,000
- ☐ \$100,001 – 120,000
- ☐ \$120,001 – 140, 000
- ☐ \$140,001 – 160,000
- ☐ \$160,001 – 180,000
- ☐ \$180,001 or more

APPENDIX D: CONSENT FORMS

Consent Form for Non-Clinical Study

1. Study Title: “Miss” Communication: Women Navigating the Crossroads of the Journalism and Mass Communication Industry and Academia
2. Performance Site: Louisiana State University and Agricultural and Mechanical College and via Skype, Adobe Connect, FaceTime, and Google+ Hangout
3. Investigators: The following investigators are available for questions about this study:
 - Aariel Charbonnet (Principal Investigator), (504) 400-7086, acharb3@tigers.lsu.edu
 - Danielle Alsandor (Co-Investigator), (512) 921-5853; daniellealsandor@lsu.edu
4. Purpose of Study: The purpose of this research is to explore the career transitions of women from the mass communication industry to academia using Schlossberg’s (1984) theory of transition. The study will offer insight into the lived experiences of women in mass communication, specifically their decision to leave a professional job in the field and enter an academic job in higher education.
5. Subject Inclusion: Women who have transitioned from a mass media industry career to an academic career in mass communication as either faculty or academic administrators at postsecondary institutions.
6. Number of subjects: 11
7. Study Procedures: Potential study participants, women who have worked in the mass media industry and transitioned to academic careers in mass communication, will be recruited via email and provided with information about the topic and the informed consent form for review. Individuals agreeing to participate in the study will sign, scan and email the consent form to acharb3@tigers.lsu.edu or turn in the consent form in person to the researcher, if a face-to-face interview is possible. The study will be conducted in two phases. In the first phase, participants will complete an online survey detailing their professional and educational background, as well as demographic information. This first phase will also consist of completion of a work-role transition timeline, an instrument that will facilitate participants’ recollection of events surrounding their career transition to academia. In the second phase, participants will schedule an interview with the researcher and complete a 60-120-minute interview that will be audio-recorded using a digital voice recorder. The audio file (from the interview) will be transcribed by the researcher or a professional transcriptionist. Any hired transcriptions will not know the

identity of study participants, only the provided/issued pseudonym. The researcher will code the transcriptions and analyze the survey and timeline data.

8. Benefits: While there is no compensation or immediate/direct effect from study participation, participants will add to literature on the experiences of women's transitions from industry to academic careers.

9. Risks: This study involves minimal risk, that is no risks to your physical or mental health beyond those encountered in the normal course of everyday life. However, as with all studies, minimal risks can present themselves and primarily include the possibility of discomfort in recalling past or current experiences/events that pertain to questions about life as an academic or working in the mass media industry. However, participants may elect not to answer any question that makes them feel uncomfortable or uneasy. An individual can still remain a study participant and simply choose to not answer certain questions. All answers will remain confidential.

10. Right to Refuse: Subjects may choose not to participate or to withdraw from the study at any time without penalty or loss of any benefit to which they might otherwise be entitled.

11. Privacy: Results of this study may be published; however, no names or identifying information will be included in the publication. Your confidentiality will be maintained to the degree permitted by the technology used, if you participate in the online survey, which will be administered by Qualtrics. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by third parties. Subject identity will remain confidential unless disclosure is required by law. In an effort to maintain confidentiality to the highest degree, the researcher will take the following precautions:

- Participants' pseudonyms only will be used in the survey (and subsequent interview).
- The survey will be accessible by a unique password for each participant.
- The survey will be accessible by invitation only.
- Access to the survey will be limited to the researcher and co-investigator.
- A separate data file containing participants' actual names and email addresses, will be stored in a password-protected electronic file.
- Qualtrics will not collect participant Internet Protocol (IP) addresses.

12. Signatures: The study has been discussed with me, and all my questions have been answered. I may direct additional questions regarding study specifics to the investigators. If I have questions about subjects' rights or other concerns, I can contact Dennis Landin, Institutional Review Board, (225) 578-8692, irb@lsu.edu, www.lsu.edu/irb. I agree to participate in the study described above and acknowledge the investigator's obligation to provide me with a signed copy of this consent form.

Signature: _____

Date: _____

Audio Addendum to Consent Form

You have already agreed to participate in a research study entitled, “ ‘Miss’ Communication: Women Navigating the Crossroads of the Journalism and Mass Communication Industry and Academia,” conducted by Aariel Charbonnet (Principal Investigator) and Danielle Alsandor (Co-Investigator/Supervising Professor). We are asking your permission to allow us to audiotape (sound), as part of that research study. You do not have to agree to be recorded in order to participate in the main part of the study.

The recording(s) will be used for analysis by the researcher. The recording(s) will include the participant’s assigned pseudonym. The recording(s) will be stored in a locked file cabinet with no link to subjects’ identity and will be retained for five years, after which time hard copies will be shredded and electronic copies will be erased.

Your signature on this form grants the investigators named above permission to record you as described above during participation in the above-referenced study. The investigators will not use the recording(s) for any other reason than that/those stated in the consent form without your written permission.

Participant (Print) _____

Participant Signature _____ Date _____

Principal Investigator Name (Print)

Principal Investigator Signature _____ Date _____

Co-Investigator Name (Print)

Co-Investigator Signature _____ Date _____

Do you have any questions? We would be happy to clarify.

Sincerely,

Aariel Charbonnet, Principal Investigator
Danielle Alsandor, Co-Investigator

APPENDIX E: IRB APPROVALS

ACTION ON EXEMPTION APPROVAL REQUEST



TO: Aariel Charbonnet
ELRC

FROM: Dennis Landin
Chair, Institutional Review Board

DATE: May 7, 2015

RE: IRB# E9339

TITLE: "Miss" Communication: Women Navigating the Crossroads of the Journalism and Mass Communication Industry and Academia

Institutional Review Board
Dr. Dennis Landin, Chair
130 David Boyd Hall
Baton Rouge, LA 70803
P: 225.578.8892
F: 225.578.5883
irb@lsu.edu | lsu.edu/irb

New Protocol/Modification/Continuation: New Protocol

Review Date: 5/5/2015

Approved X Disapproved _____

Approval Date: 5/7/2015 Approval Expiration Date: 5/6/2018

Exemption Category/Paragraph: 3

Signed Consent Waived?: Yes for phone interviews. No for in-person interviews.

Re-review frequency: (three years unless otherwise stated)

LSU Proposal Number (if applicable): _____

Protocol Matches Scope of Work in Grant proposal: (if applicable)

By: Dennis Landin, Chairman 

PRINCIPAL INVESTIGATOR: PLEASE READ THE FOLLOWING –

Continuing approval is CONDITIONAL on:

1. Adherence to the approved protocol, familiarity with, and adherence to the ethical standards of the Belmont Report, and LSU's Assurance of Compliance with DHHS regulations for the protection of human subjects*
2. Prior approval of a change in protocol, including revision of the consent documents or an increase in the number of subjects over that approved.
3. Obtaining renewed approval (or submittal of a termination report), prior to the approval expiration date, upon request by the IRB office (irrespective of when the project actually begins); notification of project termination.
4. Retention of documentation of informed consent and study records for at least 3 years after the study ends.
5. Continuing attention to the physical and psychological well-being and informed consent of the individual participants, including notification of new information that might affect consent.
6. A prompt report to the IRB of any adverse event affecting a participant potentially arising from the study.
7. Notification of the IRB of a serious compliance failure.
8. **SPECIAL NOTE:** When mass emailing, make sure to use bcc option.

*All investigators and support staff have access to copies of the Belmont Report, LSU's Assurance with DHHS, DHHS (45 CFR 46) and FDA regulations governing use of human subjects, and other relevant documents in print in this office or on our World Wide Web site at <http://www.lsu.edu/irb>

ACTION ON EXEMPTION APPROVAL REQUEST



Institutional Review Board
Dr. Dennis Landin, Chair
130 David Boyd Hall
Baton Rouge, LA 70803
P: 225.578.8692
F: 225.578.5983
irb@lsu.edu | lsu.edu/irb

TO: Ariel Charbonnet
ELRC

FROM: Dennis Landin
Chair, Institutional Review Board

DATE: November 23, 2015

RE: IRB# E9339

TITLE: "Miss" Communication: Women Navigating the Crossroads of the Journalism and Mass Communication Industry and Academia

New Protocol/Modification/Continuation: Modification

Brief Modification Description: Increase participants to 11

Review date: 11/23/2015

Approved X **Disapproved** _____

Approval Date: 11/23/2015 **Approval Expiration Date:** 5/6/2018

Re-review frequency: (three years unless otherwise stated)

LSU Proposal Number (if applicable):

Protocol Matches Scope of Work in Grant proposal: (if applicable) _____

By: Dennis Landin, Chairman 

PRINCIPAL INVESTIGATOR: PLEASE READ THE FOLLOWING –
Continuing approval is CONDITIONAL on:

1. Adherence to the approved protocol, familiarity with, and adherence to the ethical standards of the Belmont Report, and LSU's Assurance of Compliance with DHHS regulations for the protection of human subjects*
2. Prior approval of a change in protocol, including revision of the consent documents or an increase in the number of subjects over that approved.
3. Obtaining renewed approval (or submittal of a termination report), prior to the approval expiration date, upon request by the IRB office (irrespective of when the project actually begins); notification of project termination.
4. Retention of documentation of informed consent and study records for at least 3 years after the study ends.
5. Continuing attention to the physical and psychological well-being and informed consent of the individual participants including notification of new information that might affect consent.
6. A prompt report to the IRB of any adverse event affecting a participant potentially arising from the study.
7. Notification of the IRB of a serious compliance failure.
8. **SPECIAL NOTE:**

**All investigators and support staff have access to copies of the Belmont Report, LSU's Assurance with DHHS, DHHS (45 CFR 46) and FDA regulations governing use of human subjects, and other relevant documents in print in this office or on our World Wide Web site at <http://www.lsu.edu/irb>*

VITA

Aariel Charbonnet is a native of New Orleans, Louisiana. Prior to her Ph.D. journey, she earned a master's degree in mass communication from Louisiana State University and a bachelor's degree from Hampton University in print journalism. Her research interests include gender-related issues in higher education and career transitions.