

FROM OBSCURITY TO PROMINENCE: A CASE  
STUDY OF THE FIRST WOMAN PRESIDENT HIRED  
BY A BOARD OF REGENTS IN OKLAHOMA  
PRESIDENT EMERITA OF SOUTHWESTERN  
OKLAHOMA STATE UNIVERSITY

DR. JOE ANNA HIBLER

By

EVA MARIE VASQUEZ MAERTEN

Bachelors of Science  
University of Oklahoma  
Norman, Oklahoma  
1983

Masters of Education  
University of Central Oklahoma  
Edmond, Oklahoma  
1989

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Dissertation Approved:

Dr. Edward Harris

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Dissertation Adviser

---

Dr. Kathryn Castle

---

Dr. John Foubert

---

Dr. Kerri Kearney

---

Dr. A. Gordon Emslie

---

Dean of the Graduate College

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## CHAPTER I

### INTRODUCTION

The percent of women attending colleges and universities nationwide is approximately 56% of the student population (Freeman, 2004). Women are earning more than half the number of bachelor degrees, 59% of the master's degrees, and 49% of the doctoral degrees (U. S. Department of Education, 2007). The number of women who earned doctorate degrees exceeded the number of men in 2006-2007 (Snyder, Dillow, & Hoffman, 2009). The percentage of women hired as administrators, and tenure faculty members are 45% (American Council on Education, 2007).

While the percentage of women in various aspects of higher education has continued to grow, this percentage is not reflected in the percentage of women in the presidency. For example, only 23% of the presidencies of colleges and universities nationwide are held by women (American Council on Education, 2007; Corrigan, 2002; Rosynsky, 2003). Additionally only about 13.3% of the doctoral degree granting institutions are led by women presidents (American Council on Education, 2007). Women are more likely to be appointed president of private institutions and community colleges than to be appointed president of public institutions (American Council on Education, 2007; Glazer-Raymo, 1999; Ross & Green, 1998 & 2000; Corrigan, 2002).

The progression of women in academia has been the focus of many qualitative researchers (Bensimon & Tierney, 1996; Glazer-Raymo, 1999; Luke, 2001; Orman, 2002; Rosynsky, 2003; Steinke, 2006; Sturnick, 1999). Many quantitative studies have also been conducted regarding women administrators as they transcend through academia to the presidency (American Council on Education, 2007; Corrigan 2002; Hill & Ragland, 1995; Ross & Green, 1998 & 2000).

Researchers have compiled information about the leadership of women in academia (American Council on Education 2002; Bensimon, 1989; Bensimon & Neumann, 1993; Eagly, & Carli, 2007; Wenniger & Conroy, 2001). There have been other qualitative research studies centering on women (Gilligan, 1982). Some studies have focused on the leadership roles of women in academia (Bornstein, 2007; Eagly, 2007; Eagly & Johnson, 1990; Regan & Brooks, 1995).

Some research studies have been conducted about the life, and career path experiences of women in higher education (American Council on Education, 2001; Aubrey, Click, Dougherty, Fine, Kramer, Meisenbach, Olsen, & Smythe, 2008; Ballentine, 2000; Bensimon & Tierney, 1996; Blackman, 1995; Drum, 1993; Gatteau, 2000; Glazer-Raymo, 1999). Additionally, researchers have focused on women, and how their careers in academia were affected by their life experiences (Hawkins, 2008; Mendoza, 2008; Nidiffer & Bashaw, 2001; Orman, 2002; Pember, 2008; Rosynsky, 2003; Steinke, 2006; Sturnick, 1999; Valdata, 2008; Valdata, 2008a; Wilson, 2008).

Some researchers have focused on women on the tenure track in academia, and the conflicting demands of motherhood (Dodson, 2008; Marshall, 2002; Ward & Wolf-Wendel, 2004). Some research has focused on mentorship and career progression

(Brown, 2005; Nies & Wolverton, 2000; Scalon, 1997). Other qualitative research studies have focused on women in the presidency (Addy, 1995; Astin & Leland, 1999; Brown, 2000; Darden, 2006; Gatteau, 2000; Harrison, 2008; Jablonski, 1993; Jackson, 2001; Milligan, & Norris, 1993; Nealy, 2008; Steinke, 2006; Sturnick, 1999).

The American Council on Education (ACE) recently released a publication titled *The American College President 2007: 20<sup>th</sup> Anniversary*. According to the American Council on Education (2007), the National Presidents' Study is one of the only sources of demographic information about college and university presidents. The current demographic profile of the president has indicated that 77% are male, and were approximately 60 years old (American Council on Education, 2007). Many of the presidents may seek retirement in the near future.

The majority of college presidents held a doctoral degree with 43% receiving a doctoral degree in education (American Council on Education, 2007). Approximately 69% of the presidents spent about eight years as a faculty member prior to their presidency (American Council on Education, 2007) and 82% of the college presidents climbed the academic ranks from a senior administrative position to the presidency (American Council on Education, 2007; Harrison, 2008). Since the current demographic profile of the presidency had indicated that the majority of the presidencies are held by men, and their retirement is impending, there is much to learn about the minority of women who have held presidencies in higher education.

#### Limited Research Base

The current research base is limited for various reasons. The first limitation is that much of the current research is quantitative research as indicated by the demographic

characteristics of presidents (American Council on Education, 2007; Corrigan, 2002, Ross & Green, 1998, 2000). The second limitation is that there is minimal current literature about women presidents from Oklahoma. Milligan and Norris (1993) wrote about the first woman college president in *The Chronicles of Oklahoma* titled “The first lady of education: Oklahoman Kate Galt Zaneis,” however, Mrs. Zaneis was not appointed to her position by a board of regents.

The third limitation is the need for more qualitative literature focused on the experiences of a woman president (Astin & Leland, 1999; Darden, 2006, Gatteau, 2000; Rosynsky, 2002; Steinke, 2006). The fourth limitation is that there has been minimal qualitative research focused on a former retired woman university president who is not actively presiding as president over an institution of higher education. However, in her retirement she was appointed to the board of regents governing the institution where she had her presidency. The reflections of her past presidency and current involvement in higher education may contribute to research. The current research base was limited and could be expanded by a qualitative study focused on a former woman president.

#### Need for Research

President Emerita Dr. Joe Anna Hibler was the first woman appointed to the presidency of a public university in Oklahoma in 1990. With her appointment as president of Southwestern Oklahoma State University by the Board of Regents of Oklahoma Colleges (BOROC), she became the first woman to lead a public university in Oklahoma. How can a woman achieve and be a successful public university president in Oklahoma? This pervasive question is pivotal in designing the study to facilitate an understanding of how Dr. Hibler ascended to the presidency and what life experiences



facilitated her appointment to the presidency. By learning about the experiences of a former woman president, there may be significant information to be gained for future administrators on the narrow presidential career path.

Ballentine (2000) conducted a sociological life history of community college presidents, and concluded that there was notable information about women lacking in research studies. Gatteau (2000) discussed the need for a study focused on one woman president. Rosynsky (2003) conducted an oral history of four women presidents, and concluded that future studies about women presidents, and their constituents would provide important future studies. Steinke (2006) conducted a study on women who were first time presidents at institutions where they were the first woman president, and indicated that a study based on the views of women presidents may differ if they were not associated with the institution. Darden (2006) focused her studies on women presidents at prestigious institutions, and discussed that a study needed to be conducted on one woman president. Astin and Leland (1999) discussed that usage of biography on a woman president may provide further insight to the dynamics of leadership behavior.

A review of the literature indicated there is minimal research on a woman who had been a president of a public university. The case study was crucial to learning about the life experiences from the perspective of the university president. Learning about the leadership experiences of a retired woman university president provided significant information to the research base, and contributed pertinent information for future administrators on the presidential career path, and provided for an expansion of knowledge in educational research.

## Statement of the Problem

For over forty years, the intent of equal rights legislation has sought to ensure the equal representation and protection of gender in all areas of the work force. Specifically, the Equal Rights Amendment states, “Equality of rights under the law shall not be denied or abridged by the United States or by any state on the account of sex” (The ERA: A Brief Introduction, 2009). Additionally, the integration of Title IX in 1972 into higher education has been intended to prohibit discrimination in educational programs, or activities based on sex if the institution received federal funding (Dardaine-Ragguet, Russo, Harris, 1994; Glazer-Raymo, 1999).

While legislation has intended to provide equality in higher education, women are still in the minority in top leadership positions. For example, while women comprise over 43.3 % of higher education faculty (Snyder, Dillow, & Hoffman, 2008), only 23 % of public college, and university president positions are occupied by women, and of those institutions only 16 % of university presidents are women (American Council on Education, 2007). However, the percentage of women presidents who lead universities that grant doctoral degrees in the nation is even lower with a percentage of 13.3 % (American Council on Education, 2007).

There are 25 public institutions in the state of Oklahoma, and men have currently been appointed president at 22 of the institutions (Oklahoma Higher Education Directory, 2008). However, there have been five women appointed permanently to the office of the president of a college or university by a board of regents or the governor in the 119 years of higher education in Oklahoma. Astin and Leland (1999) posit that life experiences may contribute to leadership opportunities for women. For this study, Astin and Leland’s

Feminist Conceptual Framework for Leadership (1999) provided a framework to address the types of issues surrounding the life experiences of one woman university president.

#### Purpose of the Study

The purpose of the study was to understand how a woman can position herself to become a president of a public university and be successful in her presidential administration in Oklahoma. The reflections of the skills, and life experiences that contributed to President Emerita Joe Anna Hibler's appointment as president of Southwestern Oklahoma State University, and successful administration provided great insight to her past presidency in higher education. In her retirement, she has continued to be involved in the Oklahoma Higher Education System.

#### Research Questions

There was one main research question that guided this study toward interpretation, and understanding of the research problem. According to Peshkin (2000) interpretation involves the creation of a narrative or story, and how it undergoes creation. The creation of a story as told by the person who lived the experience is the basis for this study using Astin and Leland's Feminist Conceptual Framework for Leadership (1999). The main research question is:

1. How can a woman achieve and be a successful public university president in Oklahoma?

The other research questions that guided this study are:

2. What life experiences contributed to becoming president of a public university?
3. What skills contributed to becoming president of a public university?

4. How did those life experiences impact the public university presidency?
5. How did these skills impact the public university presidency?
6. How useful was Astin and Leland's Feminist Conceptual Framework for Leadership (1999)?
7. What other realities were revealed to advance women into the position of a public university president?

#### Feminist Conceptual Framework for Leadership

The conceptual framework that was utilized for this study was Astin and Leland's Feminist Conceptual Framework for Leadership (1999) from the book titled *Women of Influence, Women of Vision*. The usage of this conceptual frame provided insight to the life of the former university president in a better understanding of the experiences she encountered in her life, as she ascended through life, and academia toward the presidency. The five areas of leadership according to Astin and Leland (1999, p. 6-7) are:

1. "The Positional Role of Leadership."
2. "The Macro-Level Analysis of Leadership."
3. "The Origins of and Motives for Leadership."
4. "Leadership Succession."
5. "The Nature of Shared Leadership."

The experiences that shaped her leadership was explored, and analyzed according to the leadership framework. The Feminist Conceptual Framework for Leadership by Astin and Leland (1999) was embedded in the feminist perspective, and explored the experiences of women in leadership positions. Astin and Leland (1999) utilized the definition of feminist from Lerner (1984) who described the term feminist as:

A system of ideas and practices which assumes that men and women must share equally in the work, in the privileges, in the defining and the dreaming of the world (Astin & Leland, 1999, p. 33).

The Feminist Conceptual Framework for Leadership by Astin and Leland (1999) incorporated feminist leadership.

This framework is proposed as a model of feminist leadership in that it views leadership as nonhierarchical and represents the leader as a catalyst or facilitator who enables others to act collectively toward the accomplishment of a common goal (Astin & Leland, 1999, p. 11).

For this study, Astin and Leland's Feminist Conceptual Framework for Leadership (1999) provided a framework to address these types of issues surrounding the life experiences of one woman university president. The usage of this conceptual framework provided insight to the life of the former president in a better understanding of the experiences she encountered in her life as she ascended through academia toward the presidency. By studying the life experiences of a successful retired university woman president at a doctoral granting institution greater information can be garnered and incorporated into the literature base.

## Procedures

### *Role of the Researcher*

As a Hispanic woman teaching college biology at Rose State College in Midwest City, Oklahoma, I received an invitation to the inauguration of President James Cook in 2000. I entered the learning resources center and noticed the photographs of past presidents of Rose State College. All the pictures were of men. In reflecting about the

absence of women in the presidency at the community college, I decided to research other Oklahoma institutions to learn about women presidents by contacting the Oklahoma State Regents for Higher Education. I was informed in 2000 that there had only been two women presidents in over a hundred years of higher education in Oklahoma. Since that time three more women have been selected to the permanent position of a public university president. As a woman educator in higher education studying about women university presidents, my biases as a woman may have influenced this study, and dictated the usage of feminist research as a means of understanding the study.

### *Qualitative Research Methodology*

The methodological framework of this study was qualitative. The qualitative study was used to gain knowledge of the research subject in her natural environment while attempting to understand and bring meaning to the phenomena (Denzin and Lincoln, 1994). This study focused on the life experiences of the first woman university president appointed by a board of regents in Oklahoma, President Emerita Dr. Joe Anna Hibler, retired president of Southwestern Oklahoma State University, and how those life experiences translated into her ascend to the presidency of a public university, and to her success as a university president. A further research objective was to obtain a definite understanding on how women can develop the necessary skills, and experiences to become president of a public university in Oklahoma, and have success in the presidency.

### *Theoretical Perspective*

The paradigms used for this study focused on feminist research approach and interpretivism. Creswell (1998) discussed that feminist research approach places the researcher within the study to create shared and non-exploitative associations. Creswell

(1998) posited that a feminist researcher often views gender as the standard that influences the circumstances of their life. However, by using the lens of interpretivism, broader explanations are often sought to clarify the reality of humans and society (Crotty, 1998).

### *Design of the Study*

The design of this study was case study research. Creswell (1998, 2003) posited that the case study researcher should utilize the widest array of data collection to assemble a comprehensive portrait of the case to be studied. The usage of case study research allowed the investigator to preserve the life events pertaining to the study (Yin, 1994). According to Stakes (1995), the qualitative researcher should provide a thick description of the experiences to be communicated. Yin (1994) discussed that the usage of “how” or “why” questions dictate the usage of case study research. The main research question for the study was: How can a woman achieve and be a successful public university president in Oklahoma?

The usage of case study research was indicative of the research question. According to Yin (1994) when the use of “how” in the research question is asked about present day events that the investigator has minimal control over, then case study methodology is utilized in the study (Yin, 1994). There were many research methods that could have been used for this study; however, since multiple sources of research data were available, the most applicable research method seemed to be the usage of case study research.

### *Participant and Consent*

The interview participant, Dr. Joe Anna Hibler, was contacted in September 2008 for her consent and participation in the study. She was the president of Southwestern

Oklahoma State University from 1990 to 2001, and the only living former woman university president in Oklahoma who had a successful presidency and since retired from her position. She agreed to participate, and has given her consent to be the focus of the study.

### *Data Collection*

Creswell (1998; 2003) and Yin (1994) posited that the usage of case study methods should include assimilating the widest selection of data, and a multitude of sources to be used in the data collection of the study. This was accomplished by assessing archives from Oklahoma State University Library, Rose State College Library, Southwestern Oklahoma State University, field notes, reviewing interview transcripts from the Oklahoma Women's Hall of Fame Oral History Project, reviewing photographs, and interviews transcriptions with Dr. Hibler. I also had access to personal documents from Dr Hibler's private collection that included speeches, photographs, and private papers. Using the internet from the Oklahoma State University, Southwestern Oklahoma State University, and Rose State College, I accessed newspaper articles and internet books referencing the life of Dr. Hibler. Other pertinent information about Southwestern Oklahoma State University and the city of Weatherford was accessed from the collections at Southwestern Oklahoma State University.

I utilized a document from Astin and Leland's Feminist Conceptual Framework for Leadership (1999) from *Women of Influence, Women of Vision* titled "Women Educational Leader: Participant Profile" (p. 183-192) and retitled the form "Woman Educational Leader: Participant Profile." This study involved one woman participant instead of multiple women participants hence the usage of term woman instead of



women. I also updated and modified the document with current information. The usage of interviews, newspaper articles, participant profile document, historical documents, private papers, speeches, field notes, photographs, and journaling provided a comprehensive portrait of the life of President Emerita Hibler that was applicable to the usage of the Astin and Leland (1999) Feminist Conceptual Framework for Leadership.

President Emerita Hibler provided additional historical documentation from her presidency for the study. Dr. Hibler was interviewed in a series of four interviews lasting approximately two hours at the Regional University System of Oklahoma (RUSO) Board of Regents Office in Oklahoma City, Oklahoma and at her home in Weatherford, Oklahoma in May 2009. There were also 20 follow up interviews for clarification of research data. The interviews were recorded using an Olympus Digital Voice Recorder with a Universal Serial Bus (USB) port. The interviews were downloaded into the computer for storage, and transcription then copied onto a computer disc. The interviews were later saved onto a computer disc (CD). Copies of the transcribed interviews and CD were sent to Dr. Hibler for any clarification and approval. Additionally, I recorded field notes, and observations from each interview in a journal for further analysis.

#### *Data Analysis*

The analysis of the data was vital in understanding the skills and experiences necessary to be a woman university president in Oklahoma. The data was analyzed according to the five components of the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999, p. 6-7) that are as follows: (a) "The Positional Role of Leadership," (b) "The Macro-Level Analysis of Leadership," (c) "The Origins of and

Motives for Leadership,” (d) “Leadership Succession,” and (e) “The Nature of Shared Leadership.”

The life of President Emerita Hibler was also portrayed in a chronological sequence according to the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999). I constructed a flow chart for analysis of the data from the study. Information from each interview was chronologically incorporated into a flow chart. I reviewed the speeches, website articles, newspaper articles, scrapbook, and other historical documents for further pertinent information to insert into the flow charts, and coded for further analysis. The usage of flowcharts provided information that was structured in the analysis of the study using the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999).

The interviews that were conducted with the Oklahoma Women’s Hall of Fame Oral History Project by Nykolaiszyn (2007) were coded, and incorporated into the Astin and Leland Feminist Conceptual Framework of Leadership (1999). The other interviews that were conducted and transcribed by me during the study were coded using methods from Miles and Huberman (1994). Miles and Huberman (1994) posited that coding is a form of analysis that is used to assign meaning to information compiled from the study. The chunking of the codes into words or phrases provided categories for the information that was studied (Miles & Huberman, 1994). A further analysis of the field notes were integrated into the data section of the research.

Stake (1995) and Wolcott (1994) discussed the emergence of themes from the analysis of data. Some of the findings that emerged were conclusive with the findings from Astin and Leland (1999) and the usage of their Feminist Conceptual Framework for

Leadership. However, any other areas that became prevalent during the analysis of the data were documented in a separate category. I documented memos in a journal as a reflective means of analyzing the data as themes emerged. Some of the data was written in vignette form to portray the story of the life of Dr. Hibler. The data was then synthesized to understand the themes (Miles & Huberman, 1994) that emerged from the data that was consistent the finding of Astin and Leland (1999). The analysis of the research data were synthesized into tables, and structured within the Astin and Leland Feminist Conceptual Framework for Leadership (1999) to better understand the information obtained from the study. Other areas that emerged outside of the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) were analyzed by usage of vignettes, flow charts, figures, and themes.

#### Significance of the Study

The significance of this study provided information that has applicability to theory, continued research and higher education practice. The significance of the study will be explained further in the implications for theory, research, and practice.

#### *Implications for Theory*

There are several implications for theory as this study provided additional insight into Astin and Leland's Feminist Conceptual Framework for Leadership (1999). The basis for the leadership study by Astin and Leland (1999) was focused on the leadership of women in the 1960's, 1970's and 1980's. This study contributed to the theory base conceptualized by Astin and Leland (1999) by expanding to include leadership from 1990-2009.

### *Implications for Research*

This study provided current research on the first woman hired by a board of regents to be a public university president in Oklahoma. The usage of Astin and Leland's Feminist Conceptual Framework for Leadership (1999) provided important information for future administrators and presidential candidates. There was minimal current research from the 1990's and 2000's utilizing Astin and Leland's Feminist Conceptual Framework of Leadership (1999) as the basis for research. Further implications for research provided information to women administrators who may be on the presidential career path.

Further studies are needed for expanding the literature base and researchers indicated a need for more research on women and their experiences in higher education (Ballentine, 2000; Blackman, 1995; Brown, 2000; Darden, 2006; Gatteau, 2000; Glazer-Raymo, 1999; Green, 1988, Marshall, 2002; Nidiffer & Bashaw, 2001; Rosynsky, 2003; Steinke, 2006). Steinke (2006) focused research on women college presidents who were selected as presidents for the first time in their academic career at institutions where they were the first woman in that position. Darden (2006) conducted research on women presidents at prestigious universities, and indicated further research was needed for women who were the first woman president of that institution. She also discussed that a study singularly focused on one woman president was needed. However, there have been limited qualitative studies conducted on women university presidents who preside over doctoral degree granting institutions. By studying the current profiles of the presidency, reviewing trends in higher education and the relationship to the presidency, qualitative valuable information can be compiled, and analyzed. These findings can be used to develop candidates for future university presidents in the 21<sup>st</sup> Century.

### *Implications for Practice*

The implications for practice provided career ladder progression for aspiring women administrators. There was an attempt to define some crucial requirements of leadership for women to become appointed to the presidency of a public university.

### *Delimitations*

The study was generalized to the population of women presidents. The study focused on the experiences of one woman and her perceptions of her life. The retired president discussed her life experiences that contributed to her success in higher education in Oklahoma. The findings were generalized to the population of current women presidents who may be presidents of private, community, college, or research institutions, and this generalization was thought to be delimitation.

### *Limitations*

There were several limitations to the study. The first limitation was that the study focused on one woman. The second limitation was that the woman president was interviewed, and discussed her experiences as a former president of a university who is not currently involved in daily presidential duties but as Chair of the Regional University System of Oklahoma Board of Regents.

### *Assumptions*

There were several assumptions that were pertinent and relevant prior to the onset of conducting the study. The assumptions are as follows:

1. The references utilized in the study were valid, accurate, current, and relevant.
2. Other authors may be pursuing similar research and writing for their doctoral programs.

3. The availability of literature will satisfy the required research.
4. The principal participant will be willing, and able to participate in a one-to-one interview session.
5. The principal participant is recognized as an authority in the study.
6. Mentorship may be important to the study.

#### Definitions of terms

Astin and Leland (1999) Feminist Conceptual Framework for Leadership – this conceptual framework is a model for feminist leadership that discusses the experiences and perspectives of women in visible leadership roles in higher education.

Catalyst – is someone who helps or facilitates a specific process to occur and whereby the process is the implementation of a program, building, or organization. The individual acts to help implement a certain event to occur.

Context of city or town – defined by location and description of the city or town where leadership occurred such as populace size, community aspect, and their influences.

Context of leadership - is defined by the place of leadership such as the organization or institution (Astin & Leland, 1999). The location of the organization or institution is the place where leadership has occurred.

Context of state – is defined by the name of the state, location of the state, and the populace influences for the state.

Context of time – is defined by the era of time.

Education – any formal or informal educational program(s) such as but not limited to leadership programs or established educational programs.

Experiences – “active participation in events or activities, leading to the accumulation of knowledge or skill” (Morris, 1981, p. 462).

Facilitator – someone who oversees a specific program. The program coordinator is often in a leadership position and provides direction for others.

Feminist – “a system of ideas and practices which assumes that men and women must share equally in the work, in the privileges, in the defining and the dreaming of the world” (Lerner, 1984, p. 33). This perspective delves into the premise that men and women share in equal terms within the context of the world.

Feminist Conceptual Framework for Leadership – this conceptual framework is a model for feminist leadership that discusses the experiences and perspectives of women in visible leadership roles in higher education (Astin & Leland, 1999).

Feminist leadership – nonhierarchical and represents the leader as a catalyst or facilitator who enables others to act collectively toward the accomplishment of a common goal (Astin & Leland, 1999, p. 11).

Financial Mentoring – a scholarship provided to a student to provide for tuition costs for their advancement of an academic degree.

Generational Leader – is an individual that demonstrates leadership over multiple decades.

Generational Spanner – a woman leader whose leadership spanned the decades of women leadership that was indicative of the predecessor, instigator, and inheritor.

However, the context of time differed from previous definitions of research from Astin and Leland (1999).

Inheritors – women in current roles of leadership who have “inherited” the concerns, programs, and/or organizations that resulted from the women’s movement (Astin & Leland, 1999).

Instigators – women whose leadership efforts in the 1960’s and 1970 have resulted in momentous changes in society for the behalf of women (Astin & Leland, 1999).

Institutional Mentoring – the financial support received by an individual from an institution of higher education such as a salary.

Interdependence – is based on the premise that individuals are not secluded entities but often have experiences with other individuals throughout their lives (Astin & Leland, 1999).

Leader – someone who works to empowers others toward a collective goal or vision (Astin & Leland, 1999). An individual is a leader that often works toward facilitating others in the accomplishment of a shared goal.

Leadership - women who were leaders that work toward changing institutions and seek to improve the lives of other women (Astin & Leland, 1999). Women leaders often provide leadership that works toward change within an institution or may work to provide better working conditions for other women.

Leadership of Compromise – a form of leadership that is indicative of the process indicating that others were able to participate in the decision making process, and there was a compromise in the decision that was formulated.



Leadership Succession – the process that leaders are identified, emerge, nurtured, develop, and the effect of role models, and mentors in leadership development (Astin & Leland, 1999).

Macro-Level Analysis of Leadership - women leaders who have made significant contributions to specific institutions while improving the situations of other women in society (Astin & Leland, 1999). The women who are in leadership positions at various institutions of higher education that work to help the situations of other women.

Micro-Level Analysis of Leadership – a leadership study based on the experiences of one woman leader using the Feminist Conceptual Framework of Leadership from Astin and Leland (1999).

Nature of Shared Leadership - this aspect relates to the networks, and support systems that women have and use as leaders (Astin & Leland, 1999). The support systems may be coworkers, superiors, family members, or friends.

Origin of and Motives for Leadership – this component identifies the experiences that women leaders have from their childhood, through their life, and their interest in societal changes (Astin & Leland, 1999). Certain life experiences that women leaders have that may have helped them develop an interest in changing society.

Outcome of leadership – results when leadership provides for the desired changes within an organization. The involvement of a leader directs preferred changes inside an institution.

Past Positional Leader – a woman who was in a position of leadership at one time in her academic career.

Predecessor – Women who were in visible positions of leadership before the advent of the women's movement in the 1940's – 1950's (Astin & Leland, 1999).

Present Positional Leader – a women who is currently in a position of leadership at an institution or organization.

Positional role - is focused on women in visible leadership positions within the organization such as the presidency of higher education institutions (Astin & Leland, 1999). Women presidents have a main leadership position at the higher education where they preside.

Power – an energy force that is not used to manage the actions of other people (Astin & Leland, 1999). The actions of others are influenced by an energy force that must be utilized to help but not control people.

Prerequisite skills – any prior knowledge that must be learned to help facilitate an activity in a given event. The preceding knowledge must be learned to be able to perform a certain activity.

Processes of leadership – leadership may be disseminated by the usage of communication, empowerment, or a shared act for a common goal (Astin & Leland, 1999). People share communication with others to enable them to accomplish a specific task.

Pyramid Principle of Success – a schematic pyramid indicating the contributing factors for ascend to the presidency of a university as indicated from the study.

Shared leadership – may occur when leaders become empowered to provide pivotal change in the organization by improving the lives of individuals (Astin & Leland,

1999). The leaders contribute to the changes in the organization by helping to improve the conditions of others.

Skills – “proficiency, ability, dexterity, expertise, an art, trade, or technique” (Morris, 1981, p. 1212).

Social Construction of Reality – incorporating the experiences and perspectives of women into the leadership model. The assimilation of the perspectives and experiences of women in leadership positions is positioned in constructing a reality within the leadership model.

Success – “the achievement of something desired, planned, or attempted or the gaining of fame or prosperity” (Morris, 1981, p. 1285).

Successful – “Having a favorable outcome, having obtained something desired or intended” (Morris, 1981, p. 1285).

Wheel of Challenges – is defined by the various constituents that the president had interactions with during their administration.

### Summary

This study was designed, developed, and documented to better understand the experiences of the first woman president hired by a board of regents in higher education in Oklahoma. The acquired life experiences, and challenges of the former woman president provided an insight to her presidency. The usage of case study methodology was constructed to obtain, document her life experiences, and skills as president of a public university.

There are 25 public institutions in the state of Oklahoma and men have been appointed as the president to 22 of the public institutions (*Oklahoma Higher Education*

*Directory*, 2008). However, there have been five women hired permanently to the office of the president of a public college or university. The usage of Astin and Leland's Feminist Conceptual Framework for Leadership (1999) was utilized for the study.

The purpose of the study was to understand how a woman can position herself to become a president of a public university and be successful in her presidential administration in Oklahoma. The main overarching research question that guided this study was: How can a woman achieve and be a successful public university president in Oklahoma?

### Organization of the Study

The study was written in five chapters. Chapter I contained the introductory information concerning the research problem. Chapter II included the literature review from professional journals, articles and books. Chapter III described the methodology of the study. Chapter IV incorporated the presentation of data obtained from the interviews, document analysis, artifact collection, observations, and field notes. Chapter V is the analysis and interpretation of the research study. Chapter VI detailed the summary, conclusions, benefits, recommendations, and comments of the study.

## CHAPTER II

### REVIEW OF LITERATURE

The literature review chapter is a compendium of literature focusing on the experiences of women in academia and their ascent to the presidency of a public college or university. The literature review revealed there was a minimal amount of qualitative data on the experiences of women presidents of public universities. Synthesizing information from the literature, the problem statement emerged for the study as well as the purpose, research questions and significance of the study. The research indicated a need for research focused on the skills, and experiences as well as the application of the Civil Rights, Equal Rights and the Women's Movement for a woman who was selected for the first time to be president of a public university in Oklahoma where she had been the first woman in that position.

The history of women as they matriculated into academia and their experiences through their assimilation, and acceptance into higher education was a significant portion of the literature. Some of the research studies are based on quantitative information (American Council on Education, 2007; Corrigan, 2002; Ross, & Green, 1998, 2000). There has been research conducted and literature written about using the words of women presidents (Addy, 1995; Astin & Leland, 1999; Cole, 2007; Harrison, 2008; Mendoza, 2008) to represent a view of their experiences (Ballentine, 2000; Brown, 2000; Cole,

2007; Darden, 2006; Gatteau, 2000; Harrison, 2008; Mendoza, 2008; Nealy, 2008; Pember, 2008; Rosynsky, 2003; Steinke, 2006). Qualitative research studies have indicated that further research was needed on women presidents (Astin & Leland, 1999; Darden, 2006; Rosynsky, 2003; Steinke, 2006).

Darden (2006) discussed that there needed to be further research conducted on the first woman president of an institution, and how that would assist other women in preparing for the position of presidency. Rosynsky (2003) indicated that future studies about women presidents, and their constituents will provide important future studies. Steinke (2006) discussed that further research could be conducted on a former president who had been the first woman president of an institution where she had been the first woman president in that position.

There has been research conducted throughout the United States on women presidents (Astin & Leland, 1999; Brown, 2000; Darden, 2006; Rosynsky, 2003; Steinke, 2006); however, research on the experiences and perspectives of women presidents in Oklahoma has been minimal. Milligan and Norris (1993) wrote about the first woman college president in Oklahoma, in an article titled “The first lady of education: Oklahoman Kate Galt Zaneis in the *Chronicles of Oklahoma*. The main overarching research question that resulted from the literature was: How can a woman achieve and be a successful public university president in Oklahoma? The literature review was organized in the following order: (a) Civil Rights, Equal Rights, and Women’s Movement (b) Women in Higher Education, (c) Astin and Leland’s Feminist Conceptual Framework for Leadership (1999).

## Civil, Equal Rights, and the Women's Movement

### *Civil and Equal Rights*

The second half of the 20<sup>th</sup> Century resulted in the Civil Rights Movement starting with the 1960's. The Civil Rights Movement gained much momentum after Martin Luther King, Jr. delivered his famous speech titled "I have a dream" on August 28, 1963 during a Civil Rights March at the Lincoln Memorial in Washington, D. C. (King, 1963). An excerpt from his speech is stated as follows:

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal." (King, 1963).

The equality for Black Americans was the main emphasis from the Civil Right's Movement. However, the Civil Rights Movement pivoted women's groups to resurge their efforts on their equal rights. The Equal Right Amendment (ERA) had been originally written in 1923 and had been introduced into legislation for Congress since 1923 (The ERA, 2009). However the ERA was rewritten by Alice Paul in 1943. The Equal Rights Amendment is stated as follows: "Equality or rights under the law shall not be denied or abridged by the United States or by any state on account of sex" (The ERA, 2009). The intent of the ERA was for the provision of equal rights for all sexes. Alice Paul stated that "We shall not be safe until the principle of equal rights is written into the framework of our government" (Francis, 2009). However, the bill was never amended into the constitution since it was only ratified by 35 states instead of the required 38 states to become an amendment to the constitution.

### *Civil Rights Legislation*

The later part of the 20<sup>th</sup> century provided great strides in providing equal opportunities for everyone as the Civil Rights Act legislation was enacted and enforced. There were significant changes that resulted from the effects of the Civil Rights of the 1960's to higher education (Astin, Astin, Bayer, & Bisconti, 1997). Various legislative passages and acts from Congress affected higher education. In the early 1960's former President Kennedy appointed a committee on Equal Employment Opportunity and provided for the creation of the Presidential Commission to oversee the status of women (Glazer-Raymo, 1999). President Kennedy issued Executive Order No. 10925 for federal contractors to implement affirmative action during the application process, and employee treatment regardless to race, creed, origin or color (Glazer-Raymo, 1999, Skrentny, 1996).

The Civil Rights Movement gained momentum from the establishment of affirmative actions in 1964 by President Johnson's Great Society Programs (Willams, 2000). The movement behind affirmative action sought to create and provide advancement in education and employment opportunities for African Americans (Willams, 2000). However, one of the results of the affirmative action affected women. The additional amendment to the Fair Labor Standards Act of 1938 occurred in 1963 and became known as the Equal Pay Act (EPA) (Dardaine-Ragguet, Russo, Harris, 1994, p. 400).

Designed to prohibit discrimination in pay based on sex, the EPA mandates that equal wages must be paid to women and for 'equal work on jobs the performance of which requires equal skill, effort, and



responsibility and which are performed under similar working conditions.

(Dardaine-Ragguet, Russo, Harris, 1994, p. 400).

President Johnson gained approval for the 1964 Civil Rights Act and the result was three legislative acts that became central to the equal rights of women and minorities (Glazer-Raymo, 1999). Title VI provided for equal employment opportunities and barred against any racial or ethnic discrimination for any programs receiving any federal assistance (Glazer-Raymo, 1999). The Civil Rights Act stated that Title VII prohibited employment discrimination based on race, religion, or sex (Glazer-Raymo, 1999; Hill & Ragland, 1995; U. S. Equal Employment Opportunity Commission, 2006).

Opportunities for women increased after the implementation of the Title VII of the Civil Rights Act (Glazer-Raymo, 1999). The Civil Rights Act was preceded in 1965 by Executive Order 11246 that aimed at decreasing discrimination based on sex in programs affiliated with the federal government (Dardaine-Ragguet, Russo, Harris, 1994). President Johnson abolished President Kennedy's Committee on Equal Employment Opportunity and established the Equal Employment Opportunities Commission (EEOC) (Hill & Ragland, 1995) to enforce Title VII (Glazer-Raymo, 1999). However, Title VII of the Civil Rights Act did not include eliminating discrimination in educational institutions and became amended in 1972 to address higher education (Dardaine-Ragguet, et al., 1994). The Civil Rights Act legislation was enforced by the courts.

A development that emerged from the Civil Rights Act was the adoption of Title IX (Dardaine-Ragguet, et al., 1994; Williams, 2000). The integration of Title IX in 1972 into higher education prohibited discrimination in educational programs or activities

based on sex if the institution received federal funding (Dardaine-Ragguet, Russo, & Harris, 1994; Glazer-Raymo, 1999; Wenniger & Conroy, 2001). With the incorporation of Title IX into collegiate campuses, there was a connection between an institution receiving federal assistance for any educational program, and the prohibition of discrimination based on sex for any educational program or activity receiving federal assistance (Glazer & Raymo, 1999; Hill & Ragland, 1995).

The federal government established a regulatory commission called the Equal Employment Opportunity Commission (EEOC) in 1980 to provide for regulation of Title IX (Hill & Ragland, 1995). The EEOC was challenged by the University of Pennsylvania in 1990 in a court case heard by the Supreme Court. The Supreme Court ruled in the case that the EEOC had the right to protect women's rights in higher education athletics against the University of Pennsylvania (Dardaine-Ragguet, et al., 1994). The EEOC protected employment opportunities for everyone (Hill & Ragland, 1995). Title IX was seen as the venue for women to become equals in the field of athletics in higher education (Wenniger & Conroy, 2001).

The equality for women had positive effects and also negative effects for women. The integration of women into established programs for athletics provided equal opportunities for women along with men's athletics. However, there was a downside to Title IX, there were many institutions that had separate programs for women, and had women administrators heading the organization. With the implementation of Title IX many of the separate programs for women were incorporated under one athletic program and many women administrators were not longer heading the organizations but often placed in a secondary position or they lost their jobs (Carpenter & Acosta, 2001).

There was enormous growth to higher education in the 1960's and 1970's and the majority of the students attended public institutions (Trow, 1997). By 1986, there were 12.4 million students, and approximately 77% of the students were enrolled in public college and universities (Trow, 1997). With the advent of the technological revolution the college campus became ubiquitous providing access to students across the world (Knoke, 1996). The increased diversity of working older students, women and minorities resulted in increased enrollment thereby changing the face of higher education (Trow, 1997). However, for some women the quality of their educational experiences was often overshadowed by the pervasiveness of some academic environments dominated by men (Tidball, Smith, Tidball, Wolf-Wendel, 1999).

### *Glass Ceiling and Labyrinth*

The metaphor of the "Glass Ceiling" was termed by *The Wall Street Journal* in 1986 (Early & Carli, 2007). The term "glass ceiling" was referred to the apparent culture of the organization and the barriers that have maintained the rigid segregation of the sexes within the organization (Luke, 2001). The Secretary of Labor Elizabeth Dole initiated in 1989 an inquiry into some major corporations that had government contracts as to their employment of women in the senior executive position (Glazer-Raymo, 1999). Many major corporations that received federal funding lacked women in senior executive positions. The absence of senior executive women prompted the introduction of The Glass Ceiling Act into Congress by Senator Robert Dole in 1991 and enacted as Title II of the Civil Right Restoration Act (Glazer-Raymo, 1999). This legislation occurred during the administration of President George H. Bush.

These subtle inequalities in the atmosphere of higher education have created a “glass ceiling” for women in their careers as administrators (Birnbaum & Umbach, 2001; David & Woodward, 1998; Luke, 2001; Sandler & Hall, 1986; Shavlik, Touchton, & Pearson, 1988; Townsend, 1995; Walton, 1998) and a “chilly climate” as women attempted to proceed in their higher education careers as administrators (Birnbaum & Umbach, 2001; David & Woodward, 1998; Chilwiniak, 1997; Sandler & Hall, 1986; Shavlik, et al., 1988; Walton, 1998). McCulloch (1998) proposed that the glass ceiling might be cracked by incorporating specific strategies that centered on the incorporation of affirmative action in the development of innovative jobs.

The *Wall Street Journal* published an article in 2004 titled “Through the Glass Ceiling” as women were rising to leadership positions in business that the glass ceiling had been penetrated (Eagly & Carli, 2007). Eagly and Carli (2007) surmised that the glass ceiling had been broken and the metaphor had changed. According to Eagly and Carli (2007) the new metaphor was termed the Labyrinth. The term Labyrinth is defined “an intricate structure of interconnecting passages” (Morris, 1981, p. 731). According to Eagly and Carli (2007) women in higher education will not encounter a glass ceiling but instead a labyrinth. According to Eagly and Carli (2007) the passage of the labyrinth is described as follows:

As a contemporary symbol, the labyrinth conveys the idea of a complex journey that entails challenges and offers a goal worth striving for. Passage through a labyrinth is not simple or direct, but requires persistence, awareness of one’s progress, and a careful analysis of the puzzles that lie ahead. It is this meaning that we intend to convey. For women who aspire to attain leadership, routes to

this goal exist but can present both unexpected and expected twists and turns. Because all labyrinths have a viable route to their center, it is understood that goals are attainable. But passing through a labyrinth is more demanding than traveling a straight path. Thus, the labyrinth provides an encouraging metaphor for aspiring women and recognition of the challenges that these women face. (Eagly and Carli, 2007, p. ix-x).

The labyrinth is referred to as the multitude of barriers that had surmounted for women as they ascended to leadership positions (Eagly & Carli, 2007). There are certain barriers that women encountered in higher education on their ascent into administration (Abramson, 1975; Acker, 1996; Blackman, 1995; Eagly & Carli, 2007; Evans & Chun, 2007; Grimes, 2003; Harvey, 1999; Hill, & Ragland, 1995; McCulloch, 1998; Nidiffer, & Bashaw, 2001; Palmieri, 1997; Perna, 2005; Sturnick, 1999).

#### *The Effects of the Women's Movement from Astin and Leland*

Astin and Leland (1999) conducted a study on three generations of women administrators and leaders from the 1960-1980's. They studied the involvement and effects of the women's movement on women administrators. According to Astin and Leland (1999) there are five accomplishments from the women's movement that emerged from their study titled *Women of Influence, Women of Vision*. The outcomes of the women's movement from Astin & Leland (1999) are as follows:

1. The availability of various educational and career opportunities.
2. The visibility of women in public leadership roles.
3. The sensitivity toward women and the elimination of palpable discrimination.
4. Personal validation of experiences and feelings.

5. Expansion of roles and opportunities for men and women.

The women's movement was heralded by various legislative acts from the Civil Rights Movement. However, Astin and Leland (1999) posited that there is still the existence of issues that are pertinent to women such as:

1. The continuation of subtle discrimination.
2. The conflict and /or confusion for the philosophy and identity of feminists.
3. The problems of balancing work, family, and personal agendas.
4. The isolation or lack of acceptance within "traditional male hierarchy of institutions and policy groups" (Astin and Leland, 1999; p. 148).
5. The economic issues pertaining to the inequities of pay, needs of child care, and poverty related to women.

The Women's Movement along with the Civil Right Movement and Equal Rights were the resultant effort of many individuals who worked to provide legislation to improve the lives of many Americans.

### A Historical View of Higher Education for Women

#### *Women in Higher Education*

The history of women advancing to higher education and their gained experiences within higher education is important as a portrayal of historical information about the role of women in higher education. The emergence of women as college students, college professors, administrators, and presidents revealed a new medium for women in the world of academia. Higher education was limited to women for many years. Early Puritan culture suggested women were thought to be distrustful and were barred from formal education (Palmieri, 1997).

Education was seen as an essential venue for expanding the sphere of women by improving the life of the family life (Gordon, 1997). Mothers were the primary caregivers in this period of time. The influence of an educated mother would provide for the children to become better citizens (Gordon, 1997).

The Victorian culture of the 1800's included a world of separation between men and women (Gordon, 1997). The world of politics and economics revolved around men and the world of organizing a household and carrying for children belonged to women (Gordon, 1997). Women who desired a collegiate education had difficulties obtaining one because of exclusion from universities in the 1800's. However, in the antebellum North, there was a movement for women to obtain further education. Oberlin opened its academic doors in 1833 to educate anyone in the populace regardless of their sex or race (Church & Sedlak, 1997). Several famous seminaries that opened were Emma Willard's Troy Seminary in 1821 and Mary Lyon's Mount Holyoke Female Seminary in 1837 (Church & Sedlak, 1997). Women were able to study coursework at Troy Seminary and Mount Holyoke that compared to the education received by men in other institutions.

Proponents of women being educated argued that women should be educated so that future generations under their care would become educated. The idea of women sitting at home sewing was declining. Women cultivated their intellect as teachers (Palmieri, 1997) and attended seminary schools, academies, and normal institutions in preparation for their own classrooms (Gordon, 1997). The populace in America increased as the industrial revolution occurred. There was a change in attitudes as men delayed marriage and moved to the cities in search of work. More higher education institutions were established to provide greater access for women. At Oberlin College in 1837 four

women entered a Bachelors of Arts Program and became the front runners in higher education for women.

Families during the 1840's planned a strategy to promote education for their daughters (Palmieri, 1997). Vassar was established in 1865 and was designated as the first woman's college in the United States (Church & Sedlak, 1997). Smith and Wellesley were established in 1875. Radcliffe College was founded by women in 1879 to provide access to a Harvard education for women (Wenniger & Conroy, 2001). However, in most schools women learned about housekeeping, motherhood, or primary school teaching (Church & Sedlak, 1997). Women were provided opportunities to become teachers and thus higher education grew in this era to help develop the female teaching profession (Church & Sedlak, 1997). The establishment of higher education in the 19<sup>th</sup> Century provided improvement in educational programs for women from the previous century of education for women in America (Church & Sedlak, 1997).

The Civil War was imminent in the United States and women were becoming educated in roles that helped men (Palmieri, 1997). Women entered fields such as nursing and teaching to provide help for men (Palmieri, 1997). The Vassar curriculum included science in the coursework and helped develop women into scientists instead of assistants in the science laboratory (Palmieri, 1997). One of the alumna in the Wellesley class of 1879 reminisced that women were considered pioneers in academics and crusaders for future generations of women (Palmieri, 1997).

The Morrill Act of 1862 provided funding from the federal government to create public higher education institutions (Nidiffer, 2001). Public higher education provided women with a means to access higher education. The coeducation of men and women



occurred in public normal schools and public state universities (Nidiffer, 2001). Women began entering the professions of medicine, law, social work, and academia. Past generations of women had been successful in higher education and paved the way for future generations of women.

Many women chose an intellectual and professional career while marriage with motherhood was another type of life (Nidiffer, 2001). During this time period, many women had chosen not to marry or have children but instead focused on their careers. During the end of this era more women were electing to remain single. Other women found it difficult to find a husband of equal standards as themselves (Palmieri, 1997). Education had provided women with a choice as to how to live their lives. As women became more educated the number of childbirths decreased.

Women were excelling in college and achieving higher grades than men. More Phi Beta Kappa keys were given to women than men (Palmieri, 1997). More women were passing their doctoral examinations (Palmieri, 1997). A seminary education allowed women to enter the profession of teaching and earn income for their families while being able to sustain themselves financially until marriage (Church & Sedlak, 1997). The areas of teaching and home economics absorbed the majority of women in higher education during the nineteenth century (Nidiffer, 2001). Women were encouraged to enter the teaching profession in the public sphere and provided a cheap labor force (Church & Sedlak, 1997). Women entered higher education in astounding numbers and accounted for 21% of the undergraduate population in America during the late 1800's (Schwartz, 1997).

The percentage of women as a proportion of total enrollment in attending higher education institutions had increased to 35 % by the turn of the century (Schwartz, 1997). By the 1920's women comprised about 47 % of the undergraduate student population (Schwartz, 1997). More women were attending colleges and universities than ever before in the history of women in higher education. Higher education provided women with a means to obtain positions resulting in monetary and political power thereby enhancing their quality of life (Astin, 1982). The once exclusive college education for men had evolved to include women. In 1994 women comprised 55.7 % of undergraduate population and 57.3 % of the graduate school population (Glazer-Raymo, 1999). Women were graduating in record numbers from colleges and universities (Glazer-Raymo, 1999).

There are approximately 3,700 higher education institutions in America, and about 60 % of high school graduates attend colleges and universities (Keohane, 2006). Currently women on college campuses comprised 56 % of the student population (National Center for Education Statistics, 2004). Women are currently earning more than half the number of bachelor degrees, 59 % of the master's degrees, and 49 % of the doctoral degrees (U. S. Department of Education, 2007).

#### *Women as faculty members and administrators*

More women have progressed through higher education from the role of student to faculty member and then administrator in higher education (Glazer-Raymo, 1999). Previous research from 2002 indicated that only 40 % of women were in administrative positions and tenured faculty (Corrigan, 2002; Rosynsky, 2003). Recent studies by the American Council on Education (2007) indicated that women comprise approximately

45 % of the faculty on college and university campuses and the staff of senior administrators. There has been a 5 % increase from 2002 to 2007.

### *Tenure and Academic Mothers*

There have been many studies about women and tenure (Bensimon & Tierney, 1996; Blackman, 1995; Perna, 2005). Women had been underrepresented in the colleges and universities in the tenure track (Glazer-Raymo, 1999; Perna, 2005). In 2005-2006 approximately 55% of the male faculty members were tenured while 41% of women faculty members were tenured (Synder, Dillow, & Hoffman, 2009). Women professors are in the minority of higher education (Bornstein, 2007; Cook & Cordova, 2006). The hierarchical structure and gender neutral environment of higher education seemed to be unsupportive for women faculty members (Acker, 1996; Bensimon & Tierney, 1996, Perna, 2005; Tedrow, 2001) and may be structured for discrimination (Abramson, 1975; Eagly, & Carli, 2007; Johnsrud & Des Jarlais, 1994). Research indicated that women were likely to hold non-tenured positions than men (Bensimon, & Tierney, 1996; Glazer-Raymo, 1999; Perna, 2005).

Women on the tenure track in higher education may have to negotiate the demands of research, publication, academic teaching, and deciding if marriage and/or motherhood are feasible (Gilbert, 2008; Marshall, 2002; Perna, 2005; Ward & Wolf-Wendel, 2004). The demands of pregnancy and children have provided women with conflicting obligations between academic careers and family duties (Aubrey, Click, Dougherty, Fine, Kramer, Meisenbach, Olson, Smythe, 2008; Marshall, 2002; Perna, 2005; Ward & Wolf-Wendel, 2004; Wolf-Wendel, Ward, & Twombly, 2007). Many women have conflicting roles as mothers, and as administrators in higher education

(Marshall, 2002). Often women on the tenure track at research universities choose not to have children, or have fewer children (Ward & Wolf-Wendel, 2004).

### *Women as deans*

There were increasing numbers of women attending normal schools, colleges, and universities than ever before in the history of higher education in the 1800's and early 1900's. With the increasing presence of women on college campuses, university presidents appointed women to administrative positions as the dean of women to oversee the education of the women students (Schwartz, 1997). From the late 1860's through the World War II Era, the dean of women sought to bring credibility to the emerging profession for other women (Schwartz, 1997). Most women who graduated from a coeducational institution during the turn of the century most likely encountered a dean of women on their collegiate campus (Nidiffer, 2001). With the appointment of more women to the deanship there was a parallel in the increased enrollment of women in higher education across the United States (Orman, 2002). The deans of women sought to professionalize their profession by being the foundation for academics, research, and publication by maintaining their faculty positions, and teaching schedules along with their administrative responsibilities (Schwartz, 1997). The deans of women sought to create a new profession for themselves as the "first senior women administrators on coeducational university campuses" (Nidiffer, 2001, p. 136). The qualified and educated deans improved the conditions for women students on campuses throughout the Midwest in many state universities (Nidiffer, 2001).

### *Women as Chief Academic Officers and Presidents*

The Chief Academic Officers (CAO's) are the academic leaders of the institution often encumbering the position of provost, vice president of academics, or deans (Bensimon, 1999). The position of provost is sometimes referred to as the "internal president" as the duties of the president continually include off campus obligations and the provost is present on campus (Nidiffer, 2001; Walton & McDade, 2001). Currently women have been selected as president of a college and university in 23 % of the institutions of higher education in the United States of America (American Council on Education, 2007). The majority of women presidents are concentrated at community colleges and are the least likely to preside over research universities (American Council on Education, 2007; Women Redefining Leadership, 2008).

Women presidents tend to develop collaborative leadership in their organizations (Astin & Leland, 1999; Bornstein, 2007). Many women presidents develop their power bases by influencing the establishment of networks of people that work as change agents instead of using hierarchical power bases (Astin & Leland, 1999). Women have exhibited leadership that tends to be more interactive, and relational (Bornstein, 2007). Women presidents also establish relationships based on trust among their constituents (Bornstein, 2007). However, the percentage of women university presidents is approximately 13.3% of the doctoral degree granting institutions (American Council on Education, 2007). The results of the data from *The American College President 2007: 20<sup>th</sup> Edition* suggested that there needed to be a further development of leadership programs, mentoring opportunities, and networking by institutions in higher education to attract more women leaders (American Council on Education, 2007).

### *Networks*

The establishment of networks is imperative for individuals to develop personally and professionally (Hill & Ragland, 1995). Granovetter (1973, 1986) advocated the usage of Network Analysis as a basis for networking and mentoring. According to Granovetter's Network Analysis (1973) there are strong ties that are strengthened by intimate relationships with close friends or family members (Granovetter 1973, 1986; Hodkinson, 2002; Haynes, 2000). The weak ties may include relationships in the workplace with people who have access to information about job opportunities (Granovetter, 1973). However, Eagly and Carli (2007) discussed that individuals bond through networking and posited the term Social Capital as applicable to networking. Eagly and Carli (2007) discussed that informal ties are important to organizations for the occurrence of proficient work and also increase managerial advancement opportunities. Women need to find role models for networking and sharing advice for career advancement (Eagly & Carli, 2007).

### *Mentoring*

There are many studies centered on the concept of mentoring (Alexander, 1990; Braun, 1990; Farr, 1990; Kanter, 1977; Thompson, 1990). According to Thompson, (1990) the mentor is usually an older individual that has accomplished a higher status in an organization and developed a multitude of work experience. The protégé is the individual that may be new to the work environment and lack status within the organization. The relationship between the mentor and the protégé is one that supports the career development of the protégé (Alexander, 1990; Farr, 1990; Thompson, 1990).

The mentor may perform duties such as teaching, guiding, and sponsoring the protégé within a career field (Kanter, 1977; Thompson, 1990).

Research has indicated that mentors may influence the development of careers (Brown, 2005; Nies & Wolverton, 2000; Scanlon, 1997). Brown (2005) posited that mentoring can be utilized as a resource for recruiting and preparing women to become college presidents. Mentors can have a direct effect on the career path and advancement of women through higher education (Brown, Ummersen, & Sturnick, 2001; Brown, 2005; Moore, 1982).

### *The Presidency*

Birnbaum and Umbach (2001) conducted a study on the course college and university presidents embarked on to become president. The traditional category has two pathways to the presidency called Scholar and the Steward (Birnbaum & Umbach, 2001). The Scholar president had taught previously as a full-time professor then transitioned into two administrative positions before becoming president. This transition is called the royal road to the presidency (Birnbaum & Umbach, 2001; Steinke, 2006). The normal progression from faculty member to administrative positions with escalating responsibilities often precedes an appointment to the presidency (Cohen & March, 1974; McLaughlin, 1996). Harrison (2008) indicated that about 82% of the presidential appointees had emerged from academia. Birnbaum & Umbach (2001) posited that the Steward president had never taught in higher education, however had been in two consecutive administration positions prior to being appointed to the presidency.

The nontraditional category of the presidential pathway included presidents who had alternated their careers within and outside of academia and are termed the Spanner

and the Stranger (Birnbaum & Umbach, 2001). The presidents who had emerged from the Stranger pathway were previously employed from career fields such as business, politics, or the military (Birnbaum & Umbach, 2001). Birnbaum and Umbach (2001) posited that if a presidential aspirant would like to pursue the path to the presidency he or she will need to earn a PhD in the arts and sciences to lead any institution while a Doctorate in Education (Ed. D.) or non-terminal degree may often limit the type of institution. Research has indicated that more women have earned an Ed. D. in education (Birnbaum & Umbach, 2001). The proportion of women who followed the traditional presidential path of Scholar and Steward was much higher than the women who had followed the nontraditional presidential path of Spanner and Stranger (Birnbaum & Umbach, 2001). The Scholars and Stewards may have a higher advantage to be selected and assimilating into higher education culture because their career paths had been in academia.

#### Profile of an American College President

The recently released publication on *The American College President 2007: 20<sup>th</sup> Anniversary* by the American Council on Education (2007) depicted a profile of the current American College President. The demographic profile of a current American college president (American Council on Education, 2007) indicated that 86% of the presidents are white and 77% are male. The average age of a president rose from 52 years old in 1986 to 60 years old in 2007 (American Council on Education, 2007; Lum, 2008). The researcher suggested from the data that there will be a significant proportion of institutions that will lose their current president to retirement in the upcoming years (American Council on Education, 2007).



The majority of college presidents had earned a doctoral degree and 43% of the college presidents had received a doctoral degree in education (American Council on Education, 2007). About 69% of the presidents had experience in teaching as a faculty member in higher education (American Council on Education, 2007). The presidents had taught about eight years as a faculty member before accepting an administrative position in higher education (American Council on Education, 2007). Approximately 82% of college presidents climbed the academic ranks from senior administrator to the presidency (American Council on Education, 2007; Harrison, 2008). One-third of the presidents were selected from their own institutions (American Council on Education, 2007; Bornstein, 2005). In 1986, 25% of the presidents had served as full time faculty members while in 2006 approximately 31% of the presidents had never been a full time faculty member (American Council on Education, 2007).

Another interesting correlation between the presidents of 1986 and 2006 was that 10% of the presidents in 1986 had come to the presidency outside of academia while in 2006 the percentage had risen to 13% (American Council on Education, 2007). Approximately 21% of the 2006 presidents had served in a previous role as president of another institution while 31% had previously served as a provost or Chief Academic Officer (American Council on Education, 2007). When compared to the percentages of 1986, approximately 17% of the presidents had served as president of another institution while only 23% had previous experience as a provost or Chief Academic Officer (American Council on Education, 2007).

The changing percentages on age and career pathways suggested that institutions have selected leaders with more experience in the administrative role than 20 years ago

(American Council on Education, 2007). The number of years presidents served as presidents in 1986 was 6.3 years while it increased to 8.6 years in 2006 (American Council on Education, 2007). This traditional approach for hiring may limit employment opportunities for women (American Council on Education, 2007). Statistics revealed that leadership opportunities in the presidency may be limited for minorities, women, and younger people as institutions have selected presidents with more experiences (American Council on Education, 2007).

The personal life of an American college or university president was also compiled in the demographic study of *The American College President 2007*. In 2006 the percentage of college and university presidents that are men and married is 89% while only about 63% of women who are college and university presidents are married (Lum, 2008). The demographic study indicates that 86% of the presidents had children (American Council on Education, 2007). About 8% of the presidents had left their job or were employed part time to help in raising their children at some time in their academic life (American Council on Education, 2007).

#### *Profile of a Woman President*

Results of *The American College President 2007: 20<sup>th</sup> Anniversary* study indicate that in 1986 women presidents led 10% of the higher education institutions (American Council on Education, 2007; Corrigan, 2002; Ross & Green, 2000; Ross & Green, 1998; Steinke, 2006). However, current studies by the American Council on Education (2007) indicate that the percentage of women presidents had increased in 2006 to 23%. The greatest increase of women presidents were leading community colleges. In 1986 women represented approximately 8% of the associate college presidency; however, in 2006

women represent approximately 29% of the associate college presidencies (American Council on Education, 2007). However, women are less likely to lead doctoral granting degree institutions even though the percentage of women presidents has increased from 4% in 1986 to 13.2% in 1998 to 13.8% in 2006 (American Council on Education, 2007).

The greatest increases since 1986 of women in the presidency were at public institutions (American Council on Education, 2007). Approximately 34% of women were appointed to the presidency of public baccalaureate granting colleges in 2006 (American Council on Education, 2007). Thirty percent of women were selected to be president of public special focus institutions, and about 29% were selected at public associate degree institutions (American Council on Education, 2007). The majority of women presidents are concentrated at the community college level and in the minority to lead research institutions (Women redefining leadership, 2008).

#### Women Presidents in Oklahoma

The state of Oklahoma has 25 public institutions of higher education and 22 of the institutions are lead by male presidents (Oklahoma Higher Education Directory, 2008). However, five women have permanently held the prestigious title of president in a public institution during the 119 years of higher education in Oklahoma. The first woman college president, Kate Galt Zaneis, was appointed by Governor Marland (H. Means, personal communication, August 2004; Milligan & Norris, 1993) in 1935 to be president of Southeastern Oklahoma State Teacher's College (J. Jackson, personal communication, September 28, 2004). There was a shift in the selection process of president from gubernatorial appointment to the selection by a board of regents. The general population of Oklahoma voted in 1941 to create the Oklahoma State System of Higher Education

thus resulting in the establishment of the board of regents (Oklahoma State Regents for Higher Education, 2008). All of the colleges and universities were united under the domain of the state board of regents to provide educational opportunities.

The second woman president, President Emerita Dr. Joe Anna Hibler was selected 55 years after Ms. Kate Zaneis. President Emerita Hibler was the first woman university president selected by a board of regents in 1990 to be president of Southwestern Oklahoma State University in Weatherford, Oklahoma. She held the reins of presidency of Southwestern University for eleven years before retiring from her position in 2001. She is currently retired and has held the Chair Position of the Regional University System of Oklahoma (RUSO) Board of Regents (*Oklahoma Higher Education Directory*, 2008). The third woman president, President Cynthia Ross, was permanently appointed in 2002 to the presidency of Cameron University. The fourth permanent president, President JoAnn Haysbert, was selected in August of 2005 to be the first woman president of the historically black college and university at Langston University (Simpson, 2006). The fifth woman permanently appointed as president was President Janet Cunningham in July of 2006 to lead Northwestern Oklahoma State University (*Oklahoma Higher Education Directory*, 2008). Four of the five women presidents were college or university presidents for the first time in their academic careers at institutions where they were the first woman president of that institution. President JoAnn Haysbert of Langston University had previously served tenure as an acting president at Hampton University, Virginia in 2003 (*Oklahoma Higher Education Directory*, 2008); however, she was the first woman permanently appointed as university president of Langston University.

## Orienting Theoretical/Conceptual Framework

The conceptual framework for this study is based on the work of Astin and Leland (1999) and their study that was conducted on seventy-seven women leaders from the 1950's to the 1970's. Their research findings were presented in book titled *Women of Influence, Women of Vision*. The three generations of women leaders were researched using the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999).

### *Women Leaders*

The first generation of women leaders from the 1950's were termed the Predecessors and included women presidents of women's colleges and the women deans of student affairs who had concerns for women's issues (Astin & Leland, 1999). These were the leadership roles most prevalent to women in the 1950's (Astin & Leland, 1999). The second generation of women from the 1960's were termed the Instigators and involved women whose leadership produced societal changes for other women (Astin & Leland, 1999). During the 1970's, the third generation of women were called the Inheritors and included women who had inherited the effects of the women's movement on various programs and organizations (Astin & Leland, 1999).

### *Feminist Conceptual Framework for Leadership*

The conceptual framework proposed by Astin and Leland (1999) was based on previous research from Hollander (1985). Hollander (1985) posited that there was a need to research the influential effects of leaders who have been involved in social movements and their leadership origins and motivations. The three generations of women were studied using the five components of the Feminist Conceptual Framework for Leadership according to Astin and Leland (1999, p. 6-7) and are as follows:

1. “The Positional Role of Leadership”
2. “The Macro-Level Analysis of Leadership”
3. “The Origins of and Motives for Leadership”
4. “Leadership Succession”
5. “The Nature of Shared Leadership”

#### *Positional Role*

The first component of Astin and Leland’s (1999) Feminist Conceptual Framework for Leadership was centered on the positional role. Women in positional leadership positions are visible leaders within formal institutions such as presidents of higher education institutions and/or women who have provided leadership and continue to provide leadership outside of formal organizations (Astin & Leland, 1999). Women in non-positional roles include university professors or other researchers who construct knowledge that produces changes in society (Astin & Leland, 1999).

#### *Macro-Level Analysis of Leadership*

The second component of the conceptual framework was “The Macro-Level Analysis of Leadership” (Astin & Leland, 1999, p. 6). This component focused on women leaders who made significant contributions to specific institutions while improving society and situations for other women (Astin & Leland, 1999).

#### *The Origin of and Motives for Leadership*

The third component of the conceptual framework is “the Origin of and Motives for Leadership” (Astin & Leland, 1999, p. 7). This component identified women leaders and their experiences from childhood and their interest in the changes of society (Astin & Leland, 1999). This component researched how leadership was developed and how

leaders behaved from their childhood experiences. The emergence of women leaders and their behavior often indicates how cultural changes evolve and effect their self perceptions (Astin & Leland, 1999).

#### *Leadership Succession*

The fourth component is “Leadership Succession” (Astin & Leland, 1999, p. 7). There are four aspects to the component of Leadership Succession. The first aspect is the identification of new leaders. The second aspect of Leadership Succession is the nurturing and emergence of leadership. The third aspect is the development of leadership. The fourth aspect is the effect of role models, and mentoring in relation to the succession of leadership (Astin & Leland, 1999).

#### *Nature of Shared Leadership*

The fifth component of Astin and Leland (1999) is the “Nature of Shared Leadership” (p. 7). This component delved into the networks and support systems that women have and use as leaders to become empowered. By focusing on the empowerment of leaders there is insight to be garnered about the nature of shared leadership (Astin & Leland, 1999). Shared leadership may be the resultant effort when leaders become empowered to provide pivotal change in the organization by improving the lives of individuals (Astin & Leland, 1999). The term leadership was conceptualized to indicate that women who were leaders work toward changing institutions and seek to improve the lives of other women (Astin & Leland, 1999).

#### *Constructs of Leadership*

The Feminist Conceptual Framework for Leadership by Astin and Leland (1999) was embedded in the feminist perspective and explored the experiences of women in

positions of leadership. According to Astin and Leland (1999, p. 7) there are three constructs used in analyzing the research and are as follows:

1. “The Social Construction of Reality.”
2. “Interdependence.”
3. “Power as Energy not Control.”

The first component of the constructs utilized by Astin and Leland (1999) is the “Social Construction of Reality” (p. 8). The premise of this construct involved using women’s experiences and perspectives for a leadership model. According to Astin and Leland (1999) the second construct is interdependence and defined as individuals being interdependent on one another and often have experiences with others. The leadership of individuals thereby becomes a communal effort utilized by all members within the organization (Astin & Leland, 1999). The third component of the constructs is “Power as energy not control” (Astin & Leland, 1999, p. 8) and should not control the events of others (Astin & Leland, 1999, p. 8). Astin and Leland (1999) posit the leader in a situation does not demonstrate power over others but develops a leadership of empowering others in the organization. The leader seeks to allocate the power in the organization and this resultant action provides a sharing of power in the organization.

#### *Aspects of Leadership*

Astin and Leland (1999) discussed that in using the leadership framework there was a need to clarify the aspects of leadership. There are four aspects of leadership (Astin & Leland, 1999). The first aspect of leadership is the definition of leadership. According Astin and Leland (1999) a leader is defined as the individual who is catalyst.



The leader – a catalytic force – is someone who, by virtue of her position or opportunity, empowers others toward a collective goal or vision (Astin & Leland, 1999, p. 8).

The leader provides the catalytic strength to facilitate the empowerment of others toward reaching a common goal or vision. The second aspect of leadership is the context of the leadership environment and is the organization or institution (Astin & Leland, 1999). The third aspect is the processes of leadership (Astin & Leland, 1999). Leadership is often disseminated by usage of communication, empowerment, or a shared act (Astin & Leland, 1999). The processes of leadership often delve into specific acts that provide others with communiqué that empower others toward a common goal. The fourth aspect is the outcome of leadership (Astin & Leland, 1999). The desired changes in organizations may be the basis for the outcomes of leadership.

#### *Usage of Feminist Conceptual Framework for Leadership*

The usage of the Feminist Conceptual Framework for Leadership by Astin and Leland (1999) has a specific vantage of leadership.

This framework is proposed as a model of feminist leadership in that it views leadership as nonhierarchical and represents the leader as a catalyst or facilitator who enables others to act collectively toward the accomplishment of a common goal (Astin & Leland, 1999, p. 11).

There were five areas that were researched for leadership according to Astin and Leland (1999) are as follows:

1. The social context and issues area included information about the values of the participant to social issues pertaining to women.

2. The leadership area identified life experiences throughout life that involved leadership such as memories, personal characteristics, mentoring, and role models.
3. The peer and work relationship area detailed personal interactions and communication with the same or opposite sex and networking opportunities from support groups.
4. The personal and professional development segment identified the various leadership skills, experiences and demands of leadership along with personal support systems.
5. The issues and legacies of the women's movement are analyzed as to the involvement of the participant.

The first area delved into the social context and issues that pertained to the values of women and their involvement in societal issues such as the women's movement. The second area is centered on the experiences of women leaders throughout their life. The memories, emergence of personal characteristics, mentoring and role models are prevalent in this area. The third area involved the relationships of women leaders in the workplace and the networking involvement from various support groups. The fourth area was the development of personal and professional skills and experiences. The fifth area pertained to the results of the women's movement on the leadership of women. The areas that were investigated by Astin and Leland (1999) resulted in a description of influential characteristics and influences for women leaders.

## Influential Characteristics and Changeable Attributes for the Presidency

There are many research studies conducted about women in leadership positions (Addy, 1995; American Council on Education, 2007; Astin & Leland, 1999; Bensimon, & Neumann, 1993; Black, & Magnuson, 2005; Blackman, 1995; Brown, 2001; Brown, 2005). There are other research studies conducted on the leadership of women (Cooper, 1997; Corrigan, 2002; Darden, 2006; Eagly, 2007; Eagly & Carli, 2007; Eagly, & Johnson, 1990; Gilligan, 1982). Further studies on the role of women in leadership positions are also the focus of research studies (Glazer-Raymo, 1999; Grimes, 2003; Shakeshaft, 1989; Steinke, 2006). The research studies by Astin and Leland (1999) focused on three generations of women leaders from the 1950s-1970's.

According to Astin and Leland (1999) there were specific key experiences from childhood that resulted in leadership formation that are as follows: (a) family influences such as role models, and mentoring; (b) strong identification with the paternal figure; (c) the influences of strong women; (d) the values of individual independence; (e) strong work ethic; (f) value of human rights; (g) value of social justice; (h) first born birth order; (i) influential grandparents; (j) influence of mentors; (k) educational experiences of girls schools or women's colleges; and (l) early leadership roles in school. The experiences contributed to the success of women leaders over the thirty year period. Astin and Leland (1999) posited that women leaders have commonalities based on experiences that emerged from family influences, values of individual independence, childhood experiences, human rights, and social justice.

Darden (2006) expanded on the studies of Astin and Leland (1991) study of influential characteristics and used the term changeable traits. The term changeable traits

are traits that can be changed however non-changeable traits are not changeable and include the race, sex or birth order of an individual (Darden, 2006). The studies of Darden (2006) focused on the results of a study on 18 women presidents from the most prestigious colleges and universities. Darden (2006) posited that there were changeable traits in the following areas that provided women presidents with success in seeking the presidency. According to Darden (2006) the following changeable traits for women presidents are as follows: (a) there are specific successful characteristics and leadership traits important for the presidency; (b) the courage and willingness to take risks for career advancement when the opportunity arises; (c) the ability to obtain experiences for preparation, qualification and success in the presidency; (d) the search for mentors and their positive influences on their career; and (e) the development and implementation of an effective leadership style. Each of the changeable traits contributed to the success of women being appointed to the leadership position of the presidency of a prestigious institution of higher education.

The basis of Astin and Leland (1999) study was utilized by other researchers who studied leadership of women administrations in higher education. Gatteau (2000) conducted research on the barriers for women in the presidency at selective institutions. Brown (2000) focused her studies on the profile, career paths and experiences of women presidents of selected independent colleges. Ballentine (2002) utilized Sociological Multiple Life History Methods on women presidents at the community college level in the southeastern part of the United States. Rosynsky (2003) focused research on the oral history of the experiences of women college presidents.

The study by Steinke (2006) centered on the experiences of first time presidents who are currently presiding over small private colleges. The findings of the study by Steinke (2006) suggested that potential presidential candidates need to develop skills in communication, leadership, financial, and philanthropic issues. Steinke (2006) suggested that a study on one individual woman president who is no longer in a tenure position of the presidency may be a further area for research.

#### Higher Education in Oklahoma and the Emergence of Women Presidents

There has been minimal research studies conducted on women presidents at public college or universities in the state of Oklahoma. Higher education was established 119 years ago in 1890 in what was then called Oklahoma Territory then continued to thrive through statehood. At the present time, the state of Oklahoma has 25 public institutions of higher education (Oklahoma Higher Education Directory, 2008). Within the realm of higher education five women have held the permanent prestigious title of president of a public institution during the 119 years of higher education in Oklahoma. The first woman president was Kate Galt Zaneis who was appointed by Governor Marland (Milligan & Norris, 1993) in 1935 to be president of Southeastern Oklahoma State Teacher's College. Milligan and Norris (1993) wrote about the presidential history of Mrs. Kate Galt Zaneis and her administration at Southeastern Oklahoma State Teacher's College. She was considered the "First Lady of Education" since she was the first woman college president in Oklahoma (Milligan & Norris, 1993). She was hired during a difficult time at the college and her presidency was a turbulent one (Milligan & Norris, 1993). There were many problems surrounding the college prior to her appointment to the presidency and in the end she was terminated from her position as

president by the board of education (Milligan & Norris, 1993). Her life and presidency was researched by Milligan and Norris (1993) and discussed in the *Chronicles of Oklahoma*. However, to date there has been minimal research about women presidents in Oklahoma.

There have been other studies about women presidents at small private colleges (Steinke, 2006); community colleges (Ballentine, 2002); independent colleges (Brown, 2000); four year college and universities (Darden, 2006; Gatteau, 2000; Rosynsky, 2003). There have been many newspaper articles written about the appointment of women presidents and their presidential duties in Oklahoma; however, a review of the literature has revealed that there is a lack of current research about women and the presidency in Oklahoma. The only research that has been conducted is by Milligan and Norris (1993) in the *Chronicles of Oklahoma*. This research is a historical document. Many of the research studies have focused on other parts of the country, but have not included research from Oklahoma. There has not been a study conducted on a former woman president of a public university who was successful in her tenure as president from Oklahoma. There is a minimal amount of research on former women university presidents in Oklahoma.

#### Conclusion and Summary

A review of the literature discussed the effects of the Civil Rights Movement on the Women's Movement. The resultant effect was legislation that sought to provide equality for various constituent groups in higher education. The emergence of women in higher education and their experiences was also discussed in the literature review. However, researchers have indicated a need for more research about the leadership of women university presidents. The changing role of higher education may require a new

leader with varying skills and experiences within academia. A compendium of the literature indicates there has been minimal research focused on a woman who was the first woman president of the university who is currently retired as president of the public university.

By learning about the experiences of a retired woman university president may provide significant information to the research base and contribute pertinent information for future administrators on the presidential career track. The literature provided the foundation for this study. The significance of utilizing Astin and Leland's Feminist Conceptual Framework for Leadership (1999) as the theoretical framework for this study provided for a means to understand the leadership development of a woman university president in Oklahoma.

The Astin and Leland (1999) Feminist Conceptual Framework of Leadership was utilized in the analysis of the leadership of a woman as a public university president and her experiences in leadership positions within higher education. The experiences that shaped her leadership were explored and analyzed according to the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999). Chapter III follows with the methodology of the study. Chapter IV will present the data from the research. Chapter V will include the analysis and interpretation of the research data. Chapter VI will discuss the summary, conclusions, benefits, recommendations, and comments.

## CHAPTER III

### METHODOLOGY

The development and documentation of this chapter resulted from the literature review, statement of the problem, purpose of the study, and the research questions. The intent of equal rights legislation has sought to ensure the equal representation and protection of gender in all areas of the work force. Additionally the integration of Title IX in 1972 into higher education has been intended to prohibit discrimination in educational programs or activities based on sex if the institution received federal funding (Dardaine-Raguet, Russo, Harris, 1994; Glazer-Raymo, 1999). While this legislation intended to provide equality in higher education, women are still in the minority in top leadership positions.

Women on higher education faculty and in administration total approximately 45% of the workforce (American Council on Education, 2007). Women administrators are currently presiding over 23% of the colleges and universities in the nation (American Council on Education, 2007). However, approximately only 16% of the universities in the United States are led by women presidents (American Council on Education, 2007). Approximately 13.3% of women university president preside over doctoral degree granting institutions (American Council on Education, 2007) Research by Astin and Leland (1999) has indicated that life experiences may contribute to leadership opportunities for women. Therefore, the lack of life experiences may either prohibit or inhibit leadership opportunities for women.



The purpose of the study was to understand how a woman can position herself to become a president of a public university and be successful in her presidential administration in Oklahoma. The guiding research question was:

1. How can a woman achieve and be a successful public university president in Oklahoma?

The other supporting research questions that guided this study are:

2. What life experiences contributed to becoming president of a public university?
3. What skills contributed to becoming president of a public university?
4. How did those life experiences impact the presidency?
5. How did these skills impact the presidency?
6. How useful was Astin and Leland's Feminist Conceptual Framework for Leadership (1999)?
7. What other realities were revealed to advance women into the position of a public university president?

The research problem, purpose, and research questions determined how the study was conducted. The theoretical framework, methodology, method, and procedures of the study are discussed in the following sections of this chapter.

### Epistemological Perspective

#### *Qualitative Research*

This study was conducted using qualitative research. Creswell (1998) described qualitative research as the creation of a holistic portrait that has many dimensions and

complexities for the problem. Strauss and Corbin (1990) posited the following reasons for performing qualitative research:

1. 'the nature of the research problem' (Roberts, 2004, p. 111);
2. 'to give intricate details of phenomena that are difficult to convey with quantitative methods.' (Roberts, 2004, p.111)

The "nature of the research problem" (Strauss & Corbin, 1990, p. 19) dictated the type of research. A synonym for nature is life. The life of the research problem is defined by the purpose of the study. The purpose of the study was to understand how a woman can position herself to become a president of a public university and be successful in her presidential administration in Oklahoma. The research problem focused on a qualitative study as experiences cannot be measured with numbers from quantitative research but only through qualitative research.

Another reason for employing the methodology of qualitative research was to determine the "intricate details" (Strauss & Corbin, 1990, p. 19) of phenomena that are often difficult to communicate using the methodology of quantitative research (Strauss & Corbin, 1990). The life experiences of the first woman president selected by a board of regents conveyed "intricate details" (Strauss & Corbin, 1990, p. 19) about her life before and during the presidency. In qualitative research the words from people represent data that are used to describe their opinions interactions, and behaviors with others (Roberts, 2004).

Guba and Lincoln (1998) posited that the qualitative research utilizes a naturalistic approach to the research subject. The present research was conducted in the natural surroundings of the research subject (Guba & Lincoln, 1998). The interviews

were conducted in her natural surroundings at the RUSO Board of Regents Office in Oklahoma City, Oklahoma and in her home in Weatherford, Oklahoma. This was accomplished through qualitative research methodology. Denzin and Lincoln (1994) posited that qualitative research is utilized to gain knowledge of things in their accepted surroundings while understanding the phenomena and interpreting the meaning that people carry with them.

### *Epistemology*

The epistemology of this research was Constructionism. Using the epistemology of Constructionism, Crotty (1998) posited that meanings are not discovered but constructed by understanding knowledge from the topic and the entity of the study. Constructionists declare that human beings construct meanings from their participation and interpretation of their world (Crotty, 1998). The interpretation of a researcher's world is based on constructing meaning from various life situations.

### *Theoretical Perspective*

The theoretical perspective that was applicable and provided a foundation for this study was a feminist research approach, and interpretivism. The theoretical perspective represented how the researcher defined his/her place in the world, and the relationships that are present in that world (Guba & Lincoln, 1998). The theoretical perspective was viewed as a grouping of basic values (Guba & Lincoln, 1998). These values were applied in conducting the study.

The researcher became immersed in the study when the feminist research approach was applied. According to Creswell (1998) the usage of a feminist research approach creates relationships that are shared and non-exploitative while positioning the

researcher within the study to avoid the researcher from becoming objective. The research that is conducted becomes transformative (Creswell, 1998). As the researcher, I sought to develop a non-exploitative relationship with President Emerita Joe Anna Hibler that was based on the sharing of her life experiences and did not exploit the relationship in the process. Creswell (1998) discussed that a feminist researcher views gender as the standard that influenced the circumstances of her life.

The other theoretical perspective that was important to this research was interpretivism. The lens of interpretivism sought to explain the reality between humans and society (Crotty, 1998). The usage of interpretivism was utilized to understand and interpret meaning from the study. The connection between humans and their reality provided a means to examine the research problem.

Interpretivism was used with symbolic interactionism to provide a foundation for the paradigm of the study. Crotty (1998) posited that symbolic interactionism is the usage of dialogue as a means of understanding, and becoming aware of the feelings of others while the interpreting the meaning of their perceptions. Blumer (1969) posited that there are three basic principles of symbolic interactionism that are as follows: a) the behavior of a human being toward things creates a source of meaning; b) the resulting meaning emerges from the social interactions between individuals and other societal members; c) the interpretation and usage of these meanings are an interaction between an individual and life situations. The usage of symbolic interactionism directed a better awareness of observing others and understanding the meanings of the situations.

## Feminist Conceptual Framework for Leadership

The conceptual framework that was utilized for this research was based on the research by Astin and Leland (1999) in their book titled *Women of Influence, Women of Vision*. The usage of Astin and Leland's Feminist Conceptual Framework for Leadership (1999) provided insight to the life of the former president to understand her experiences as she ascended through life and academia toward the university presidency. The experiences that modeled her leadership were explored and evaluated according to Astin and Leland's Feminist Conceptual Framework for Leadership (1999, 6-7). The five areas that were utilized by Astin and Leland (1999) are as follows: (a) the role of the positional leader; (b) the analysis of macro-level leadership; (c) leadership origins and motives; (d) the succession of leadership; and (e) the sharing nature of leadership. These areas of leadership were investigated in this study.

In this study the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) was used for framing the research study. The framework was then utilized for compartmentalizing the research data in Chapter IV. The Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) also served as a means for analysis and interpretation of the research data in Chapter V. The framework was instrumental in reaching a conclusion for the study in Chapter VI.

## Methodology

The methodology of this study was the usage of Case Study Research. Merriam (1998) posited that a case can be a "single entity or a bounded system" (p. 65). The single entity for the study was Dr. Joe Anna Hibler.

### *Case Study Research of Dr. Joe Anna Hibler*

The case study research investigated the life experiences of Dr. Joe Anna Hibler and her presidency at Southwestern Oklahoma State University. The “single entity” (Merriam, p. 65) of the case study is Dr. Hibler. According to Yin (1994) Case Study Research is utilized when “how” or “why” questions are employed in the study. The guiding research question of this study was: How can a woman achieve and be a successful public university president in Oklahoma? The research question employed the usage of how in the research question and dictated the usage of a Case Study Method.

Creswell (1998) posited in case study research there is a “context of the case” (p. 61). The context of the case study refers to situating the case in a setting such as a physical, social or historical setting. The context of this case study is the state of Oklahoma, the city of Weatherford, Southwestern Oklahoma State University, and higher education in Oklahoma.

The case study researcher becomes somewhat a biographer when the case is about an individual (Stakes, 1995). Astin and Leland (1999) posit that there is value in the usage of a biography as a means of comprehending the motivating forces of leadership. The usage of Astin and Leland’s Feminist Conceptual Framework for Leadership (1999) provided a framework to understanding the emergence of leadership, the development, and the usage of leadership for this study.

### *Data Collection Strategies*

Case Study Research Methodology was the design of this study. Creswell (1998) posited that case study methods include the incorporation of multiple types of data that enable the researcher to assemble a complete portrait of the case. Yin (1994) discussed

that often case study design relies on a multitude of sources being used in the data collection of the study. Using the widest collection of data, the researcher can construct a description of the research subject. The usage of artifacts in the study can communicate noteworthy ideas of the culture (Hormuth, 1990). The various sources of data collection that were used in this study were observations, field notes, individual interviews, books, Oklahoma Women's Hall of Frame Interview, website articles, historical documents, and document analyses.

#### *Gaining Access to the Research Participant*

I was working on a doctoral coursework paper in the spring of 2000. The topic of my study was learning about the presidency. I needed information about the presidency for a paper I was writing. I called the regents' office and was given Dr. Joe Anna Hibler's name and phone number. I called the office of the President of Southwestern Oklahoma State University. Dr. Joe Anna Hibler was the university's president at the time. She was very agreeable, and helped me by conducting an informal telephone conversation about the presidency. She retired from her position as president of Southwestern Oklahoma State University in 2001 and currently holds the position of Chair Person on the RUSO Board of Regents. I telephoned her in October 2004 to ask for permission to conduct a study about her life. She was agreeable to help me with the doctoral study. I contacted her via email to inform her of the progress of the dissertation proposal for the last several years. She has been very supportive as I have continued my research. She was willing to participate in the study titled "From Obscurity to Prominence: A Case Study of the First Woman President hired by a Board of Regents, President Emerita of Southwestern Oklahoma State University, Dr. Joe Anna Hibler."

### *Purposeful Sampling*

Case Study Research required selecting a participant for the study. Rubin and Rubin (1995) posited there are three basic criteria for selecting participants to interview that are as follows: (a) the participants should be knowledgeable about the situation or experience that is researched; (b) the participants should be willing to discuss the situation or experience; (c) and when the participants have varying viewpoints there is a representation of the range of perspectives. Utilizing the criteria for participant selection, purposeful sampling techniques were employed (Merriam, 1998; Patton, 1990). I chose Dr. Hibler as the research subject and employed purposeful sampling because she had been the first woman public university president in Oklahoma.

### *Procedures*

The following procedures were utilized in the study. President Emerita Dr. Joe Anna Hibler was emailed a letter titled Letter of Invitation (Appendix A) to invite her to participate in the study. With her agreement to participate in the study a time and date was scheduled for the interview. She was emailed a letter titled Scheduling of the Interview (Appendix B). The letter also explained the purpose of the research study, the interview process, and the significance of the study. I included a form titled Woman Educational Leader: Participant Profile (Appendix C). This document requested information from Dr. Hibler about her life. I requested the return of this form at the time of the first interview. I utilized the Interview Protocol (Appendix D) for the study. I emailed Dr. Hibler a document titled Interview Questions (Appendix E). After President Emerita Hibler indicated what time, date and location best suited to her schedule, she received a letter thanking her for the agreed upon time, dates and locations (Appendix F).



### *Interview Process*

There were four interviews lasting approximately two hours and scheduled at her convenience. All four of the interviews were conducted in May 2009. The first, third, and fourth interviews were conducted at the RUSO Board of Regent's Office in Oklahoma City, Oklahoma. I received the Woman Educational Leader Participant Profile modified from Astin and Leland (1999) from Dr. Hibler at the first interview. The second interview was conducted at President Emerita Hibler's home in Weatherford, Oklahoma. I recorded field notes and observations from each interview in a journal for further analysis.

The interview protocol was used in this phase of the research (Appendix D). I wrote a letter asking a president for permission to use their institution for the interviews if needed (Appendix H); however, this letter was not used in the study because we did not use a college campus for the interviews. I provided Dr. Hibler a document titled Informed Consent (Appendix G) for her to sign. This document provided the researcher the consent to conduct the interview process. The informed consent document was deemed a contract between the research subject and the researcher. I also signed the informed consent form. The informed consent form outlined the obligations of the researcher to the research subject. In the informed consent form, I, the researcher indicated that I would provide Dr. Hibler with access to the digital voice recordings, transcriptions, dissertation document, and computer disc.

Dr. Hibler was thanked for participating in the study. I also explained the purpose of the study, the significance of the study, and interview process to the research participants. Once the interview protocol was followed (Appendix D) I proceeded with the interview questions (Appendix E) for Dr. Hibler. After transcription of the data,

further questions were asked to clarify specific points from the interview. I notified the research participant that the interview may be terminated at any time if she so desired. The participant in the case study, Dr. Hibler, was informed that the interview was recorded by a means of digital voice recorder.

The interviews were recorded using an Olympus digital voice recorder. After each interview the digital voice recordings were stored, and transferred to a computer for transcription. The interviews were transcribed from each interview by the researcher. The transcribed interviews were emailed to Dr. Hibler for clarification, and member checking. Member checking occurred when the research subject was provided with a copy of the interview transcripts, and provided clarity of any segment of the transcribed interviews. Follow-up discussions for clarification occurred via telecom, e-mail, or short meetings. When the four interviews were completed, Dr. Hibler was provided with a Thank You Letter (Appendix I). This information was incorporated, and utilized in Chapter IV of the dissertation.

For each interview I took a 10 ½” x 8” spiral notebook with me. I arrived 20 minutes early for each interview so I could write observations and field notes about the place where the interview would occur. For the first interview I was escorted to the RUSO Board of Regents board room. I spent the next 15 minutes writing observations and field notes about the size, color, pictures, and my impressions of the room. I located the book that contained the board of regents’ minutes from the meeting that Dr. Hibler was appointed president.

Dr. Hibler arrived and I conducted the interview. During the interview I wrote notes in the notebook. After the interview was over, I wrote field notes about the

impressions I had from the interview. The second interview was conducted at President Emerita Hibler's home in Weatherford, Oklahoma. I arrived early and wrote field notes about the city of Weatherford, and Dr. Hibler's neighborhood. I conducted the second interview and when it was over I drove to SWOSU and wrote field notes about the campus. I entered the SWOUS Library; however, the computer was down. I left and drove through downtown Weatherford to write further field notes. The third and fourth interviews were conducted at the RUSO office, I arrived early and recorded field notes before the interview and after the interview. The recorded field notes and observations from each interview were analyzed for further analysis in Chapter V.

*Other forms of data*

I accessed eighty one newspaper articles about the life of Dr. Joe Anna Hibler for incorporation into the study using sources from the internet and the distance library from the Edmon Low Library at Oklahoma State University, Southwestern Oklahoma State University Library (SWOSU), and the Rose State College Library. I called the SWOSU library to check for any other available information pertaining to the study. Mrs. Jane Long, Reference Service Librarian, and Dr. Jonathon Sparks provided me with access to the special collections of the library and access to the digital library for relevant research materials. I was provided access to various campus newspapers, city newspapers, and presidential memos from Dr. Hibler during her presidency. I visited the SWOUS campus in May and July 2009. I took pictures of the Dr. Joe Anna Hibler Education Building and the SWOSU Administration Building. I also researched the World Wide Web for any additional information pertaining to the study. I asked Dr Hibler for access to her personal collections of her speeches, personal documents, scrapbook, videotape of her

investiture as president. audio transcriptions from the Oklahoma Women's Hall of Fame Project Interview, photographs, and other pertinent forms of data. The various sources of information provided a complete portrait of the life of President Emerita Dr. Joe Anna Hibler as to her ascension to the presidency and her presidency.

The artifacts that were assimilated from the data collection segment of the research were newspaper articles, historical documents, interview transcriptions, CD's. The data that was collected from the study may be submitted for archiving and cataloging in the special collections of the Edmon Low Library at Oklahoma State University in Stillwater, Oklahoma and/or Southwestern Oklahoma State University in Weatherford, Oklahoma per approval from President Emerita Dr. Joe Anna Hibler. The website articles were submitted to the respective libraries as historical records along with the dissertation that resulted from the study. The digital voice recorded interviews were burned onto a computer disc (CD) for historical record and provided to Dr. Hibler for her personal use. Prior to submittal of the dissertation for publication, Dr. Hibler had the option of approving the usage of her name, or deciding if she would like the dissertation to have her name submitted with non-identifying information.

#### *Data Analysis Strategies*

The analysis of the data was important for understanding how the data was interpreted and the methods used for the interpretation. At the onset of the study, I wrote the research questions on a poster board size 30 inches by 20 inches. The poster board with the research questions was positioned in the work space designated in my home and within my sight as I utilized my computer for writing. In November 2008, I analyzed the internet newspaper articles from OSU and Rose State College for pertinent information. I

highlighted the information that pertained to the presidential ascension and wrote the coded words in the margins of the articles.

The articles referencing the life of Dr. Hibler were placed in a 3 ring binder with divisions labeled: before the presidency, appointment to the presidency, and the presidency. I initially constructed a time line of Dr. Hibler but the complexity of her life caused me to develop another tool for analyzing her life. I constructed a chronological event flow chart of the life of President Emerita, Dr. Joe Anna Hibler for analysis of data from the study for incorporation into the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999). After each interview, I chronologically incorporated information into the flowchart. I reviewed speeches, historical documents, performed internet research, articles from SWOSU, scrapbooks, and reviewed documents for further pertinent information to position in the flowchart. The information was placed on a chronological event flowchart (Miles & Huberman, 1994) then coded for further analysis.

The transcribed interviews were coded using words or groups of words as a method of interpreting the data (Miles & Huberman, 1994). Miles and Huberman (1994) posited that coding is a form of analysis. Codes are tags that are assimilated to determine meaning from the descriptive information that is compiled from the study (Miles & Huberman, 1994). The codes were used to assign meaning to the information gathered from the study. The chunking of the codes into words or phrases provided categories for the information from the study to be studied (Miles & Huberman, 1994). I printed three copies of the interviews. One copy I placed in a folder labeled final transcriptions and would refer to throughout the analysis of the data. The second copy, I coded the transcriptions. I highlighted the transcriptions for words that emerged. On a separate

sheet of paper I drew two lines and wrote the words or codes that emerged from the transcriptions on the right side of the paper. On the left column I wrote the themes that emerged. I further grouped the codes together for synthesis of emerging themes until I had the sub themes and major themes for the study.

The observations and field notes obtained from my meetings with Dr. Hibler were also analyzed. The reflections of the observations and field notes provided a means to analyze the data as themes emerged from the data collection. Further analysis of the field notes were integrated into the journal. I wrote memorandums in a journal to myself everyday throughout the data collection and analysis phase as a means of reflecting on the data. The poster board with the research questions was in clear view as I wrote in the journal to keep the focus of my main research question and the supporting research questions.

The presentation of the data was documented with the usage of the historical documents, videotapes, books, observations, field notes, newspaper articles, books, individual interviews, and Oklahoma Women's Hall of Fame Project Interview. The research data that was collected from the study was presented using the chapter format from Astin and Leland's *Women of Influence, Women of Vision* in Chapter IV and later incorporated into the themes that emerged from the study. In Chapter V, the data was analyzed and incorporated within the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) for a portrayal of the life experiences of Dr. Hibler as applicable to the research questions.

I utilized a poster board 30" x 20" and labeled five columns with the following components of the Feminist Conceptual Framework for Leadership (Astin & Leland,

1999, p. 6-7). I cut out transcriptions that applied to the framework and glued them onto the poster board in the designated column. The data gathered from the study was then synthesized to integrate into the framework. Some of the analysis included the usage of tables to analyze the data from the study as compared to the findings from Astin and Leland (1999). Any data that emerged outside of the framework was discussed as an expansion of the framework.

The themes that emerged from the data (Miles & Huberman, 1994) were incorporated into the research. The analysis of observations, field notes, historical documents, other pertinent documents, videotape, and interviews were synthesized into the themes with the incorporation of a chronological event flowchart, vignettes, and figures, as a means of understanding the data for analysis and interpretation of the study. The means of journaling as a reflective part of this study provided me with understanding the data for the analysis and interpretation segment of the study. I grouped the specific codes from the study into more general codes. The general codes were further synthesized into larger codes and subthemes. The journaling during this phase provided insight for reflection on embedding the subthemes into larger themes within the data. As I grouped the subthemes and synthesized the data to emerge with the larger themes of the study, I wrote in the journal about the subthemes and would review the reflections the next day for greater synthesis. One theme would emerge to incorporate the other subthemes for the final analysis of the study. I kept synthesizing the subthemes until the final four themes emerged from the study.

### *Trustworthiness of Data*

The trustworthiness of the data included various components. To establish confidence in the trustworthiness of a study there must be truth and accuracy with the findings (Lincoln & Guba, 1985, Hodkinson, 2003). Investigator triangulation included the usage of multiple members looking the same event (Stakes, 1995). By having the dissertation chair of my dissertation committee and my dissertation committee review the data this helped to achieve triangulation.

Member checking (Yin, 1994) occurs when the participant is asked to review the words that feature the participant. I emailed the respective transcripts from the interviews to Dr. Hibler for member checking. Dr. Hibler had access to the transcriptions for clarification, accurateness, and member checking. She also had access to the dissertation for accuracy of words prior to submission to the doctoral committee and submission for publication to check for accuracy of events in her life.

The data was also triangulated by the usage of multiple forms of data such as videotapes, newspaper articles, historical documents, interviews, Oklahoma Women's Hall of Fame Interview. Creswell (2003) discussed the usage of peer debriefing for qualitative research. I utilized peer debriefing for the study. I had two colleagues who helping provide peer debriefing with me.

Stake (1995) discussed the usage of verification for case study research. Stakes (1995) posited that he designed a "critique checklist" (p. 131) for case study research to ascertain the 20 criteria necessary for a good case study report. I performed a self analysis of Stake's checklist for my case study and concluded that verification had been established.



### *IRB Matters*

The researcher coordinated a date and time to defend the dissertation proposal with the Dissertation Chair Dr. Ed Harris and the dissertation committee. The dissertation proposal was defended successfully by the researcher on April 9, 2009. The dissertation committee agreed that the researcher should continue with the research phase. The researcher submitted formal paperwork to the Oklahoma State University Graduate College Institutional Review Board (IRB). The submittal of the IRB provided the researcher with a means to conduct the study. The approval from the IRB committee on April 22, 2009 enabled the researcher to conduct research with human subjects. The researcher began the interview process with the research participant in May 2009.

### Summary

This chapter discussed the methodology of the research study as based on the purpose of the study and the main research question. The purpose of the study was to understand how a woman can position herself to become a president of a public university and be successful in her presidential administration in Oklahoma. The research question of the study was: How can a woman achieve and be a successful public university president in Oklahoma? The usage of qualitative research was the means to perform this research study. The epistemology of this research study was Constructionism. The theoretical perspectives that were applicable to this study were feminist research approach and interpretivism. The methodology of this study was the usage of case study research. The various sources of data that were used in this study were observations, field notes, historical documents, individual interviews, videotape usage, website articles, and document analyses.

Chapter IV follows and presents the data from the research study. The research data was assimilated from the interviews, document analyses, artifact collection, observations, observation, and field notes of the research study. Chapter V contains the analysis/interpretation of the data. Chapter VI concludes with the summary, conclusions, benefits, recommendations, and comments of the study.

## CHAPTER IV

### PRESENTATION OF DATA

*The Board of Regents of Oklahoma Colleges was going to convene at Southeastern Oklahoma State University in Durant, Oklahoma with the challenge of deciding the next president of Southwestern Oklahoma State University in Weatherford, Oklahoma. The Kate Galt Zaneis Conference Room was empty and on the wall hung a portrait of Ms. Zaneis. She was appointed in 1935 by Governor E. W. Marland to the presidency of Southeastern Teachers College and became the first woman president of an Oklahoma College.*

*Today the board of regents had the task of deciding who would succeed Southwestern Oklahoma State University President Leonard Campbell as president. After an extensive search, the board of regents narrowed the list to a few final candidates. The regents selected Dr. Joe Anna Hibler to succeed President Campbell as the next president of Southwestern Oklahoma State University. She was a product of the Oklahoma educational system as her parents were long time educators. She attended and graduated from the school on “the hill” and now was president of her alma mater. Having graduated from Southwestern, she was hired later as a professor and an administrator. The new president was notified of her position. One of the regents remarked to the newly selected president that her nail color matched her blazer and what good fashion sense she had. President Joe Anna Hibler knew she had been selected as president of Southwestern Oklahoma State University for her administrative skills and not her fashion sense. Figure 1 is a photograph of President Emerita Joe Anna Hibler.*



Figure 1: Dr. Joe Anna Hibler

This chapter details the presentation of data. This section is based on interviews conducted with President Emerita Dr. Joe Anna Hibler. There is also a compilation of research information from historical documents, research artifacts, observations, field notes, newspaper articles, speeches, quotes, and the Oklahoma Women's Hall of Fame Oral History Interview. This chapter is organized in three broad themes: (a) Heritage, (b) Context of Oklahoma, (c) Breaking Ground into Higher Education, and (d) the Challenges and Rewards of Higher Education.

## Heritage

### *The Origins of Leadership*

#### *Generational Influences*

Joe Anna Hibler's legacy emerged from the pioneer spirit of her great grandparents. Her great grandparents traveled to Oklahoma in a covered wagon bringing her grandmother who was a teenager. Along the road another covered wagon brought another family with a son who would be her grandfather. As teenagers, her grandmother and grandfather had come to Oklahoma, met, married, and built a sod house. When the

spring rains, came her grandmother told her how she would stand on the kitchen table with her children as the water mixed with the dirt floor, and the mud of Oklahoma would flow through their house. One of the children was her mother, Anna Bess. The harshness of the times built strength in her grandmother that was passed to her mother then passed to Joe Anna. Much like her ancestors as they broke the ground in Oklahoma to build a sod house, Joe Anna broke ground in the higher education arena to become the first woman university president in Oklahoma in over a hundred years of higher education.

#### *Family History and Work Experience*

Her mother, Anna Bess, grew up in Perryton, Texas. Her mother's family had 13 children; however, three of the children died early in their life. Her mom was one of 10 living children. Her dad, W. D. "Hib", had been born in Kansas, but his family later moved to Goodwell, in Oklahoma's panhandle. Her grandfather was a wheat farmer. Her dad had a sister who was nine years older. The baby born after his older sister had died during childbirth. Joe Anna recalled about her dad and stated the following:

My dad grew up in that little town where the university, Panhandle State College, was their major claim to fame. So, in regard to his choice of going to school, first of all there was no doubt that he was going to go to college and second that's where he would go. And he had a scholarship. My mom was the first one of her family to go to college.

Anna Bess and "Hib" met at college and later married. Hib graduated from Panhandle State College and got a job teaching and coaching with the Arnett Public Schools.

Concerning Anna Bess's early career in education, Joe Anna explained:

My mom had taught at a little country school outside of Arnett but since she was pregnant . . . you had to stop teaching. My mom was in bed for the last couple of months . . .

Joe Anna was born in Shattuck, Oklahoma on May 5, 1939 at the Newman Hospital that serviced the town of Arnett. Regarding the origin of her name, Joe Anna said:

Actually the spelling of my name was because of a girl friend of my mother's. She was named Betty Joe. . . I had a grandfather who was Joe. I had an uncle who was Joe. There were some Joe's on my dad's side of the family. My mother's name was Anna Bess. They decided to put the two names together. My mother decided to spell the Joe like she had seen this other lady spell her name. That's how it happened . . . I certainly got the male gender/female gender in my name.

Her father got a job in August of 1939 with the Leedey Public Schools. Her mother's sister, Aunt Helen, came to live with the Hibler family, Joe Anna discussed this:

My Aunt Helen, my mother's sister, lived with us and took care of me. Mother went back to teaching. So my Aunt . . . was left handed so it really did help me in my early years.

The Hibler family lived in Leedey until Joe Anna was four years old. The influences of World War II affected their life and provided opportunities for her father's work career with other public school systems. Figure 2 is a photograph of Joe Anna with her parents.



Figure 2: Dr. Joe Anna Hibler with Parents

*Called to Work*

World War II had begun. Her father was not eligible for military service due to poor eyesight and was offered the superintendent's job. Joe Anna explained:

They called and wanted him to be the superintendent for the schools at Forgan . . . when I was four we moved to Forgan. My dad was the superintendent, but he coached, and mother taught high school math and science. Our home was in the half basement of the school building, so I really lived right at school. That's where I started to school. I started in a combined first and second grade. I had a wonderful teacher . . . Miss Bennett, she was a new teacher . . . she had me do my printing at the chalk board so that I would not turn my left hand around . . .

During the summer breaks, the Hibler family moved back to Perryton, Texas where her dad worked for the Cocoa Cola Bottling Company.

During that summer after my second grade, they offered my dad a fulltime job . . . it paid better than what superintendents and teachers were earning . . . So we moved to Perryton. And I went to the third grade in Perryton, Texas.

Joe Anna discussed the phone call from the Leedey Public Schools in 1948:

During spring of that year, my dad came home and told my mom that the Leedey Schools had called and wanted to know if they would come back, so we moved back to Leedey and that's where I graduated from high school.

Joe Anna grew up in Leedey and discussed when a foster child lived with them:

I am an only child. But when I was 15, we took a foster child, Angie, into our home. She was 10 at the time. She stayed with us . . . it really was a good experience.

### *Influences of Mentors*

There were many mentors who influenced Joe Anna's life such as her parents, family members, town people, educators, coworkers, and supervisors.

### *Town and School Influences*

Joe Anna discussed how she spent her childhood summertime in Leedey:

I grew up at such an innocent time. In the summertime, we would get up and were out of the house by 8:30, 9 o'clock. And I might not be back, until I heard my dad whistle. . . If I didn't hear it, and somebody else did, they knew to tell me to go home. So I'd be gone on my bike or wherever. And we just really had such an innocent, safe environment to grow up. And as I look back, a very good school system, good teachers . . . It was really like a cocoon.



In the following statement Joe Anna discussed about the influences from town:

There wasn't any question that if you were doing something you shouldn't do your folks were going to know about it before you got home.

Joe Anna discussed the Methodist minister mentored her and the town of Leedey:

I never lacked for someone to be around to give some support. And that is such a secure feeling. . .

Miss Robena Andrews was the principal at the school and next door neighbor of the Hiblers. The family moved back to Leedey and Joe Anna discussed her math skills:

When I went to the fourth grade in Leedey, I was way behind. I didn't know my multiplication tables. Mrs. Smith worked with me a whole lot.

Mrs. Smith was her fourth grade teacher. Joe Anna discussed Mrs. Quattlebaum, her high school business teacher (Nykolaiszyn, 2007). During Joe Anna's senior year she took classes such as in bookkeeping, typewriting, and shorthand.

#### *Mentoring from Family*

Grandparents played a role in mentoring, as Joe Anna stated:

Mother had flash cards . . . My grandparents would drill me on the multiplication tables. I really did have a good school experience.

Joe Anna's parents mentored her throughout her life and she discussed this:

As an only child, I could have been spoiled rotten, but I don't think I was because they kept me pretty much on track. And as you know in a small town when you're a teacher's kid you have to behave. My folks mentored me . . . everyday I went to school with my folks. That was just part of our lifestyle. My folks were very active in the community . . . in a small town where basketball is the sport. My dad

was a good coach. So we were very visible in the community. I grew up a gym rat. I stayed in the gym all the time.

*Leadership experiences from Dad*

Joe Anna learned much about leadership from her dad. One key learning experience was when she played basketball for him:

He would coach boys if they really needed him to, but he always coached the girl's team. . . . He had three state championships. The year I was a sophomore, we won the state championship. That was certainly the highlight of my high school years . . . it was a pretty good learning experience for me.

Joe Anna discussed the controversy about her starting on the basketball team:

My sophomore year, my dad moved me down to the guard end . . . there was some real controversy. Now as I look back, my folks did a really good job of keeping me out of that fray. But my dad also talked to me a lot about this being one of those situations where I was going to be criticized. He was going to be criticized. But as the coach he felt he was doing the right thing, and as the player I was going to have to give it my very best effort and prove them wrong.

But as I looked back, that was a good learning experience for me. It has served me at different times in my career where I would be criticized or brought to question on a decision or do something that was very unpopular at the university. I would fall back on that philosophy. First of all is it the right thing to do, and if it is, then I am going to have to perform in a way that my performance is not questioned.

Joe Anna discussed her father's perceptions about the ability of girls:

I think I mentioned to you that I grew up where my dad just thought girls could do whatever they wanted to do, and we did it.

Her dad retired from teaching and coaching after 42 years of public school service.

*Working for the rights of girl's basketball in Oklahoma*

Coach Hibler worked with Mrs. Teague, the Byng High School Girl's Basketball Coach, and National Hall of Famer, to further the rights of girl's basketball in Oklahoma.

Regarding Mrs. Teague and her dad:

She and my dad became good friends. Together they chartered and helped start the Oklahoma Girls All State Basketball Event in the state. So my dad was always active in things like that.

*An Independent Woman*

Much of Joe Anna's independence was derived from the independent women she encountered. For example, in discussing her mother, she noted:

Mother wasn't reserved, but she was just her own person. There was about a four year period where my folks bought a White's auto store, and mother quit teaching and ran the store. She was the business person. She was very good at money management and organization . . . So Mother very quietly, in her own way, modeled an independence that was part of our family unit.

Anna Bess Hibler retired after 38 years of teaching in Oklahoma. Joe Anna discussed the heritage she received from her parents:

There is no way that I could have accomplished what I accomplished without the kind of parents that I had. They let me do a lot of different things. They honored

my independence . . . They also encouraged me to try what I wanted to try . . . the ground rule was . . . if I started something I didn't stop. I had to finish it. Then we always talked about if it didn't work, why not. If it did, we were pleased; but, we didn't let it go to our head. They were always very supportive. I think without me really realizing it, they put me in situations where I was able to grow and stretch and spend a lot of time in adult environments. They expected me to behave and act accordingly, and helped me develop a very basic sense of right and wrong.

#### Context of Oklahoma

Calhoun and English (2006, p. 418) wrote about Oklahoma:

The name "Oklahoma" comes from the Choctaw words, "okla" meaning people and "humma" meaning red, so the state's name literally means "red people."

Oklahoma has the largest American Indian population of any state. Many of the 252,420 American Indians living in Oklahoma today are descendents of the original 67 tribes inhabiting Indian Territory. . . Oklahoma's bipartisan state government houses a bicameral legislature. . . is the third largest gas-producing state in the nation. . . ranks fourth in the nation in the production of all wheat, fourth in cattle and calf production; fifth in the production of pecans; sixth in peanuts and eighth in peaches . . . has a land area of 69,919 square miles and ranks 18<sup>th</sup> in the nation in size. . . according to 2000 U. S. census data, Oklahoma's population is 3,450,654. . . 76.2 percent white. . . 7.9 percent American Indian, 7.6 percent African-American, 5.2 percent Hispanic and 1.3 percent Asian.

Oklahoma Territory was opened for settlement as Indian Lands were re-assigned and designated for settlement. There were three land runs that opened Oklahoma Territory for

settlers. On April 19, 1892 the third land run opening the Cheyenne and Arapaho lands for settlement began (Calhoun & English, 2006).

*Context of Weatherford and SWOSU*

Unless noted, the following Context of Weatherford was paraphrased from Bromert, Hayden, Magill, & Stoffers, (1998).

As a result of the expansion of the railroads, the location of Weatherford was determined. The location was western rural Oklahoma situated in the giant reservation for the Southern Cheyenne and Southern Arapaho Indians. This area allowed access to Big Deer Creek and Little Deer Creek which allowed for easy grading for roads. Beeks Erick, townsite manager, chose this site in July 1898. To ensure the town had sufficient water supply, a dam was built across Deer Creek.

The original township application identified the town as Dewey, but this name was overturned in Washington DC due to this name was already selected for another township. Thus, the name chosen for this town was Weatherford and was officially established on August 3, 1898. It was believed that it was named after Lorinda Powell Weatherford, who was the first post mistress for the establishment. Others believed it was named after her husband, William J. Weatherford, a long-time peace officer.

Wilbur (1972) wrote about his experience with Bill Weatherford:

Bill Weatherford came to Oklahoma from Weatherford, Texas, and served as United States Marshall in the Territory during the years when the office was far from a social appointment. He was of large frame, well over six feet in height, and weighed about two hundred pounds, although he was never fleshy. Oklahoma Territory was the rendezvous of outlaws from the states who were evading

capture when he was assigned to Oklahoma. Bill feared nobody and is reputed to have been engaged in numerous fierce encounters with desperadoes. I once had the opportunity to examine his favorite gun but have forgotten the number of notches on the stalk. I do remember how creepy I felt when I counted them (p. 38).

Weatherford was originally the farthest western township in Oklahoma at the time. Its populace included farmers and ranchers. Early businesses included a Cottonwood Mill. Within a few years, the town supported eight lumber yards, 15 wagon yards, 14 saloons, and five dance halls. It soon became known as the roughest and wildest town in western Oklahoma Territory.

The timeframe of the 1980's was indicative of the progress of the oil boom. Houses in Weatherford were being built in record numbers with little or no concern about the interest rates nearing 20 percent. In the spring of 1982, oil and natural gas consumption started to decline, as well as gas prices. Supplies of oil increased and soon oil workers were having a difficult time finding employment. The first bank that failed in Oklahoma was Penn Square Bank in Oklahoma City in July 1982. The oldest bank in Weatherford, Security State Bank, failed in September 1984. Even the company 3M felt the economic change as it had its first layoff of 75 of its 1000 employees. To keep the spirits up, the Chamber of Commerce led a campaign to obtain a 75 foot Christmas tree. Through donations of various types, one was obtained and set up in the town square. However, even these efforts did not prevent Weatherford from the economic slump in which banks began to close, run on banks occurred. The farm economy collapsed, and unemployment rate was nearly 9 percent.

Southwestern University had financial problems as well. To help resolve their current financial problem, they managed to get permission to withdraw \$100,000 from their reserve funds and announced tuition hikes for 1983-1984 school year. More budget cuts were required and Southwestern University set forth to determine how to accomplish this. A temporary one cent sales tax increase and a gas tax helped the situation. As the economy started to turn around, numerous projects were in work – some favorable and some not.

An outside company wanted to build triplexes for federally funded housing and efforts to prevent this failed. Expansion of an intersection resulted in purchasing of businesses and homes for easement caused much controversy. A YMCA center was built as well as a senior center. The federal government paid for a ramp access to I-40 at Washington, resulting in more billboard advertisement for Weatherford and the enclave of national chain stores.

In 1987, Sayre Junior College merged with Southwestern allowing students to acquire a Baccalaureate degree at the Sayre location. The 1990s brought unique issues. Strict federal mandates required closure of most of the local landfills without providing funding for new sites. To fund the new landfill and sewage plant, rates increased for water and trash pick-up.

Changes occurred at SWOSU as well. With the onslaught on the computer technology, the library automated its collections and students could now search the internet and information could be obtained via the World Wide Web. Facilities were improved and expanded to include the demolition of the Old Music building to make way for the Thomas P. Stafford Center, a three-story multi-million-dollar classroom and office

building. The growth of SWOSU had a direct impact on Weatherford by providing 2,000 jobs, \$55 million in income and \$3 million in tax revenue. SWOSU started as a small teachers' college and transformed to a 21<sup>st</sup> century university.

### *Origins of SWOSU*

Dr. Nye (2001) wrote a centennial book about SWOSU: The following is an excerpt:

The history of Southwestern Oklahoma State University began on March 8, 1901. On that date the Oklahoma Territorial Legislature authorized the establishment of a Normal School in southwestern Oklahoma for the purpose of preparing teachers for the public schools. The Legislature also appropriated \$52,000.00 to be used to erect and equip a building for the new school. The town in which the new school would be located would be required to provide free to the Territory of Oklahoma a forty acre site within one mile of the corporate limits of the town as well as \$5,000 for fencing, planting trees, and beautifying the campus of the new school. Several towns in southwestern Oklahoma immediately began campaigns to be chosen as the site of the new school. Indeed, Granite and Mangum had begun their campaign as early as 1900 . . . Other towns contending for the school were Cordell, El Reno, and Weatherford. Opponents argued that Weatherford was not actually in southwestern Oklahoma. In May, 1901, Governor C. M. Barnes appointed a committee to select the location for the Normal School. . . While the committee appointed by Governor Barnes took no action, President William McKinley replaced Governor Barnes with William M. Jenkins.



Governor Jenkins appointed his own committee to choose the site for the new school without asking for the resignations of the members of the Barnes Committee (p. 9).

. . . The Barnes Committee visited Weatherford. They were given the same elaborate welcome by the citizens of Weatherford, but, according to *The Granite Enterprise*, with the added inducement of alcoholic beverages served us they rode to Weatherford on the Choctaw Railroad. It came as little surprise when the Jenkins Committee recommended Granite and the Barnes committee recommended Weatherford as the location of the Normal School. . . Ignoring the recommendation of the Jenkins Committee, the Weatherford delegation proceeded with their plans for the school to be located there. Beeks Erick, a Weatherford banker, donated forty acres of land for the site of the school as required by law. George T. Webster, the attorney for the Weatherford delegation, went to Guthrie where he filed the deed for the land. . . Fearing that the Territorial Board of Education would accept the recommendations of the Jenkins committee and authorize the construction of the Normal School building at Granite, the Weatherford group filed a temporary injunction in the District Court of Oklahoma County forbidding the Territorial Board of Education from awarding a construction contract or expending any funds for a Normal School at any site other than Weatherford (p. 10).

The Southwestern Normal would be located on the top of a hill overlooking the frontier town of Weatherford. The hilltop provided a breathtaking view of the surrounding countryside for miles in all directions. To the north lay the Deer

Creek valley, and far to the south a gentle ridge arose. Grassland and cultivated fields lay to the east, and to the west were canyons and stands of trees. Directly south of the campus, the town of Weatherford stood – new, raw, and unimposing. The town of Weatherford resembled many other frontier towns as work on the Normal School began. Unpainted false-front buildings housed stores and saloons. The dirt streets were muddy when it rained and dusty in dry weather. Most of the houses were located on barren land without lawns or trees. Like most frontier towns, Weatherford attracted gamblers, robbers, brawlers, and . . . The frontier spirit of energy and progress was apparent in Weatherford in 1903. The new Southwestern Normal would be an important addition to Weatherford and the entire area. The new school would change the town and the surrounding area socially, culturally, economically, and educationally. . . The Territorial Board of Education appointed James R. Campbell to lead the new Southwestern Normal (p. 13).

Students arrived by train, wagon, buggy, and horseback eager to find lodging and enroll in classes (p. 16). . . several prominent Weatherford citizens participated in the opening ceremony. At the conclusion of the assembly, students moved to makeshift classrooms in the church and the renovated saloons. . . students could hear the clink of glasses, the rattle of dice, and the voices of gamblers in adjacent saloons. . .



Figure 3: SWOSU Administration Building

*Context of Higher Education in Oklahoma*

Milligan and Norris (1993) wrote about the era of the 1930's in Oklahoma:

The Great Depression brought great personal tragedy to many in the Sooner State. With their stories depicted in famous novels and movies, “Okies” became the symbolic, tragic figures that most Americans associated with the “dirty thirties.” The Great Depression also adversely affected all aspects of state government. Certainly, Oklahoma’s educational institutions felt the brunt of drastically reduced state revenues (p. 276).

*Leadership of Kate Zaneis*

Milligan and Norris (1993) wrote about Kate Zaneis and Southeastern Teacher’s College (STC) and the resulting effect:

. . . Entered Southeastern; four years later she graduated with honors. After leaving STC in 1926, she happily returned to teaching in Carter County. This phase of her career lasted only until 1934, when a circumstance occurred that so upset her she had to rebel—a move which eventually led to her presidency of Southeastern.

Because of insufficient revenues during the deepening depression, many schools began issuing pay warrants instead of checks. These “promises to pay” were redeemable only at banks, which normally charged a discount rate that lowered the amount the teacher received. Angered after being issued such a certificate, Zaneis denounced the practice in an impassioned speech on Main Street in downtown Ardmore. In a ringing tirade that reportedly attracted nearly 400 listeners, the irate teacher urged Ardmoreites to support education by electing E. W. Marland who was then running for governor on a platform which included planks calling for higher teacher salaries and the abolition of pay warrants. Informed of her remarks by a campaign worker, Marland soon contacted the female educator . . . becoming his campaign manager in Carter County . . . make speeches on his behalf . . . Marland rewarded Zaneis by appointing her to the State Board of Education . . . Zaneis was very prominent in insisting that the state reestablish the practice of granting college faculty members sabbatical leave with pay to take advanced study and often to attain higher degrees (p. 280-1).

Milligan and Norris (1993, p. 281) wrote about Kate Zaneis’ presidential appointment:

. . . on May 24, Governor Marland, with the board’s approval, named Zaneis to the presidency of STC. It was a historic appointment since no woman had ever served as president of a four-year college in the history of the country.

Milligan and Norris (1993) wrote the following about the first woman college president:

The tenure of the first female ever named to head a state college or university in not only Oklahoma but also the entire country had a dramatic effect on Southwestern and ultimately the entire state as well. . . When Kate Galt Zaneis

officially became the ninth president of Southeastern Oklahoma State Teacher's College on May 24, 1935, she broke ground that remained untilled after her until 1990 when Dr. Joe Anna Hibler became president of Southwestern Oklahoma State University (p. 277-278).

Milligan and Norris (1993, p. 292) discussed the circumstances of President Zaneis dismissal as president:

When asked what she thought caused her dismissal, Zaneis replied that she had been "caught in a cross fire" between one of her main political friends, State Senator John A. MacDonald, and the board of education. In fact the ousted female president was correct. As later revealed in the board's minutes, MacDonald has sponsored the bill for the dormitories in a manner that the board found offensive because it allowed Zaneis to exert control over selecting the architect and to share responsibility for supervision construction with the board. To A. L. Crable, the powerful state superintendent of public instruction, and the remainder of the male-dominated board, that was unacceptable and they balked at the agreement. In addition, the board opposed her choice of MacDonald's brother-in-law, Bryan Nolen as architect. President Zaneis' response was that she chose Nolen because his credentials were the best and he was the only STC graduate who had applied for the position (*Alva Record, 1937*).

Milligan and Norris (1993, p. 296) discussed her replacement as president:

Zaneis' successor was a man and no woman after her was chosen to be the chief executive at any state college in Oklahoma for over half a century. It must be said, in conclusion, that the example set by the female president was not the reason for

this circumstance. No one could question that Zaneis had served Southwestern energetically and effectively. In all respects except politics, she left STC far better off than she had found it.

#### *Higher Education in the 1980-90's*

Dr. Hibler discussed with Reporter Bernice McShane (1987) of *The Daily Oklahoman*:

You have to take some risks, too. When a position opens up, you have to decide you're going to apply for it.

Dr. Hibler discussed the context of Oklahoma Higher Education in her presidency:

I got to do a lot of things because it was politically correct to have a woman involved in whatever we were doing. In the early 90's, political correctness was very much on everyone's mind and that included equal rights for women, so it was not unusual for me to be included in a group of the presidents that was asked to meet with the legislators, the governor, or other groups interested in Oklahoma higher education. Also, if a panel of presidents was asked to present programs at various meetings, I more that likely would be included in the group. For example, just recently I was included in a panel of retired presidents that met with a leadership group at Rose State. Part of the participants' interest was in my having been the only female president at the time.

#### *Advice for other women*

President Hibler offered the following advice to women seeking the presidency:

I think the more exposure that you can get . . . will make you a stronger candidate . . . as the university president, you have to have some fund-raising experience . . . academic experience . . . work with the community . . . recognize that students are

the heart and soul . . . need to realize that you are responsible for the . . .  
livelihood of a lot of people . . . you can do a better job if you have taken  
advantage of all the different opportunities . . . serve on the different committees;  
you make sure that you are active in your community . . . (Nykolaiszyn, 2007).

## Breaking Ground into Higher Education

### *Opportunities from Higher Education*

#### *Public School Visits to Southwestern*

Dr. Hibler remembered Southwestern when she was a public school student:

. . . we went to the Southwestern Campus for contests . . . or to play basketball . . .  
was the central place for all the public school activities. . .

#### *Southwestern Scholarship and Bachelor's Degree*

Joe Anna graduated from Leedey High School in May 1957. She received a Distinguished Freshman Scholarship for \$100 from Southwestern to pay for her tuition, room, and board. She thought she was in love and might want to get married. She enrolled at Southwestern in the secretarial short course for the summer. When fall came, Joe Anna decided to she wanted to complete her Bachelor's Degree. The young man and Joe Anna went their separate ways.

Joe Anna recalled her college experience at Southwestern:

There were only about 1,500 students at Southwestern . . . so you knew everyone .  
. . . The classes were very small in number . . . the largest one might have been 30-  
35 . . . Teachers were interested. There were a couple of women . . . in the  
business department . . . single women, career teachers. Very independent and  
very good about helping if you wanted help.

### *Lack of Career Options for Women*

Joe Anna discussed why she decided to pursue a degree in Business Education.

I started in the secretarial short course which fed into . . . business education. By the time I was in my senior level classes and did my student teaching, I decided that I would try teaching. I'd always said I wasn't going to teach . . . when you think about it back in 1960, there were about three things that women normally did . . . You were a secretary, a nurse or a teacher. You really didn't have very many career options. Or we didn't know that we did. At that time, the only option I had was Business Education . . . I decided that after I finished my master's I would apply for teaching positions.

### *Early Influences of Male Mentors*

Joe Anna discussed the influences of her male mentors:

I don't think, unusual in my career path for men to have been the biggest influences. There was my academic advisor. He was a good mentor. There was a gentleman who was head of public relations and the campus newspaper. He took an interest in what I was doing. The summer that I started to Southwestern, my folks also enrolled at Southwestern to work on their Master's. . . The other two summers they rented a house in Weatherford. They were in school when I was in school. And this gentleman . . . he and his family lived across the street from the rent house we were living in. He got acquainted with my folks. So he was very instrumental in helping me get a graduate assistantship at OSU.

Joe Anna graduated from Southwestern State College with a Bachelor's Degree in 1960 at 21 years old.



### *Master's Degree*

She graduated with her Bachelor's Degree in May 1960 and worked as a "Kelly Girl" in Oklahoma City during the summer. In the fall she enrolled in classes at Oklahoma State University to work on her Master's Degree in Business Education. She lived in the graduate dorm with women from England and Pakistan and typed their papers for extra money (Nykolaiszyn, 2007). She completed her Master's Degree in Business Education from Oklahoma State University in 1961. Joe Anna described her goals in life:

To get a teaching job, and I thought that I would probably be a high school business teacher all my life. I really had no aspirations beyond that.

### *Work Experiences*

#### *High School Business Teacher and Adjunct Teaching Position*

Joe Anna discussed being hired as a high school business teacher:

The first job I had was at Altus High School. I interviewed for the job and they offered me the job that same day. The superintendent told me that they had never placed a beginning teacher in the high school before . . . which put a little pressure on me. When I reported to work the person closest to me in age was 10 years older than I was. . . Altus had an excellent school system, good teachers . . . every one of them was a mentor for me. . . Altus Junior College was an extension of the high school. In the business courses . . . we had both high school and junior college students in the same class.

Joe Anna described her higher education teaching experience:

The junior college would offer night classes in business, so I started teaching as an adjunct for Altus Junior College . . . I taught adjunct classes out at Altus Air

Force Base for the junior college. The four years I was there my job was actually with the Altus public school as a high school business teacher.

*A Critical Decision to Return to Southwestern*

Joe Anna applied to teach with the Air Force Schools and discussed this:

This was back before you applied for jobs. People just called you and offered you jobs. The gentleman who had been my advisor at Southwestern called and wanted me to come up and talk with him about teaching in . . . the business education department. I went up and met with Dr. Ward and the president of the college . . . They offered me a job. I really had to think long and hard because I had received approval for the Air Force Schools . . . I really struggled with that decision. But I finally decided that I would go back to my alma mater.

Joe Anna chose to return to Southwestern. She described her return:

That was kind of interesting to come back as a young teacher and become a colleague with the people who had taught you. They were very good about mentoring. The Academic VP and president were both just as helpful.

She decided to pursue a further educational degree and described this:

I came as a faculty member. I really did a textbook progression which normally doesn't happen. So, I taught four years and then took sabbatical two years and got my doctorate at OU.

*Teaching at Southwestern and Doctoral Student at OU*

Joe Anna taught four years in the Business Education Division at Southwestern then she applied for a sabbatical to pursue a doctoral degree at the University of Oklahoma (OU) in Norman, Oklahoma. She qualified for 2/3 of one half of her salary.

She also applied for a Delta Kappa Gamma Scholarship and was granted \$2,500 in tax free scholarship funds and also taught classes at OU. Joe Anna discussed the financing of her doctorate:

I had really planned to make sure I had the finances that I needed, and I was just going to stay one year, then go back and teach and write my dissertation. The fellow who was my major professor talked to me about staying that second year. He would hire me at what was then called a special instructor. It didn't pay you much, but it did provide free services at the library, copying . . . He convinced me . . . that it would be a lot easier to do my dissertation on campus with no obligations. So I was there from '69 to '71. I went back to Southwestern and stayed.

*Delta Kappa Gamma Scholarships*

Dr. Hibler applied for and was awarded the Delta Kappa Gamma Scholarship.

I also taught a class on the OU campus . . . Delta Kappa Gamma . . . It's a Women Teachers' Society. I applied for one of their scholarships. It was a \$2,500 scholarship tax free . . . in 1969 that was a lot of money.

Dr. Hibler discussed the second year of her scholarship:

. . . when I decided to stay that second year, Delta Kappa Gamma called me, and some lady that was to get the \$2,500 scholarship that year had had some change of plan. They wondered if I would want the scholarship to finish up my dissertation. . .

Dr. Hibler discussed her appreciation for the scholarship on the acknowledgement page of her dissertation:

The writer also wished to acknowledge her sincere gratitude to the Delta Kappa Gamma Society International for their financial assistance through the following scholarships: Lois and Marguerite Morse, International, 1969-70; Gamma State, Short-Term, 1970; and Gamma State, Long-Term 1970-71. (Hibler, 1971, p. iii).

*Union Card and Applying for Positions*

She discussed her decision to stay at OU and finish her dissertation:

I guess I was smart enough to know that I was young enough that if I was going to stay in higher education for a career, then I needed my doctorate. We jokingly say that it is our union card; but, in a sense it is. (Nykolaiszyn, 2007)

The title of her dissertation was as follows:

*Current and Preferred Policies in the Supervision and the Evaluation of Business Student-Teachers: An Analysis of the Opinions of Collegiate Business Education Teachers, Cooperating High School Business Teachers, and Business Education Graduates.*

Joe Anna was awarded her doctoral degree in Business Education in 1971. Her dissertation is on the internet and available through ProQuest.

*Early Administrative Positions*

Dr. Joe Anna Hibler discussed returning to Southwestern:

When I came back from sabbatical and had completed my doctorate, the lady who had been department chair was going to retire, so it was logical that I step into

that role because I was the only one in the department with a doctorate. So that was a decision the chair made without my applying for the job.

Dr. Hibler discussed her responsibilities as Chair:

When I was department chair, I had only three hours reduced load. It was not a large department, so I was still primarily faculty.

She was the Chair of the Business Education Department from 1971-1982. Dr. Joe Anna Hibler discussed her decision to apply for the deanship:

The gentleman who was dean of the school of business decided to return to the classroom. . . I didn't have a burning desire to be an administrator, but at the same time I always liked to try new things . . . when I heard who all was going to apply for the dean's job, I thought two things. I don't think I want to work for them, and I think I can do as good a job as they are going to do . . . so I applied . . . There was a formal application process, and I was interviewed by Vice President for Academic Affairs, Dr. Earl Reynolds and the President Dr. Leonard Campbell . . . and was appointed dean.

Dr. Hibler served as dean of the School of Business from 1982-1986. Dr. Hibler recalled the conversation with Vice President Earl Reynolds:

The gentleman who was going to retire called me into his office and he said "You are going to apply for this job, aren't you?" I said "Well I hadn't really decided." So he was a very good mentor. He really encouraged me to apply. . . There was a formal application process and a screening committee from across campus. Again, I was interviewed by President Campbell.

She was served as Vice President for Academic Affairs from 1986 – 1990. President Leonard Campbell decided to retire and discussed this with her:

. . . when Dr. Campbell announced his retirement, he called me in and said “Now you are going to apply for this job.” And I said “Well, I like what I’m doing.” . . . I enjoyed the academic vice president’s position . . . He was a wonderful mentor. I would not have moved up the administrative ladder. I don’t know that I would have moved at all, but I certainly would not have moved with the success that I had had it not been for those two gentlemen. They were very, very helpful and encouraging.

Dr. Hibler discussed the application process:

There was a formal application process and a screening committee made up of SWOSU administrators, faculty, staff, students, and alumni. I was interviewed by the full board of regents – Board of Regents of Oklahoma Colleges.

Nye (2001) wrote about Dr. Hibler’s application to the presidency in his centennial book about SWOSU:

With President Campbell’s announcement that he would retire on June 30, 1990, the process of selecting a new president began in December 1989. The usual excitement that goes with the selection of a new president was heightened when Dr. Joe Anna Hibler, vice president for academic affairs, applied for the president’s position. The faculty and administration began a campaign to support Dr. Hibler’s application for the position. (Nye, 2001, p. 149).

*The Leadership Strategy of President Campbell*

Dr. Hibler discussed how President Leonard Campbell mentored her:

Leonard Campbell worked with me regarding the kinds of letters of recommendations that I ought to solicit from key people in the state. There were a few people that he introduced me to that I did not know.

Dr. Hibler discussed other strategies that President Campbell used:

One day President Campbell called me. He was in Oklahoma City. He said “I’m on my way back to Weatherford. I’ve got one of the regents with me. I want you to take him on to Woodward where he lives.” I said “Why?” He said “Because I want you to get to know him and I want him to get to know you.” So I took him on to Woodward.

The regent and Dr. Hibler had a conversation that she remembered:

. . . He asked me “Had I’d ever been in an alley fight?” I said “No, but I don’t think I’d back off from one.” He said “Then you think you could handle yourself in an alley fight?” I said “Well, I certainly would give it my best shot.”

Dr. Hibler was going to interview for the presidency and received a phone call:

A friend of his . . . called me and said that she was calling on behalf of this guy and to tell me not to wear a navy blue suit, and not to wear one of those little buttoned up collars with one of those little ties, and not to wear ruffles.

Dr. Hibler discussed the introductions from President Campbell:

President Campbell was the mover and shaker on my application. He had me go to a Legislative Reception with him one time, which I had not done before. As

Academic VP, I really hadn't been involved much with the legislators. Then he also had me go to an informal gathering of some of the presidents.

Vice President Hibler discussed her selection as president:

The next board meeting that they had which was at Southeastern, the chair of the board called and asked "If offered the position would I accept it." I said "I would." . . . I have no doubt that there was certain politicking done on my behalf by certain people. At that stage, that's part of it. I didn't politick for the job, really, other than to ask for references. As I said, there were three or four people that Leonard had me meet with. I really did not pursue it.

*Influences from SWOSU:*

Ann Marcy (1990) of the *Weatherford Daily News* wrote the following:

Hundreds of people turned out Monday to congratulate Hibler on being named president of Southwestern Oklahoma State University. Regent Wayne Salisbury of Clinton, introducing Hibler, said that he had never had as many calls about an applicant for president of a university as he did for Hibler. "And not one of them was against her," he said. . . Hibler told the group that the regents had been concerned about whether a president appointed from within the university would be too much of a "caretaker" president bent on maintaining the status quo. "I told them that if it was a caretaker they wanted, I wasn't interested in the job," Hibler said.

She said it had never been part of her career goal to be president of a university. "I'd rather be vice president at Southwestern than president at another university," she said.



Bess Hibler, mother of the new president, said Monday that her daughter had “pretty well convinced me that she wasn’t going to get it. So I was surprised.” Salisbury had earlier said that any of the four final candidates, two men and two women, would have made good presidents for the university and that the issue of whether or not to bring in someone from outside or promote from within did figure into the discussion.

The Clinton pharmacist said that the decision was made more difficult by the fact that the regent panel was short one of its nine members. Although there is some question about whether or not it is in his power, Gov. Henry Bellmon has fired regent Linda Grantham of Edmond and appointed a new member.

Grantham did not participate because she had been advised that any board action in which she participates could later be invalidated. The new appointee has not been through the Senate confirmation process. . . The unanimous vote in open session came in a room where the picture hangs of the only other woman to be named president . . . Kate Galt Zaneis, who was president of Southeastern Teacher’s College (now Southeastern Oklahoma State University, located in Durant) from 1935-37.

Reporters Adler and Marcy (1990) wrote the following in the *Weatherford Daily News*:

“Regent chairman, Dr. Valree Wynn called and asked if offered would I take it,” Hibler said this morning. “Fifteen minutes later Dr. Leonard Campbell called me and said they had voted me in.”

“My principal when I was growing up in Leedey was a woman, so I grew up thinking it was normal for a woman to be in school administration,” she said. . .

State Sen. Robert M. Kerr, D-Altus, said today, “I’m pleased with that selection. Of the four candidates left, she was certainly my choice.” Although he was not consulted, he was kept informed about the selection process,” he said.

### *Opportunities to Understand the Mission*

The following positions helped Dr. Hibler to learn the mission of the university:

- Faculty Member – Recruited by Dr. Ward
- Chair of Business Education Department – only faculty member with a doctorate degree.
- Dean of School of Business – Applied for the Position.
- Vice President for Academic Affairs – recruited by Vice President Earl Reynolds.
- President of Southwestern Oklahoma State University – recruited by President Leonard Campbell.

### *First Woman Vice President*

Dr. Joe Anna Hibler was the first woman Vice President of Academic Affairs at Southwestern, and the first woman to be appointed president of a university in Oklahoma.

### *Appointment to the Presidency*

I arrived at the Regional University System Office in Oklahoma City, Oklahoma and wrote the following field notes in May 2009. There were numerous red books on the shelves. I found the book from the 1990’s that contained the minutes from the meeting that Dr. Hibler was selected as president. The Regional Board of Regents met at Southeastern Oklahoma State University in Durant, Oklahoma on April 20, 1990, to discuss hiring Dr. Joe Anna Hibler as President. The following is an excerpt:

President Wynn passed the gavel to Vice President Howard and then made the following motion, which was seconded by Regent Annis:

The person I wish to recommend as President of Southwestern Oklahoma State University had had various opportunities to develop an understanding of the mission and an appreciation for the philosophy of the university. Presently serving as Executive Vice President for Academic Affairs of the University, her other administrative experiences include chairman as well as dean in the School of Business.

Her educational preparation for this position includes an Ed. D. in Business Education from Oklahoma University, an MS in Business Education from Oklahoma State University, and in 1960 she graduated from Southwestern State College in Weatherford.

During the 24 years of employment at Southwestern she has experienced the rapid growth of the 1960's, the reorganization from college to university status during the '70's and the economic and political influences during the '80's. All of these experiences have contributed to her desire and ability to move Southwestern through the 1990's and into the next century.

She is honest, innovative, energetic, and with her love and dedication to this institution, Southwestern Oklahoma State University will meet the challenge of the future and continue to be an outstanding institution.

Dr. Joe Anna Hibler has stated that she will accept the challenge, so I respectfully submit her name to be the next president of Southwestern Oklahoma State University at Weatherford, Oklahoma, and to assume this position July 1, 1990. I put this in the form of a motion.

Dr. Hibler assumed her presidency on July 1, 1990. Vice President Hibler became the 15<sup>th</sup> President of Southwestern Oklahoma State University when President Campbell retired in 1990. She served as President until 2001 when she retired from the position.

Michele Charles (1990) of *The Southwestern* wrote the following:

“. . . I assure you that I will be working early and late to make sure that Southwestern continues to be a quality institution that is serving the needs of southwestern Oklahoma.” These were the words read by Oklahoma College Regent Wayne Salisbury from Dr. Joe Anna Hibler’s acceptance letter.

Videotape of Investiture

I watched the videotape of the investiture of Dr. Hibler to the president of Southwestern Oklahoma State University from July 1, 1990. One of the first people introduced was Regent Valree Wynn, an African American woman. Senator Bob Kerr was introduced as well as a representative for the Speaker of the House. One of the Oklahoma State Regents discussed that Southwestern was blessed with great leadership in Dr. Hibler. He also welcomed Dr. Joe Anna Hibler into the family of the presidents in Oklahoma.

There were various presidents of other colleges and universities present at the ceremony. Many people spoke at the ceremony such as faculty member, students, Sandy Garrett (Oklahoma State Superintendent for Education), politicians, community people,

and a member from the Oklahoma State Board of Regents. Former Chancellor Hans Brisch spoke of the heritage that Dr. Hibler received from her parents and how they had sowed the seed of excellence in their daughter. He spoke of the fine educators that her parents were in Oklahoma. He spoke of a river of change and that as you step into the river more that once you step in different places. The river is continually changing. He discussed the future progress of education for the upcoming 21<sup>st</sup> century and the extraordinary opportunities to build a legacy for Southwestern. Chancellor Brisch welcomed Dr. Hibler to the community of builders for Southwestern as she would build the future from the unique past of the institution.

There was another woman regent from the Board of Regents of Oklahoma Colleges. She presented the collar of the presidency to Dr. Hibler in a symbolic ceremony. She was also handed a large sculpture of a torch or a baton as she was invested in the powers of the presidency by the faculty, staff, students, alumni, and people of Oklahoma.

### *Key Skills*

#### *Known Entity, Visibility, Role Model, and Risk Taker*

President Hibler discussed the skills that enabled her to succeed as president:

I was a known entity. . . I had been a faculty member, chair, and dean. People knew me, and I think that that made it easier for me. . . . The people that were hired after I became president, some of them were new to having a female administrator, but no problems at all. It has never been my nature to think first of all that I am a female in this position. This is my job, and I am going to do it.

With the . . . other 24 presidents that I worked with all the time, I could not have

asked for better inclusion . . . Again, a big part of that was because of my predecessor, who was a good mentor. He paved the way for me with his good buddies. . . . I understand their ritual. I like sports.

President Joe Anna Hibler described her presidency:

. . . I was very visible. I got opportunities that I probably would not have experienced had I not been that first woman president. . . . it worked to my advantage that my red or purple suit stood out in all that grey and starched white shirts. . . the downside was that if I was gone, it was very obvious that I was gone.

Dr. Hibler discussed her predecessor President Campbell:

I remember President Campbell, my mentor, sat me down and said “You are going to be in the spotlight more so than a male president would be.” He said “You are going to be looked upon as a role model.” He said “You are probably going to be second guessed on some things because you are a female.”

Dr. Hibler was a risk taker and discussed this:

I was involved in some things I wouldn't have been involved in otherwise, because it was politically correct to have a female involved . . . I took a little bit of criticism, because I did not do things the traditional way all the time. I was really a little bit of a risk taker . . . I was willing to take that risk.

### *Lessons from the Past and Values*

Dr. Hibler remembered the values her parents instilled into her:

I was never told that you shouldn't try that or you can't do that. I was always told, now if you are going to do this you are going to have to work at it, and you can't quit, and you have to see it through. Sometimes it was good and, sometimes it was

bad. But if it was bad, my folks would sit down with me, and we'd talk about why it had ended up bad and what I had learned from it. And if it was good, there was praise but not out of line. As an only child, I could have been spoiled rotten, but I don't think I was because they kept me pretty much on track.

President Hibler discussed her basic value system and leadership skills:

You've got to have people that are capable, and you can believe they can do it. Give them enough rope and authority to get it done. Sometimes it doesn't always work, and sometimes it didn't end up just exactly like I wanted it, but it got done. . . That's how I tried to operate. As long as I could come home at night, look in my bathroom mirror . . . look myself in the eye, and say "Okay, we did okay." I was fine and slept good at night.

*Openness of Leadership, Communication, and Decision Making Skills*

Dr. Hibler described the openness of her leadership:

I tried to be open. I tried to be very honest with people . . . I tried always to treat people fairly and equally. I am a believer that you don't have to like somebody to work with them. You just have to respect them. . .

She described her administrative style on campus:

It was a learning experience. I really didn't face a whole lot of discrimination. I think part of that was simply that I was already known on the campus. I had worked in different positions. I had shown an administrative style already on the campus. I didn't have to prove myself to a whole lot of people. There were one or two instances where my decision making was challenged because I was a female, but not anything major.

President Hibler discussed her communication skill in dealing with other people:

I tried to keep everybody as informed . . . we had three Vice Presidents, administration, academic affairs, and student affairs. I would meet with them frequently. At least once a week, we'd always have a scheduled meeting. I'd meet with them individually at different times. We had a deans' council that met weekly. By the time the information moved from me to the vice presidents, to the deans, then to the department heads, and to the faculty it wasn't always accurate. It wasn't always complete.

She discussed communication with faculty:

A faculty member might come to see me, and the way they had heard information, they should have been concerned. Many times what they had heard was the direct opposite of how it actually was. Trying to correct that . . . was difficult . . . It just got lost as it was passed down. I tried to deal with people as openly as possibly.

Dr. Hibler discussed the decision making process in the following phrase:

I tried very hard to always explain why I was making the decision I was making whether it was a popular one or not . . . it's important to explain your decisions. If you drew a line, there's a few people at one end that it doesn't matter what you do they are going to agree with you . . . Down at the other end . . . a small group of people that it doesn't matter what you do they are not ever going to like it . . . The vast majority of people are in the middle and it depends upon what the issue is and how it affects them and how you work with them.



*Compromise, Confidentiality, and Trust*

President Hibler discussed Participatory Leadership in the following statement:

Most of the time there were very, very few decisions that I made that were not a compromise of some kind. Very seldom did I get my way. What I wanted to do, there was always some compromise involved. Once in a while I would throw my shoulders back and say “No, we are not going to do that” but not very often.

President Hibler discussed confidentiality and trust:

. . . there are some things I’ll take to my grave. There are a few times in that position where you have to protect someone’s confidentiality. Revealing it would help no one . . . most people realized that they could trust me to remain confidential . . .

*Self Assessment of Personal Characteristics*

I modified the form Astin & Leland (1999, p. 183-192) and retitled it “Woman Educational Leader: Participant Profile” since my case study involved only one participant. There was a Likert scale within the modified form ranking personal characteristics of leaders with the following scale: High-5, 4, 3, 2, 1=Low. Dr. Hibler performed a self assessment and the following characteristics were ranked with a number of 5 are as follows:

Humor  
Independence  
Curiosity

Perseverance  
Self-Centeredness

The personal characteristics that she ranked a 4-5 are as follows:

Compassion  
Generosity

Loyalty/Commitment

The personal characteristics that Dr. Hibler she ranked a 4 are as follows:

Achievement	Initiative	Self-Confidence
Adaptability	Kindness	Self-Discipline
Ambition	Leadership	Spirituality
Autonomy	Resourcefulness	Spontaneity
Energy	Self Awareness	

The personal characteristics that Dr. Hibler ranked a 3-4 are:

Assertiveness	Perceptiveness	Sociability
Interpersonal Skills	Risk-Taking	Tolerance

The personal characteristics that Dr. Hibler ranked a 3 are as follows:

Creativity	Patience
Intelligence/Related Aptitude	Physical Appearance

The majority of Dr. Hibler's personal characteristics were ranked with numbers 5-4.

### *Key Experiences*

#### *Public School Activities, Adult Situations, and High School Activities*

Dr. Hibler discussed her involvement in activities from public school:

In a small school, you participated in everything: sports, music, speech, plays. It took everybody to do those things. So you were exposed to a lot of different activities.

Dr. Hibler described how her father worked for the Cocoa Cola Plant in Perryton, Texas during the summers when she was a young child. He had delivery routes and Joe Anna would go with him. She heard the adults conversing and learned how business was conducted. She also discussed that when her father was a coach, she would go with him to many informal meetings between coaches. She heard how the coaches conversed with each other. The experiences of being with her father during informal business meetings enabled Joe Anna to develop skills about the art of conducting business.

Dr. Joe Anna Hibler discussed her participation in activities:

In high school . . . we were involved in everything. We had an excellent music program, chorus, and we went to the Southwestern Campus for the contests.

Dr. Hibler played the piano and discussed this:

I took piano lessons the whole time I was growing up. I didn't have one ounce of talent . . . I enjoyed playing. I played for the Methodist Church for the three years I was in high school.

Dr. Hibler described being a member of the girl's basketball team.

And certainly one of the highlights of my life is that I played on a state championship basketball team.

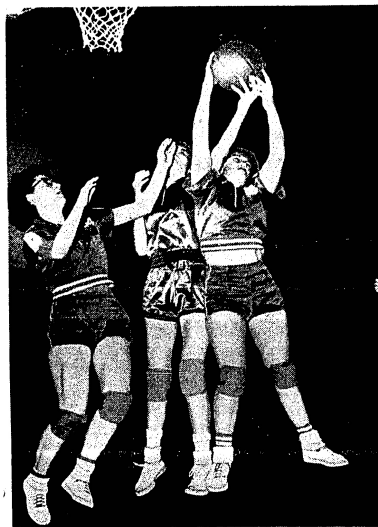
The news articles from Dr. Hibler's scrapbook indicate that her team won the Class A Girls State Basketball Championship in 1955. There were several photographs of the Girl's Championship Basketball Team and her father in Dr. Hibler's scrapbook. Figure 3 is a photograph of the championship team and Coach Hibler. Joe Anna is the fourth basketball player from the right in the photograph. Dr. Hibler's scrapbook has a 1955 news article from *The Daily Oklahoman* written by Frank Reece that was printed as follows:

Byng's towering Pirates fell before a hustling band of Leedey eagers which overcame a three-point deficit in the final minute to post a 54-52 victory Saturday at Municipal Auditorium. The Victory meant a first state championship for the Bison and it came on their first trip to the state tourney. . . The clinching points came just 10 seconds before the finish. .

There was a photograph in the news article showing Joe Anna Hibler in a rebound of the basketball. Figure 4 is a photograph of Joe Anna in a rebound. She is the basketball player in the middle of the photograph. There were also photographs of Dr. Hibler in the scrapbook as a member of the Girls Softball Team with her father as coach during her high school days.



Figure 4: Leedey Girls Basketball Team (1955)



*Leedey guard Joe Anna Hibler (right) pulls in a rebound as Byng forward Rebecca Kaiser (center) stretches fruitlessly. At left is Beverly Logue, another Leedey guard.*

Figure 5: Leedey vs Byng Basketball Finals; Copyright 1955, OPUBCO Communications Group

The scrapbook from Dr. Hibler indicated memorabilia from a high school senior play called “Take it Easy” and the lead was Joe Anna Hibler. In her scrapbook there are

several Honor Society Awards from May 1955 and 1956. There is a commencement announcement from Leedey High School that was held on Tuesday May 14, 1957.

*College Activities, Curiosity, and Degrees Earned*

Joe Anna discussed her involvement and participation at Southwestern:

I was very active on campus. I have always been curious. I wanted to know what's going on. I wanted to be involved in what we were going to do, how we were going to do it. I guess you would say I was kind of bossy. I was active in the student senate, and intramurals, and a sorority.

Her scrapbook indicated that she received a bid from the Delta Zeta sorority. In her scrapbook there is a letter from President Burton congratulating her on the Duke Awards dated May 22, 1959. The following is an excerpt of that letter:

We need students like you who are willing to give the time and effort to leadership on our campus. This honor is well deserved and I am sure that your home town, your school, and your parents are very proud of your achievement.

There was another letter from President Burton congratulating her for the Duke Award in 1960. Joe Anna was also selected "Best Citizen for 1960."

Joe Anna Hibler described how she completed her Bachelors Degree:

I finished in three years. I was 21 in May, the month I graduated. My folks were wise beyond what I thought at the time. They knew I was not ready for the classroom or to teach. A couple of my professors suggested that I apply for an assistantship at OSU and work on my Master's . . . I taught a class in the college of business.

She graduated with her Bachelor's Degree in three years. She attended Oklahoma State University for her Master's Degree. She graduated and began teaching.

### *Hard Work and High School Teaching*

She described teaching as a 22 year old at Altus High School:

As a faculty member, we had six class periods and a home room. We didn't have a planning period . . . I was one of those faculty members teaching skills courses like typewriting, and shorthand and office machines. I would literally have a cardboard box of papers to carry home, because we were required to record three grades a week for each student . . . I taught with two other business teachers, and they were very, very good and good mentors. Some of the other teachers in the other disciplines were really good mentors.

Dr. Hibler described how she would participate in after school activities:

I would chaperone a dance. The school had a big musical production every year like South Pacific. They would have rehearsals for six weeks, and we would run a study hall . . . for the kids . . . I'd help with that. I tried to be involved . . .

### *Paying her dues*

#### *Southwestern Activities*

When Joe Anna received the phone call to interview at Southwestern for a teaching position in the Business Education Department, she interviewed, and received the job offer. She discussed how she volunteered for many committees and extracurricular activities:

I served on so many university committees. I sponsored the cheerleaders twice . . .

I served as the faculty representative of the NAIA athletics. I served on the North

Central Steering Committee twice. I sponsored the Student Senate. I wanted to know what was going on. I liked having different things to do.

I really liked those extra challenges and working with people from across campus. I served and was very involved in the Oklahoma Business Education Association. I served as president of that organization and at the regional Mountain Plains Business Association. I served as National President for the National Business Education Association. I served as state president of Delta Kappa Gamma, the Women's Teachers Society, when I was a faculty member.

From her scrapbook she earned an award titled "Outstanding Young Women of America." The award has the following information printed on it:

This is to certify that Joe Anna Hibler has been selected to appear in the 1968 Edition of Outstanding Young Women of America in recognition for her outstanding ability, accomplishments, and service to her community, country and profession.

#### *Work Ethic*

As a young 26 year old teacher, Joe Anna had certain expectations of herself. One morning Dr. Hibler was sick but went to teach and described the memorable experience:

One of my most memorable times, I got the chicken pox when I was 30 years old . . . I had been to the doctor that week because I had a cold. At the time I had a couple of little spots on my arm. I asked Dr. Leatherman "What are those?" and he said "That is the orneriness coming out." He put me on an antibiotic. The next morning I got up, and my face was broken out. I thought I must have been allergic to the medicine. I had a test scheduled at 8 o'clock. I went to school to give this

test. I walked into the classroom, and the kids were just “OHH.” . . . I said “I don’t know. I think I am having a reaction.” I said “Let’s get your test started.” I yelled to one of the other faculty members, and he came down and monitored. All the way through those four years, the kids referred to me as Dr. Chickenpox.

Dr. Hibler discussed her expectations from the students in her class:

I was death on kids about coming to class. You had to be there. I required them to be there. If there was any indication that they weren’t doing their part I would drop them. . . . I was known as pretty hard nosed, but very willing to help . . .

One of her former students had the following conversation with Dr. Hibler:

I came across one of my former student years later. He said “I remember you’re saying ‘If you are sick you just bring a cot and put it in the corner.’” . . .

#### *Prepared for the Presidency*

The following excerpt is a discussion Dr. Hibler had with Ron Jackson of *The Daily Oklahoma* on May 14, 2001:

In one respect, I knew the odds were against me. Then again, I figured maybe the odds are with me because we’re long overdue. My mind changed every other day . . . but I knew I was prepared. In *The Southwestern* (1986), the campus newspaper an article described her preparedness:

Hibler has been active in the Southwest Business Administration Association, the National Business Education Association, the Oklahoma Business Association, Delta Pi Epsilon (national honorary graduate fraternity) and Delta Kappa Gamma (international society for women teachers). In 1984, Hibler received the “Outstanding Regional Leadership” award from the Mountain Plains Business



Education Association. She is also a life member of the Oklahoma Education Association and a member of Higher Education Alumni Council of Oklahoma. As an active member of the Weatherford community, Hibler is currently serving as a board member of the Weatherford Industrial Development Trust and is treasurer of the Museum Committee. She recently completed a three-year term as a member of the Weatherford Chamber of Commerce Board of Directors.

#### *Parents and Mom's Graduation*

Dr. Hibler discussed her mother completing her college degree:

Mother finished her degree when I was five years old. I remember going to her graduation. Prior to that time she taught on a temporary certificate.

Her parents taught 80 years combined in the public school system in Oklahoma. Dr.

Hibler discussed her lifestyle growing up with her parents:

When I was growing up I was going to do anything but teach school. In essence, I went to school every day with my folks. That was just part of our lifestyle. . . I also saw what my folks did as teachers. And time and time again, I saw people come to our house and say to my mom or to my dad . . . how much they appreciated what my folks had done in some way to help. . . you can't put a price tag on the positive influence you can have as an educator.

#### *Influences of Men to the Presidency*

Dr. Hibler was hired to be a high school business teacher by a male principal.

There was a counselor at Southwestern who helped Dr. Hibler earn a graduate assistantship to OSU. He also called her about a job opening at Southwestern. She

interviewed with the Dean and the President. All the positions were held by men. Dr. Hibler discussed the influences of men in her professional life:

There were also some men. And it's not, I don't think, unusual in my career path for men to have been the biggest influences.

Vice President Earl Reynolds mentored her into the Vice Presidency of Academic Affairs. There were other men who helped her transition into the Vice Presidency:

. . . the assistant chancellor for academic affairs, Melvin Todd . . . He was very, very helpful to me when I was promoted to Academic Affairs VP. Again I was the first female coming into that position on the Southwestern campus. Shortly right after I was appointed, Jean Bell Manning at Langston was appointed. So Jean and I were kindred souls throughout all that experience . . . Dan Hobbs, who was associate chancellor and . . . interim chancellor . . . was very helpful.

Dr. Hibler discussed mentorship:

I have never been afraid nor embarrassed to ask for help. I think if you are that way people don't impose on you, but at the same time they understand that you are open to being mentored and that you're open to being helped. I have always appreciated that kind of support. It made my job easier. It certainly helped build my confidence.

Dr. Hibler discussed that the majority of her mentors were men:

As I think I said last time most of my mentors were men but that makes sense because there were only men at those levels.

President Leonard Campbell was a major influence and Dr. Hibler discussed this:

I liked being at Southwestern . . . I really was not interested in moving to another school. I liked what I was doing as Academic VP. I'd really not thought about the president's position at all until President Campbell announced that he would retire at the end of the academic year. . . President Campbell really encouraged me. I really feel like he was instrumental in my getting the job.

### *A Choice to Be Single*

A news article written in *The Daily Oklahoma* by Reporter Bernice McShane in 1987 Dr. Hibler discussed how remaining single worked to her advantage:

One thing Hibler said she considers an advantage to her hectic work schedule is her unmarried status. "When I go home, if a meal isn't fixed, I'm the only one it affects, so I can spend all my energy there," she said. "I would tell any woman who is considering this kind of work that you do have to make some choices. . . you can't do everything you probably would like to do. I don't think there is enough time or energy."

President Hibler discussed her admiration for women balancing work and family:

You know when I was working as president I thought about and I only have my own experience to draw on but I didn't have the family responsibilities that many of the women presidents had. Not being married not having children I didn't have to worry about getting everybody's laundry done I just had to worry about getting mine done. If there wasn't an evening meal it didn't affect anybody but me. So from a personal standpoint it was probably easier for me to do my job because I am single because I didn't have to do that balancing act and I so admired the

women who have and are doing that. I didn't have to spend time worrying about a husband's ego or the public's perception of who Mr. Joe Anna was?

*The Role of Justice and Societal Concerns*

*Personal Experiences*

Dr. Joe Anna Hibler discussed her personal experiences of societal concerns:

. . . Now we are talking 1950's. Leedeey had a city ordinance that a Native American could not be in town after sunset. Since the ordinance had been in place for many years, it was never talked about, but Native Americans could be in town after dark only when Hammon and Leedeey played ball. But I do remember the summer before my junior year I took a summer job at the local drug store. The owner cautioned me that I could not sell certain items to, I am using "Native American" now but at that time it was "Indian." As a kid I did not understand why. But I talked to my folks a little bit, and they explained to me what they thought the rationale was although they didn't support it.

Joe Anna discussed another incident:

. . . I went to a National Methodist Church Camp in Arkansas. The first evening we were there a young black man named Julius came up and asked me to dance. We were both called in and told that was not right. I really struggled with that . . . was not the Christian way. . . I came home very, very disenchanted . . . my folks and the Methodist Minister . . . they counseled me through that incident. But I really struggled. So that issue of color became a societal concern for me, and I have carried that all the way through the rest of my life.

When Joe Anna Hibler graduated from Leedey High School, she started college and worked in the business office. She discussed this:

When I was at Southwestern the first summer, I worked in the business office as a student. . . . While we were there, this black couple came in to put a room deposit down for their daughter who was going to go to school. They were told that we did not allow what was then known as “Negro’s” in the dormitories. I will never forget they were very, very pleasant and professional; both teachers. I can remember Mr. Parker saying that if Beverly could not stay in the dorm where he knew she would be safe she wouldn’t be going to school. So the university president, the dean of women, and the business manager got together and discussed the issue.

. . . I was probably one of two students on campus. I was getting ready to leave the business office and work in the dormitory that fall. They called me in and asked me about what I thought about Beverly staying in the dorm. Based on my past experience, I didn’t have a problem with it. They decided that day that she could stay in the dorm. . . was a room where the RA’s took turns staying at night to listen for the phone. When we got there to start the semester, the dean of women and the housemother called all the RA’s together and explained that Beverly was going to be living in that room. We had the option of staying overnight in the room with her, or we could put a rollaway in the office. All of the girls said they would stay in Beverly’s room. When I think about it that was pretty remarkable, because we are talking 1957 . . . So that injustice has always been in my heart, and if I can help in any way . . . I am going to do it.

### *Rights of Girl Athletes in Oklahoma*

Joe Anna's father, W. D., worked for the rights of Girl's Basketball in Oklahoma. He worked with Mrs. Bertha Teague who was known as "Mrs. Basketball of Oklahoma" (Basketball Hall of Fame, 2009). She was the coach of Byng, the team that lost the 1955 Girl's Basketball Championship to the Leedey Girl's Basketball Team coached by Mr. Hibler. Joe Anna had developed societal concerns from the generational influences of her father, who worked to improve the game of basketball for generations of young girls.

### *Role of Civil Rights and Equal Rights*

Dr. Hibler discussed the role of Civil Rights and Equal Rights in her life:

Again, gave me opportunities that I would not have had otherwise, the equal opportunity, and just again developing a public awareness of the female role and the inequities that existed.

### *Name Change*

Joe Anna Hibler discussed her first class at Southwestern:

. . . I really grew up as Joe or Josie. When I started to college, the class cards had you put your first name, your middle initial and last name, so I had put Joe A. Hibler. I went to my first class in general psychology with Dr. Fullerton. It was traumatic. When he called my name, I answered. He said "Who said that?" This little green freshman raised her hand. He looked at me, and he looked at that card. He said "What is your middle name?" I said "Anna." He said "Well, you'd better start going by Joe Anna because I expected a big old thick necked football player to answer." So that's when I really started using both names.

## *Discrimination at OU*

Joe Anna discussed the discrimination she faced as a doctoral student in 1969:

I really hadn't faced discrimination. I did when I worked on my doctorate. I was at OU . . . my doctorate was going to be in education. I wanted to take personal management courses over in the college of business administration . . . They worked it out so I could take a personnel management course. The first management class that I attended there were about sixty guys and me. The instructor called roll, I answered . . . See, this was '69. He said "I don't like to have women in my classes." All those guys turned and looked at me, and I sat there and thought I have left my job for a year for this. He said "What are you going to do about it?" I said "Well, I would like to stay if you will let me." He said "Talk to me after class." So I did, and I explained to him what I was doing. He said "Women cry." I said "You won't ever see me cry." He said "I use foul language." I said "I was raised by a coach. If you've got a word that I haven't heard, say it."

He said "You can stay until the first test." Well, I've always been one of those students that a B was perfectly okay with me. I could have worked hard for an A, but a B was okay. I was going to ace his test. . . . He was handing them out one by one. He . . . said "Ms. Hibler would you move to the back of the room." So I got up and moved back into the empty rows. He gave me my test. . . . and said "You are left handed, and I thought if you moved back here you would have more writing room." Well, he was being ornery. When we got back our test, I had made a 99. He was reading . . . the best answers and the question where I had a minus

one, he read my answer. Before we dismissed he said, “Ms. Hibler remember you are suppose to see me after class.” So I went into his office. . . . He said “You can stay until the next test.” I said “I want you to tell me why you took one off my paper when it was the best answer.” He said “Nobody’s perfect.” We went though this every test. He was a good instructor.

Joe Anna discussed taking another personal management class:

At the end he said, “Are you going to take my Wage and Salary class?” I said “Yes, if you’ll let me. But, I don’t want to be treated like a second class citizen all the time I’m here.” We really got to be respectful of one another.

Joe Anna discussed the professor wanted to serve on her doctoral committee:

At the end of my first year, my major professor left. I was going to have to have a new chair. He called and offered. He said, “If they will let me, I will serve on your committee.” . . . He was not teaching the summer that I took my written exams. He wrote my questions for me, and he came up for my orals. So we really did get to be good friends. That was my very first taste of being discriminated against as a female.

### *Facing Discrimination as Dean and No Tolerance as President*

Dr. Joe Anna Hibler discussed discrimination in administration:

The only real time I really ever experienced what I would call discrimination was when I was dean of the school of business. There was a deans’ organization . . . that included Texas, Kansas, New Mexico, and Arkansas schools, and it had the comprehensive schools as well as the regional schools. The first deans’ meeting that I attended, there were deans . . . They were the hottest, snottiest, bunch of



guys I have ever been around in my life. They asked me to serve on some committee, and when I got there it was very obvious why. I was female . . . I went a couple of times and then thought that's a waste of my time . . . They're not going to change . . . more importantly it's not going to matter a bit to Southwestern whether I am there or not.

As President, Dr. Joe Anna Hibler, discussed discrimination:

I just didn't feel discriminated . . . People were very accepting . . . They learned very quickly that I was there to do business, but that I was an okay gal when we weren't doing business. Job wise as president, I really did not experience discrimination. Maybe because I just wasn't going to tolerate it. . .

*The Evolution of Women's Leadership*

*Influences of Pioneer Women, Women Educators, and the Presidency*

In President Hibler's personal papers there was a speech that she had written:

I treasure the stories that my Grandmother Schollenbarger told of her journey as a young girl coming from Iowa in a covered wagon to the Panhandle. Some years later, she and my granddad started their married life in a sod house with dirt floors. They had thirteen kids-one stillborn, two others died . . . the other seven boys and three girls lived full, bountiful lives.

Reporter Susan Simpson (2007) from *The Daily Oklahoman* wrote:

Oklahoma boasted the first woman president of a public college in the United States. Kate Galt Zaneis served as Southeastern Oklahoma State University President in Durant during the 1930s. But it took half a century for Oklahoma to

gain its next female public college president, when Joe Anna Hibler took the top spot at Southwestern Oklahoma State University from 1990 to 2001.

Dr. Hibler and gave the following statement to Reporter Susan Simpson:

I think we have made good strides in our state, when you consider there were 55 years between the first and second woman president and now we have four. There are some very qualified women who are interested in making a difference in higher education in Oklahoma (Simpson, 2007).

Dr. Hibler discussed another woman appointed as Vice President:

Shortly after I was appointed, Jean Bell Manning at Langston was appointed. So Jean and I were kindred souls throughout all that experience.

A speech was given by Dr. Hibler at Southeastern Oklahoma State University:

The Linnie Ruth Hall Lectureship has a special meaning to me, because I was privileged to know Dr. Hall when we were both members and actively involved in the Oklahoma Business Education Association. I was a very green beginning teacher, and Dr. Hall was a very respected professional educator, who served as a role model for many of us. I am so honored to stand here today at an event that honors her memory and the wonderful work that she did during her long career in higher education.

#### *Leadership of Dr. Hibler*

In Dr. Hibler's personal papers there is a document that is titled "What it takes to lead from my experience." The following are some of her perspectives of leadership:

1. Healthy combination of passion for the position and self-confidence.
2. A genuine liking for people and a willingness to be a public figure.

3. A competent caring team that you can depend on and that you can trust.
4. Willing to make the tough decisions.
5. Willing to compromise.
6. Understand and accept that you are going to lose sometimes.
7. Be willing to accept the blame for something that did not go right. Then find out why and correct the cause.
8. Be fair and honest without exception.
9. Use the same measuring stick when leading.

Reporter Paula Burkes Erickson (2003) interviewed Dr. Hibler about leadership:

Hire the best people and let them show you what they can do. If you micromanage, it will weaken your team and wear you out (Erickson, 2003).

#### *Legacy of the Women's Movement*

Dr. Hibler discussed the influences of the Women's Movement:

It had a pretty big influence . . . the ERA, and Title IX raised public awareness.

The political correctness aspect during my career made a big difference. It opened doors that I knew were closed . . . I just knew that you had to work pretty hard, and you had to have some luck. You had to have good mentors . . . When I was in school . . . women could be teachers, nurses, or secretaries . . . those were your choices. There has been such a turn around. There is still a whole lot to be done, especially with equal pay. . . I'm a beneficiary of the women's movement and hope that I helped a little along the way, too.

From the "Woman Educational Leader: Participant Profile" modified from Astin and Leland (1999), Dr. Hibler discussed that the 1960's - 1970's had the following effect

on women' rights: (a) Title IX; (b) Feminist Movement; (c) more women graduating from college; (d) more women entering the workforce; and (d) Civil Rights Movement. The modified form from Astin and Leland (1999) included the efforts of women up to the 2000's. Dr. Hibler discussed the influences of the women's movement into the 21<sup>st</sup> Century as resulting in: (a) more role models in executive positions; (b) more women in political/decision-making positions; and (c) more men recognizing and accepting women in decision-making positions.

#### *Effects of Title IX in Oklahoma*

In a speech written by Dr. Hibler, she addressed the effects of Title IX:

We should not ignore the progress that has been made in the last 20-25 years. For example, just think about what Title IX has done for women. Without this landmark legislation, young women like Courtney Paris, a student-athlete at OU, would not be in the headlines; or would Sheri Coale be coaching at a Division I school.

#### *Concerns for Women*

From the "Woman Participant Profile" modified from Astin and Leland (1999) Dr. Hibler addressed certain issues that remain and need to be addressed as (a) Equal Pay; (b) Childcare for working women; (c) Health care; and (d) Civil Rights. Dr. Hibler discussed in a speech her concerns for the welfare of women:

I'm very interested in the status of women and girls in our state. Especially the single moms, . . . That's why I really got involved in the Women's Foundation of Oklahoma, because, first of all, we need to improve the graduation rates for girls in our state. The research shows . . . if a girl can get through high school, if she

can delay childbirth, and if she can have some kind of successful working experience then her chances of doing well are a whole lot better . . . times are better for women, but there're still a lot of roadblocks.

In a speech Dr. Hibler discussed the Women' Foundation of Oklahoma:

Our state should provide the opportunity for a bright future with limitless possibilities for all Oklahoma women and girls. THAT IS NOT THE CASE TODAY. There is still much to be done. I think awareness is the first step. . . Each of us must be aware of women's issues in our state and help when we can. One helping hand . . . is the Women's Foundation of Oklahoma. . . . They have contracted with the three law schools in Oklahoma for students to do a review of all of the legislation that affects women and girls. . . . When women and girls succeed, we all succeed. It's been proven ever since the first land run.

Dr. Hibler discussed the historical influences of World War II and present day women leaders in a speech:

History shows that World War II opened the door for Rosie the Riveter and many other women who took jobs that had previously been thought to be "for men only." . . . And, women are proving every day that we can have success in the workplace and that we can hold our own at the decision-making table.

Politically on the national level, Condeleezza Rice followed Madeleine Albright's footsteps as Secretary of State. Hillary Clinton is our current Secretary of State. In addition, President Obama had appointed several other women to cabinet positions. U.S. Congresswoman Fallin is at the table. . . . Women are making their marks on the national and state scene. Oklahoma women are opening new doors

every day. Our honorable lieutenant governor, our superintendent of education, our past commander of the Oklahoma Air National Guard, our insurance commissioner . . .

### Challenges and Rewards of Higher Education

#### *Challenges through Administrative Levels in Higher Education*

From her personal papers, Dr. Hibler has addressed the challenges of administration. She also discussed the reward of higher education and the presidency. Dr. Hibler's personal papers listed the challenges of Chair of the Business Education Department as: (a) wearing two hats – faculty member and chair; (b) far removed from the decision making process, more of a messenger to the faculty; and (c) accuracy and interpretation of decisions not always covered adequately by the Vice President and/or Dean.

From Dr. Hibler's personal papers the challenges of being Dean of the School of Business are: (a) "holding my own" with other deans regarding budgetary matters, tenure and promotion decisions, and committee assignments; (b) broader involvement with personnel matters such as hiring; and (c) first real experience of disciplining adults.

Dr. Hibler wrote about the perspective of Vice President of Academic Affairs as: (a) developing a "University-Wide" perspective; (b) learning the budget-preparation process; (c) staying "on task" and not get derailed by the rumor mill; (d) sometimes you did what the president "wanted to do" regardless of the input from all other parties.

#### *Wheel of Challenges for the Presidency*

Dr. Hibler was appointed to the presidency of Southwestern Oklahoma State University in 1990, and continued her presidency until her retirement in 2001.

There were many constituents that she had to work with during her reign as president. As president her concern was for funding of the institution. More money would mean more scholarships for the students, and with the increase of students there were opportunities for more programs and increasing the number of faculty members. The Wheel of Challenges for the Presidency is fueled in part by funding, and the concerns of the other constituents.

*Vastness of the Presidency*

Dr. Hibler discussed that the university was like a small town:

. . . there are 5,000 people including students and staff . . . It's like a little town; you have your own police force, your own housing, your own food, utilities and things happen and I survived.

Dr. Hibler discussed how her role as President:

. . . a big part of your time is tied up in budget. There was not money to do either what you need to do or you want to do. So I think as a university president, you have to make a concerted effort to not lose sight of why you're there, and that is for the student needs. You have to stay in touch with students. You've got to put yourself in a student environment. . . go to the dorm . . eat a meal in the cafeteria . . . go to the snack bar . . .go to the football game . . . have an open forum every once in a while . . . put yourself in a position where you are around students, and . . hearing from students. You have to care about students . . . I would walk around campus and stop and talk to students.

Dr. Hibler described the vastness of the presidency in the following statement:

The vastness of the responsibility . . . First of all you're dealing with human beings. You have so many different constituencies. You've got staff people . . . first and foremost are the students. You've got the faculty . . . tenured faculty, non-tenured faculty, adjunct faculty, and all their needs are different. . . you've got your administrative group . . . town people . . . alum . . . legislators . . . board . . . other presidents. . . So many other different constituencies whose . . . interests . . . are the university, but their individual needs get in there. From the time I was dean . . . I had one year where we had a budget increase enough that we really could do something. The rest of the time we had budget cuts, or we had status quo, or we had to raise tuition. The budgeting was tough.

### *Funding*

Dr. Hibler discussed the issue of funding in the following statement:

I guess the most challenging was just the day to day operation of the university. To make sure all the pieces fit, and all the parties were playing, and that you were hopefully getting the best use out of the dollar. At the same time doing as much as you could for students, and for faculty, and staff. . . . there is never enough money to do what you really would like to do. We have gone through in this state lots of years where there really just wasn't any money to meet your mandatory increases. You had to make really tough decisions - not filling faculty and staff positions or closing out programs, cutting back on some of the student services.



Southwestern had never done much with grants and contracts. I hired a grants and contracts person. . . . pushed and encouraged faculty . . . . to do grants and contract work and tried to reward them in some way.

Nye (2001) wrote about grants and contracts in his centennial book of SWOSU:

The establishment of a formal sponsored programs office has increased grants and contracts from less than \$300,000 per year to over \$3,000,000. The Business Development Center is recognized and applauded by legislators and business leaders in Oklahoma (Nye, 2001, p. 168).

#### *Foundation*

Dr. Hibler described her hiring the foundation director for the university:

The first person I hired was a foundation director. Southwestern had a foundation on paper; but . . . only . . . if someone came along and wanted to give the university something there was a tax write off . . . . At the end of the first year, we convinced the board to do a capital campaign. . . . seek donations from alum and donors. We didn't have enough money to pay the consultant that we were hiring. Jim Waites and I went out on blind faith knowing we had to raise the bucks. We had a monthly payment. I told Jim our first and foremost mission was to build friends for the university. The money will come later. We ran two very successful capital campaigns while I was president. When we started out, the foundation had about \$840,000,000, and when I left it had about 7 million . . . .

Nye (2001) discussed in the centennial book about the foundation:

The Southwestern Foundation has grown from \$800,000 when she became president to nearly \$7,000,000 today. (Nye, 2001, p. 168).

### *Budget*

Dr. Hibler discussed money and the budget:

. . . be sure that you're not misappropriating money . . . You've got to be sure your money is kept clean and used as it is suppose to be used. Mismanagement of your budget . . . can get you in the headlines quicker than about anything. Most of the time you don't know what your state appropriations are going to be until the last couple of weeks of the legislature session . . . You are working on "what if's" all the way through. Once you get the state allocation, you usually have a couple of weeks to finalize your budget . . . Then it has to be approved by the board of regents before it goes to the state regents for approval. That's always a crunch.

### *Legislature*

Dr. Hibler discussed her knowledge of the legislature:

The legislature . . . none of them really knew me, other than our local ones. As an academic VP and dean, I didn't work in that arena . . . I had to work my way into that group . . . I became acquainted with the speaker . . . Glen Johnson, and the senate pro tem . . . Straton Taylor. They were powerhouses.

Cal Hobson . . . was chair of the Higher Ed Appropriations, I had to get acquainted with all of them pretty quickly. It became known very quickly that if you wanted to know the "skinny," in as few words as possible, go to Joe Anna because she'll be straight with you. That helped pave the way at the capital as I worked with people. When I announced I was going to retire, that year's Education Day that we had at the capital, Cal Hobson was one of the speakers and he very graciously said in essence: I knew I could always get the truth from her. And that meant a lot

. . . I did have to work into the legislative circles. That was new, and they have not dealt with a female president.

Dr. Hibler discussed how she learned to work with the legislature:

. . . this was an area where I was unknown. I had to earn my stripes. I had to prove myself to that group. I had to get acquainted with others than my local representative and senator. . . Again, they were willing to let that happen. I built some good trust, especially with the leadership both in the house and the senate . . . when we were talking about higher ed allocations . . . the chancellors had been very strong at the capital . . . they and their staff did the majority of the negotiations on funding. With Chancellor Brisch, it was a little different.

Dr. Hibler discussed her relationship with the legislature and the presidents:

. . . the legislators wanted to talk to the individual presidents . . . my understanding is that the chancellor and his or her staff would go and have the committee meetings, and then if they felt like they needed the reinforcements of the presidents, they would call them and have them come to the capital for a day . . . we would be there sometime two or three days a week, because the climate changed, and they wanted to talk to the presidents. I think there were some problems . . . the legislators . . . They'd say "Well, we want to talk to the presidents." It was a contentious time. . . As far as my relationship with the legislators, it was good because as presidents we knew who we had influence with . . . and who could work with this one and who could work with that one. So we divvied up the contacting that way . . . We worked together.

### *Buildings*

Dr. Hibler discussed the new building on campus in the following statement:

You saw buildings go up that made a difference. We tore down the old gymnasium that had been turned into a music building. Even after they had renovated it, the building was a better place to bounce a basketball than play a horn. The day it was demolished, . . . I drove by and saw this girl sitting on the curb just crying her heart out. I stopped and I said “What’s the matter?” She said “I had all my classes in that building.” I said “Well, you’re going to love the new one.” We also renovated all the faculty offices during my administration.

### *Values*

Dr. Hibler discussed her values in the presidency and building consensus:

I don’t think my values changed. Those values that served me as a teacher served me as an administrator. I don’t think the way that I dealt with people changed . . . The problems . . . the challenges and opportunities . . . got bigger. And they encompassed a different mix of people . . . my core person did not change . . . just the kind of tasks that I was doing . . . the kinds of decisions that I was making were different.

I had to build consensus more than I did as a teacher. I had to be willing to take some risks that I wouldn’t have taken as a teacher. I had to take criticism rightly or wrongly. I had to learn that I was not going to please everyone. There were going to be a certain number of people that were not going to agree with me. I found out that there were people that didn’t like me. That wasn’t a big factor when I was a teaching. It was a different mix of people and circumstances.

*People Factor*

Dr. Hibler discussed dealing with people in the following statement:

You deal with people the best way that you can. Every once in a while you have to use shock value. Leonard Campbell told me one time, he said “Joe Anna, every once in a while you need to do something that just kind of rattles the campus a little and reminds people that you’re there.” I said “Now, that could be kind of dangerous.” He said “Yes, you need to choose something that is visible enough but it’s not going to do damage.” He said “Every once in a while you need to remind people that you’re around.”

*Faculty, Staff, and Administrative Staff*

Dr. Hibler discussed her decisions making skills and faculty perspective:

I had been a faculty member with the vast majority of the people who were on the faculty when I was promoted to president. . . . I was a known quantity . . . . as my work progressed . . . I’d have to make a decision and some faculty would say “She’s forgotten what it was like to be a faculty member, or she’s lost her faculty perspective” . . . the decisions . . . were . . . some fiscal type, money involved, there was the aspect that the further I moved from the faculty position, there was more judgment . . .

Dr. Hibler discussed the effects of funding on the staff and faculty and how she implemented a policy to ease some of the financial burden:

I think overall we had a good relationship . . . I tried to do things that made their jobs as easy and productive as possible . . . we remodeled all the faculty offices during my 11 years. We really didn’t have money for raises . . . our staff members

had the option of whether they contributed to teacher's retirement or not. The faculty did not have an option. We paid half, and they matched it. So one year, in lieu of trying to give any kind of raises, we set up a program where the university would pay all of the teacher's retirement for all the teachers and the staff.

One year I put in place a policy where if you were the child of a faculty or staff member you could go to Southwestern tuition free and that would continue as long as you maintained a grade point and the hours that you were taking applied toward your degree plan . . . we didn't have money for raises. Those were dollar things that we could do without it making a big impact on the budget.

Dr. Hibler discussed her relationship with the faculty:

I tried to listen to faculty. They might not agree with what I was doing; but I always tried to explain why I made the decision that I made. . . I think overall . . . we had a productive relationship.

Dr. Jerry Nye, a member of the SWOSU faculty discussed a conversation he had with President Hibler:

*Southwestern Oklahoma State University: The First 100 years* began on November 17, 1999, with a telephone call from President Joe Anna Hibler. When President Hibler invited me to write this history of the University, I was both thrilled and intimidated by the prospect of such an undertaking. When I expressed some concern at the thought of researching and writing a hundred years of history of the University, President Hibler's gentle voice said "Jerry, you have been here for a third of it." Indeed I have. . . I accepted President Hibler's invitation to write this history of Southwestern. . .

Dr. Hibler discussed another relationship with a faculty member:

I had a . . . prof that would stop at least once every 10 days to tell me how bad it was at Southwestern. Finally one day I just said “You know what? If I was as unhappy as you are, I’d get another job.” I’d look at the Chronicle, and if I’d see a job notice I’d cut it out and send it to him. One day he came and said “I am so mad at you.” I said “I’m not surprised.” He said “No, I have been applying for some of those jobs.” He said, “I can’t afford to take the, you pay too much.” Well, I had the budget in the bottom drawer of my desk, and I just opened it up and pulled it out. I said “I can handle that in just five minutes. Tell me how much you want me to dock your salary.” I said, “We can take care of this.” He looked at me. He said “What?” I said “Now, let’s be sensible about this.” I said “Now, if you come back in here ever again, I am going to dock it.” I wasn’t always nice . . . but there was a breaking point. It was just a waste of his time and mine. . . He stayed here for 20 some years and retired. He was a good teacher. You deal with people the best way that you can.

Dr. Hibler discussed receiving a death threat from a faculty member:

I had a death threat. A faculty member, wonderful credentials, a little bit of a gap in his resume . . . he had been ill . . . We hired him and he got here and just went bananas on us. . . The kidneys were caused by drinking. We had to remove him from the classroom . . . left him on payroll so that he would have the health benefits and could go into rehab and dry out again. But before we could get him to rehab he called and threatened the Academic Vice President and me. . . .

For about two weeks he stayed held up in his house here with his guns. No one else on campus knew this was going on. Our campus security did and our local police did. . . I usually had a tail on me . . . Bob did too, the Academic VP. . . He called one day and wanted Bob to come out to the house. He was ready to talk. I just said “You are not doing that. You are not going out there.” . . . We finally got him into Oklahoma City and into a rehab situation. . . . my administrative assistant she was my life saver . . . She didn’t know about what was going on . . . I had told her that if he ever shows up you just immediately call the campus police and I said “Then you leave.” About a year later, he showed up . . . He had dried out, was on medication and came out to say thank you . . . You deal with things like that they are very, very stressful. You think you are handling them okay but they take their toll on you.

Dr. Hibler discussed her relationship with her administrators:

I had a very good administrative team. They were people that I could trust. They were people that had proven themselves. They were people that I had confidence in. I refused to let them be “Yes, Ma’am people.” I had a working policy that when we discussed things they were free to voice whatever opinion they wanted to voice, but once . . . we had come to a conclusion and the doors opened, we were all on the same page. I did expect that.

Dr. Hibler discussed the North Central Accreditation Visit and the administrator:

I only had one incident where an administrator . . . sold us out on a North Central visit . . . The chair of that committee came to me and said “If this information that we’ve been given or . . . told is accurate, we’ve got a problem.” I said “Then tell



me what our problem is.” The administrator had visited with the committee about salaries. She said that her people were paid the lowest of anybody in the BOROC system. All I had to do was pull out the information, and it was very clear that our people were the top people paid . . . I called her in after it was over. I said “You know we have a problem. You sold us down the river. I want to know why.” I told her “My trust in you is gone. I don’t know whether it can be rebuilt. I am going to expect you to do your job.” I said “You are not in my confidence at all.”

Dr. Hibler discussing the discipline of employees:

The hardest part was disciplining adults . . . It was equally distressing to have a faculty member or staff member doing a really lousy job, and they thought they were doing a good job. I don’t think you ever convince a person like that that they are doing a bad job. They harbor that you are doing them in . . . It’s difficult.

Dr. Hibler discussed her philosophy of leadership:

I tried to be open . . . Tell me the truth . . . That was my philosophy as far as doing administrative work. I tried very hard to always explain why I was making the decision I was making, whether it was a popular one or not. I tried to be open . . . very honest with people . . . I tried always to treat people fairly and equally. I am a believer that you don’t have to like somebody to work with them. You just have to respect them. . . . Participatory Management would be my style. I am a big believer if you have an issue or decision to make, then you get as much feedback from people as you can.

You tried to identify the benefits . . . the negatives . . . make a decision. Hopefully it’s a good one. If it’s not a good one, I tried to recognize that it wasn’t and

correct it. Was I 100% successful? “No.” I was big on giving people the responsibility and . . . authority to get done what we needed done . . .

Dr. Hibler discussed the process of leadership with her employees:

I tried to tell them what I wanted done and give them enough leeway to let them do the job . . . if they needed me to help, I would help. . . . if I perceived a problem with it, I’d talk with them and, we would try to decide why it happened like it did or what the problem was. I felt very good about the administrators . . .

Dr. Hibler discussed the authority she delegates to her employees:

. . . being a university president was like that old guy on Ed Sullivan that used to keep plates spinning. . . I learned early on you use paper plates. . . You’ve got to have people that are capable, and you can believe they can do it. Give them enough rope and authority to get it done. And sometimes it doesn’t always work, and sometimes it didn’t end up just exactly like I wanted it . . . As long as I could come home at night and look in my bathroom mirror . . . and looked myself in the eye and say “Okay, we did okay.” I was fine . . .

An example of Dr. Hibler’s style of leadership is discussed in the following statement:

. . . we needed a new telephone system on campus. . . . I said to my Administrative VP “John, we need new telephones.” I said “I want you to take the project then you come back and tell me what we need, and why we need it, how much is it going to cost, and where we’re going to get the money.” . . . When we got ready to go to the regents for final approval, I said “Now I want you to go with me, and I want you to make the presentation to the board because this has been your project.” We did that, and I’m smiling, because when we were though

two of the other presidents pulled me over to the side and said “Don’t do that, it shows weakness on your part. I said “It does not. . .

Dr. Hibler described her concerns for the staff at the university:

I really tried to work at raising the status and awareness of the staff . . . they are such a critical part to the everyday operations. They are really the unsung heroes . . . We started a staff council so they would have a voice.

Dr. Hibler discussed the closing of the Home Economics Department:

We closed the home economic department. The sad part about it is the five faculty members . . . were . . . the best faculty members . . . There were no students coming into the program . . . there were no jobs for them. The state regents had put in a procedure where we had to report the number of our graduates in each of the programs each year, and over a five year program evaluation, if you fell below a certain standard then you had to park that program or discontinue that program. You’re displacing five people and their families. You also have the secondary issues of how do you finish out those students who are already in the program? Those things are part of the daily decisions . . . that you do. They are tough. Everything you do impacts on people. You really have to . . . do your homework and make the very best decision that you can make and then have the strength to live with it or have the strength to admit it was the wrong decision, and we are going to back off and go another direction.

Nye (2001) discussed in the centennial book about the closing of the Home Economics Department:

The budget cuts of 1993 resulted in the closing of the Home Economics Department, which was phased out in 1995.

*Board of Regents of Oklahoma Colleges (BOROC)*

Dr. Hibler discussed her relationship with the BOROC Regents:

. . . we were meeting 10 out of the 12 months. Gradually, it changed that we were meeting every 6 to 8 weeks . . . if we had a problem on campus, or if something was going to come down that I felt like it was going to be in the newspaper or would be controversial, I would call the chair of the board and let them know what was happening. . . Each year I sent . . . annual report, which had not been done before . . . of what had transpired during the year and what we had accomplished. And then I tried to mention two or three things that . . . would be on the table for the coming year. . . the regents visited and had one board meeting a year on each of the campuses. When they would come to campus, I would try to highlight anything that was new or pending or upcoming. I always felt like there was good support from the board . . . I could go to them with information that I thought was pertinent. I never did feel threatened if one of them called and wanted to know about something . . . that was their job.

*Community Relations*

Dr. Hibler discussed her relationship with the community members:

I worked real hard at establishing good town and gown and community relations. First of all . . . it is critical when your university is in a small town and in a rural

area . . . I felt like we certainly needed the community support, but I also felt like the university needed to give back to that community.

Dr. Hibler discussed the community relationship the following statement:

The community provided excellent support for the university. One thing that we had the SBDC do . . . a study on how often the dollar turned over that the university generated. We tried to do positive things like that. . . People were very positive . . . We worked at maintaining those relationships. We tried to help out when we could . . . I mentioned the parent's day; the first year the university offered the scholarships and after that, the business people contributed the money for the scholarships. I think three \$500 scholarships were given that day . . .

Nye (2001) discussed in the centennial book about the community and alumni:

The strong relationship that has been established with alumni and the Weatherford business community will continue to bring benefits to Southwestern. (Nye, 2001, p. 168).

Dr. Hibler discussed industry and business in the following statement:

. . . 3M was a big corporate citizen in . . . Weatherford . . . Southwestern has a small business development center . . . The grant is actually through Southeastern State . . . Southwestern also had a satellite office in Lawton. We had a good network with business and industry in the southwest part of the state. We had an advisory board for our industrial technology program which drew from business and industry. . . . We tried to . . . build good relationships . . . we would have a luncheon. . . invite businesses . . . and inform them of some things that were going on at Southwestern.

Dr. Hibler discussed ranching and farming in the following statement:

The ranching and farming, that was a lot more informal. It was going to Cordell and speaking at Kiwanis . . . giving a talk at a banquet at their school where parents would be . . . some of the farmers and ranchers were pretty well heeled. They had either attended or were a graduate of Southwestern, or they had kids that attended Southwestern. When we did our capital campaigns . . . we would call on individually and try to build friendships first; then support . . .

Dr. Hibler discussed the role of the university in the following statement:

We are the largest payroll in town. Our faculty, staff, students were buying gas and groceries and paying rent. They understood that was part of their bread and butter.

*Alumni*

Dr. Hibler discussed establishing Alumni Day:

We saw alum coming back to campus. We really worked on alumni relations. We gave some . . . visibility to the alumni association and established Alumni Day.

*Working with other presidents*

Dr. Hibler discussed her relationship with the other presidents:

They were surprisingly very accepting. . . I experienced very little opposition or never felt like somebody was patting me on the head and saying little girl step over there. . . They were receptive. They listened, didn't always agree. They didn't mind telling me if they didn't agree. If I didn't agree with them, it was okay that I said so. In fact, they really let me in the 'ol boys club without much problem at all. . . They treated me like a lady, but they didn't cut any corners with me

either. They expected me to hold me own. Most of the time when we went in to negotiate with someone, I went with the group. I could have not asked for better reception and was treated like an equal. . .

### *Students and Parents*

Dr. Hibler discussed students:

I found it pretty difficult the restrictions and the statues placed on us where we could not share information with the parents. I still think that 18, 19, 20, 21 year olds still need some parental support. One afternoon the campus security guy came into my office to tell me that we had a kid fall out of the third story window of one of the dorms. He had been drinking . . . there were heavy shrubs which broke his fall. He was not hurt. Technically, we were not supposed to call his parents because he was 21. We took him to the hospital to be sure that he was okay. Of course to the Vice President for Student Affairs, I said “Get a hold of his parents.” She said “We can’t.” I said “Yes, we can, I will take responsibility. We are going to have his parents here. This kid needs some help.” The parents came and the mother immediately was going to blame the university. The father knew immediately that the kid was drinking.

Dr. Hibler discussed Parent’s Day Weekend in the following statement:

We had student organizations on Main Street every day asking businesses to sponsor this or that . . . we established a parents’ day weekend, which Southwestern had not ever had. We worked with the business community. We sat up drawings for scholarships, and the people had to sign up in the businesses . . . I made a concerted effort to build relationships with the community.

Dr. Hibler discussed the death of her students:

We had four students killed in a car wreck. When you get that call at 3 o'clock in the morning, it breaks your heart. We'd won a big, big football game that afternoon. Those kids -- two of them were basketball, and two of them football. They had gone into Oklahoma City. It was raining and they came back and . . . hydroplaned. It killed all four of them. They had not been drinking.

All four were black students and athletes. . . One of our associate coaches I knew worked with the black church in Clinton. . . I said "Nelson, can you get a hold of the church in Clinton?" I said "We need some help." He said "Yes." . . . they were so good . . . Elk City and Clinton to help us. When you deal with those kinds of things, it tears at you. . . You've got to handle it. The blessing out of that tragedy was the student body stepped forward. They planned the memorial service. I still get teary eyed talking about it. . . And their families were so destroyed. Those are tough times.

Dr. Jerry Nye (2001) wrote a centennial book about SWOSU and discussed the tragedy:

On October 27, 1996, four Southwestern athletes were killed in a traffic accident near Hydro. . . their car went out of control in a rain storm and was struck by a truck. Only a few hours earlier, Alvin Milton had caught a pass for the game winning touchdown in the Bulldog victory over the East Central Tiger. On October 30, students, faculty, friends, family, and team members attended a memorial service in the Ranking Williams field house to honor the athletes. Coach Paul Sharp announced that the football team would wear Milton's number 3 on the back of their helmets to honor their teammate. Coach George Hauser



dedicated the season to Chiles, Gatewook, and Gulley, all members of the Bulldog Basketball team. The basketball team wore the initials of their fallen teammates on their jerseys during the season. Memorial trees were planted in honor of the athletes in front of the Rankin Williams Field House. (Nye, 2001, p. 159).

*Governor*

Dr. Hibler discussed her working relationships with the Oklahoma governors:

Former Governor Henry Bellman:

Governor Henry Bellmon was not governor when I was president, but I worked with him . . . when I was dean of the school of business. I had good working relationship with him and great respect for him and what he did for public education in our state.

Former Governor David Walters:

David Walters: I had a very good relationship with him. He grew up in Canute, which is close to Weatherford . . . we knew a lot of the same people, and by that time I had built a fairly good reputation as a president.

Former Governor Frank Keating:

Governor Keating, politically, we were worlds apart. He came to Weatherford and was on a busman's tour. He went out to 3M, the manufacturing plant . . . someone told him Southwestern was doing a lousy job of educating and training people to work for 3M. Instead of him calling campus or calling me, his schedule called for him to go to the local radio station for an interview. He just blatantly said . . . I knew it wasn't true, or I didn't think it was true.

We were in a regents' meeting when that happened, and one of my staff called me and said "Joe Anna, here's what's going down." I alerted the regents . . . I said "As soon as the meeting is over, I am going home to Weatherford to 3M and find out what actually was said," . . . Someone had said they did not get good hires from the industrial technology majors coming out of Southwestern. So I said "Let me ask you, I need you to show me without showing me names who has applied for those jobs and who you have hired. When they got to checking, very few industrial tech majors had applied. They were hiring unrelated majors . . .

The 3M guy and I had a come-to-Jesus meeting. I said "You know you have done the university a big disservice. You have done this community a big disservice. Now, we need to find a way to correct this." The plant manager wrote the governor a letter. I sent a letter to the governor. I said "I really feel like you owed me the courtesy of a discussion prior to you're going public with an accusation." So we went round, and round about that. The governor kind of had egg on his face. I am sorry that happened, but I wasn't going to stand for that.

Two or three weeks later I got a call from the governor's office. They wanted to talk about the perception, because one of the journalists from the *Daily Oklahoman* had caught me at the capitol with Frosty Troy. He said "Tell us what's going on." . . . I presented the letters . . . and a guy from the paper wrote an article. It came out on higher ed day at the capital, and it was very supportive of Southwestern, and what we had done and what we had found out.

. . . I met with his chief of staff. He tried to intimidate me. I said “This isn’t going to work, and you’re not going to talk to me this way. I am not going to stand for it, and I’m leaving.” I said “Now, if you want to have a decent conversation . . . you are not going to try to intimidate me. It won’t work.” . . . I had to do my job, and represent the university.

Governor Brad Henry:

I’ve had a good working relationship with Governor Henry. He’s the one that appointed me to the board of regents.

*Oklahoma State Board of Regents*

Dr. Hibler described her experience with the regents:

Anytime that Southwestern had a program proposal, we would be asked to come to the meeting and make our presentation. Always felt welcomed, always felt like they listened, and asked appropriate questions . . . Southwestern had been trying for 20 years to get a doctorate of pharmacy program, and we were finally able to do that. I worked with the state regents and the chancellor with that effort. I also worked with the legislature on that one.

Once we hosted a State Regents Meeting on the Southwestern Campus. . . the state regents wanted to have hearings in Western Oklahoma. Sayre Junior College had been a stand alone school and there was legislation to merge it with Southwestern. . . Those were the . . . contacts I would have with the state regents.

## *Demands of Leadership*

### *Personal Life, Trenches, and Not a Status Quo Person*

President Hibler discussed that the job of the presidency is 24/7. She also discussed the effects and demands of her leadership:

I found out very quickly that if I took a male friend with me to something, I lost my edge in the sense that everybody was wondering who's she with . . . that became the point of interest instead of me being able to work with or smooze with whomever I wanted to smooze with at the time . . . that was a downside I learned early on. It was better that a staff member went with me. . . . I didn't try to mix my personal life . . . From a personal standpoint, I think it was easier for me, because I was single.

President Hibler discussed that stress was a daily part of her administrative life:

There is no way you can really make someone truly understand how it impacts on you every day. . . . Over a period of time that really wears on you, I didn't realize how much pressure, how much stress, how tiring. I have since talked to other presidents, and they have had the same experience. . . . Until you have been through those trenches, it can be pretty traumatic, but lots of good opportunities. . .

President Hibler discussed her thoughts on the presidency:

I didn't realize how mentally and physically tired I was until I retired. I knew I was tired, and my energy level was waning. I am a true believer that after a certain period of time, you have done about all the good you can do. All you're doing is maintaining status quo.

She decided it was time to retire from the presidency.

## *Rewards of Presidency*

### *Graduation Day and Presidential Teaching*

Dr. Hibler discussed her favorite day at Southwestern in the following statement:

My favorite day was graduation day, because the students are where they want to be. The parents and families are so proud.

The last graduation before President Hibler retired she described at the end of the ceremony she threw up her hat and everyone was shocked. One of her colleagues retrieved her presidential hat.

The following statement is Dr. Hibler's discussion of her presidential teaching:

Of all the things I did in education . . . my first love, the classroom. . . I taught a class all the time I was president. I'd teach a section of the freshman orientation class, or . . . in the school of business. It's just such a big responsibility . . . so many possibilities of making a difference in somebody's life . . . I think if you ever lose sight of that aspect of it, then you're really not teaching.

### *Curriculum Benefits and Meeting Celebrities*

Dr. Hibler discussed the benefits of curriculum in the following statement:

We saw the pass rates on the licensing tests for pharmacy, nursing, and teaching when those always were near or at 100%. Those were the good things.

Dr. Hibler discussed meeting celebrities in the following statements:

I have gotten to be personal friends with Tom Stafford. . . I got to introduce a former president of the United States at a convention. Gerald Ford . . . I got to take Wally Sherade, to breakfast one morning. . . I wouldn't have gotten to meet

the . . . guy . . . that walked into my office one summer afternoon and said “Hi . . . I’m the executor of . . . estate and I’m here to give you \$750,000.”

*Centennial Year at Southwestern and Retirement*

The centennial year for Southwestern Oklahoma State University occurred in 2001. President Hibler wanted to experience the event. The weather turned cold and it was raining; however, the celebration continued for all who returned to celebrate. President Hibler knew her energy levels were waning. President Hibler discussed her decision to retire in the following statement:

It’s time to get out of the way. I really felt like that was my situation and that was my call to make. I’m glad I was able to make it.

Nye (2001) discussed Dr. Hibler’s retirement in his centennial book of SWOSU:

On July 21, President Joe Anna Hibler announced her retirement effective June 30, 2001, after eleven years as president. Her retirement marks the completion of a 41 year career in education with 37 of those years on the Southwestern campus. Her last year as president was highlighted by the Centennial Celebration on March 8, 2001, marking the 100 year anniversary of the founding of Southwestern. (Nye, 2001, p. 167).

Her resume indicated she retired on June 30, 2001 after 40 years in higher education.

Reporter Ron Jackson (2001, May 14) from the *Daily Oklahoman* wrote:

Hibler’s legacy will be that of an educational pioneer. She departs Southwestern as Oklahoma’s sole female university president – public or private – and only the second in state history.

*Rewards of Retirement and Reflections*

*Renaissance*

She described the transition to retirement:

About the first two or three months that I was retired, every time I sat down I was asleep.

Dr. Joe Anna Hibler discussed the renaissance of her life and retirement:

It's good. Sometimes it gets too busy, but that's my own fault. I have to every once in a while look in the bathroom mirror and practice saying "no." I really enjoy retirement. Having worked all my life, I've never had the freedom. If somebody comes along and says let's go do so and so, I don't have to juggle a bunch of meetings. I don't have to make arrangements to be gone.

She can participate in any activity she desires and discussed this:

I have freedom. If I don't want to do anything, I don't do anything. I can pick and choose the things that I really want to be involved in, and the things that I want to support. It's freedom I've never had as an adult. And so far my health has stayed good, and that's a big part of a productive retirement . . .

Dr. Hibler discussed her participation in meaningful activities:

You try to do the things that are really meaningful to you and that you want to do. Once in a while, I'll have to do something I don't want to do.

Dr. Hibler's resume states that she has participated in the following organizations:

- |  |   |
|--|---|
| 1. Life-time member of the National Business Education Association | 8. Dewey County Hall of Fame                            |
| 2. Oklahoma Retired Educators Association                          | 9. Board Member of Oklahoma United Methodist Foundation |
| 3. Oklahoma Education Association                                  | 10. Thomas P. Stafford Museum Advisory Board            |

- |  |   |
|--|---|
| 4. Delta Phi Epsilon                                 | 11. Regional University of Oklahoma<br>Board of Regents Chairperson |
| 5. Member of the Oklahoma<br>Educator's Hall of Fame | 12. Women's Foundation of<br>Oklahoma                               |
| 6. Oklahoma Education Hall of Fame                   | 13. Kiwanis Club  |
| 7. Western Oklahoma Hall of Fame                     | 14. Wesley Foundation   |

Dr. Hibler has also served as a volunteer in the Early Bird Program at Burcham Elementary School. She spoke at the Kate Bernard Luncheon in Figure 5.



Figure 6: Speaking at the Kate Barnard Award Luncheon

*Induction into the Oklahoma Women's Hall of Fame*

The pioneering leadership of President Emerita Joe Anna Hibler was recognized she was awarded membership into the Oklahoma Women's Hall of Fame in 2007. Figure 6 is a photograph of Dr. Hibler at her induction into the Oklahoma Women's Hall of Fame.



Figure 7: Induction into Oklahoma Hall of Fame



*Speaking Engagements and Leisure Activities*

In her resume she has included some of her speaking engagements:

- Murray State College: Student Leadership Banquet
- University of Central Oklahoma: Student Education Association Initiation, Edmond, Oklahoma.
- University of Oklahoma: Provost's Committee on Women's Issues Luncheon, Norman, Oklahoma.
- Delta Kappa Gamma International Society: State Leadership Management Seminar.
- Women's Study Club: Monthly meetings, Clinton, Oklahoma
- American Association of University Women: Women's Recognition Banquet, El Reno, Oklahoma.
- Delta Kappa Gamma Society International, Mu Chapter, Chickasha, Oklahoma.
- Rose State College, Leadership Class Retreat, Midwest City, Oklahoma.

She has also received invitations to give commencement speeches at the following graduations: (a) Southeastern Oklahoma State University, Durant, Oklahoma; and (b) Northern Oklahoma College, Tonkawa, Oklahoma

Dr. Hibler has indicated from her resume some of her favorite hobbies are traveling, reading, and needlepoint. She loves sports and enjoys playing golf. She also had her 50<sup>th</sup> High School Class Reunion in 2007. She attended and shared special moments with her former classmates. Figure 7 is a photograph of Dr. Hibler with her classmates from Leedey High School Class of 1957. Dr. Hibler is the third from the left.



Figure 8: Leedey 50 Year Reunion

*Staying in Weatherford*

Dr. Joe Anna Hibler discussed her decision to retire in Weatherford, Oklahoma:

And another thing with regard to retirement, I have been able to stay in the Weatherford community where I have spent all my adult life.

Dr. Hibler discussed that her 40 year career has provided her with a comfortable retirement salary.

Dr. Hibler commented on the significant moments in her life:

. . . I've really had, when I say a privileged life, I don't mean financially. I just mean rewarding and wonderful opportunities . . . I had a very supportive family and friends. I've been given so many opportunities to do neat things that I never aspired to do or dreamed I'd ever get to do. . . I had heartache. I had disappointments. . . I've had a whole lot more opportunities.

*Joe Anna Hibler Education Building*

On November 30, 2007, President Emerita Joe Anna Hibler received the honor of having a building named after her at Southwestern Oklahoma State University (SWOSU). The building is called the Dr. Joe Anna Hibler Education Center. She spent many of her undergraduate days there and the building was renovated during her presidency.



Figure 9: Joe Anna Hibler Education Center

*Reflections of Accomplishments from the Presidency*

President Hibler accomplished the following during her presidency at SWOSU:

1. SWOSU Foundation growth from \$840,000 in 1990 to \$7 million in 2001.
2. Several buildings completed during her presidency:
  - Thomas P. Stafford Center at SWOSU.
  - Music Building at SWOSU.
  - Student Union Building on the Sayre Campus.
3. SWOSU became one of the first to offer distance learning and interactive classes.
4. Established the annual Bernhardt Academic Excellence Banquet to recognize outstanding faculty members.
5. SWOSU received approval from the State Regents to establish a Doctorate of Pharmacy Program.
6. SWOSU Athletic Department received membership in the NCAA Division II Conference and joined the Lone Star Conference.

Among her personal papers, there was a speech. The following is an excerpt:

. . . We get too busy to hail the success of the women who have been and are the change makers. . . when I announced my pending retirement. . . . someone starts writing your career obituary that outlines your various accomplishments. Well, I was pleasantly surprised with all that we had accomplished at Southwestern in eleven years, and I also realized that we had not celebrated our successes. Instead, we were too busy working on the next project.

Dr. Joe Anna Hibler discussed Governor Brad Henry and her appointment to the board of regents:

A member of the governor's staff called and asked if I would be interested in being considered. They'd never had a former president as a board member. . . I got a call saying the governor would like to appoint you if you will accept. . . . I met with the Senate committee and was confirmed. . . .

Governor Brad Henry appointed Dr. Hibler to the board of regents and with senate confirmation she became the first former woman president to be appointed.

Dr. Hibler discussed the rewards of her presidency:

The good thing was anytime you saw a student excel, or you had a faculty member that was recognized . . . or got a book published, or . . . the accomplishments of the students and faculty and staff. I really tried to work at raising the status of the staff . . . build on what was already there. Honor traditions, but build on what you're left with. . . leave it a little better when you go and not lose sight of the fact that the institution is going to be there for the next 100 years and, you were just a blimp along the way.

## Summary

The data from the study were presented in this chapter. The research data was compiled from individual interviews with President Emerita Joe Anna Hibler. Other historical documents were utilized in the research data such as her personal papers, her speeches, the Oklahoma Women's Hall of Fame Oral History Project, field notes, minutes from the Regional University System Office of the Board of Regents, personal photographs from Dr. Hibler's scrapbook and various newspaper articles. Chapter V will present the analysis and interpretation of the research data. Chapter VI will present the summary, conclusions, benefits, recommendations and comments of the study.

## CHAPTER V

### ANALYSIS AND INTERPRETATION OF DATA

Chapter V presents the analysis/interpretation of the research data from Chapter IV. The data from Chapter IV was analyzed and interpreted primarily using the Feminist Conceptual Framework for Leadership from Astin & Leland's (1999) book titled: *Women of Influence, Women of Vision*. The first section of the chapter compares the data from the study conducted on Dr. Hibler to the Feminist Conceptual Framework for Leadership and findings from Astin and Leland (1999).

There were several other areas that were not framed within the Astin and Leland Feminist Conceptual Framework for Leadership (1999). These areas are also discussed in the second half of the chapter. From the data for this study four themes emerged: (a) Heritage, (b) Context of Oklahoma, (c) Breaking Ground into Higher Education, and (d) the Challenges and Rewards of Higher Education.

#### Three Generations of Leaders

Three generations of leaders emerged from the study conducted by Astin and Leland (1999): (a) Predecessors; (b) Instigators; and (c) Inheritors. The Predecessors were the women who were in visible leadership role in the 1950's before the advent of the women's movement (Astin & Leland, 1999). The Instigators were the second generation of women leaders (Astin & Leland, 1999). These women were instrumental in implementing changes for the benefit of women and were prevalent in the 1960's – 1970's. The Inheritors were the third generation of women leaders that have current leadership roles and inherited the benefits of the women's movement (Astin & Leland,

1999). When comparing the study of Astin and Leland (1999) to the study of Dr. Hibler, she seemed to be indicative of all the generations; however, the context of time differed.

### *Merging of Three Generations of Women Leaders*

#### *Generational Spanner*

Astin and Leland (1999) posited that the predecessors were often the solitary woman in the group of men. The predecessors worked hard in their career field (Astin & Leland, 1999). In comparing the work of Astin and Leland (1999) to this study, Dr. Hibler was the only woman university president in Oklahoma among 24 male college and university presidents during the time frame from 1990-2001. She indicated that she worked hard in her job. The term predecessor (Astin & Leland, 1999) applied to her; however, the context of time differed from the studies by Astin and Leland (1999) from the time frame in Oklahoma. Astin and Leland (1999) discussed that predecessors were indicative of the 1950's, and Dr. Hibler's leadership was from 1990 - 2001.

Further applicability of the term predecessor to Dr. Hibler was that predecessors did not discuss discrimination; however, just being the only woman. Dr. Hibler did not experience any discrimination in her presidency, but just discussed being the only woman president. Dr. Hibler discussed her benefits from the Women's Movement. This revealed another applicable generation as being an Inheritor. The time frame from Astin and Leland (1999) should have indicated her status as an Inheritor. However, in the context of time in Oklahoma's higher education, she represents more of a Predecessor although she received the benefits of the Women's Movement.

Her leadership was also indicative of being an Instigator. In the following quote she discussed not being discriminated against while in the presidency. "Job wise as

president, I really did not experience discrimination. Maybe because I just wasn't going to tolerate it. . .”

This is indicative of being an Instigator because she is challenging the system by not tolerating discrimination to occur. Another example of being an Instigator is the following statement:

I was involved in some things I wouldn't have been involved in otherwise, because it was politically correct to have a female involved . . . I took a little bit of criticism, because I did not do things the traditional way all the time.

Dr. Hibler was a Predecessor because she was able to be involved in various situations due to being the only woman president. However, she is very subtly discussing her participation as an Instigator, because she did not do things the traditional way. Her leadership encompassed the definitions of Predecessor, Instigator, and Inheritor generations of women leaders (Astin & Leland, 1999). The exception is the context of time from research of Astin and Leland (1999), thus a new term emerged from the study. The new term is “Generational Spanner.” The expansion of the three generations of women leaders into one term is indicative of the leadership of Dr. Hibler. However, the context of the time that the women leaders worked needed to be expanded from previous research (Astin & Leland, 1999) for this study.

#### Positional Role of Leadership

The first component of the leadership framework (Astin & Leland, 1999) is termed the “positional role of leadership” (p. 6). The data that emerged from the study is compared and included in Table 1.



Table 1

Comparison of Positional Role of Leadership

Instigators (Astin & Leland, 1999).	Dr. Joe Anna Hibler
President of an Organization	President of Southwestern Oklahoma State University (1990-2001)
Director of an organization	Chair of RU SO
Scholars	Doctoral Dissertation
Women in Organizations	Member of Delta Kappa Gamma

*Positional Leader*

The “Positional Role of Leadership” (Astin & Leland, 1999, p.6) is one component of the leadership framework based on the research of Astin & Leland (1999). The positional leader is often referred to as the president, director, scholar, and women in women organizations (Astin & Leland, 1999). In the first aspect of president, there is applicability of the term to Dr. Hibler as a positional leader since she was in a visible position of leadership as president of Southwestern Oklahoma State University.

The second aspect of the positional leader was the term director (Astin & Leland, 1999). The applicability of this aspect is based on Dr. Hibler being a member of the Regional University System of Oklahoma Board of Regents. The third aspect of positional leader is the Scholar (Astin & Leland, 1999). This aspect was applicable to Dr. Hibler as she published her dissertation about college business teachers, high school business teachers, and business graduates. She sought to effect changes in the business and education discipline. The fourth aspect of the positional leader is the women in

organizations that seek to establish programs that foster the career development, and leadership programs for the betterment of other women (Astin & Leland, 1999). From her resume, Dr. Hibler indicated that she was a 40 year member of Delta Kappa Gamma, a women's teacher organization.

### *Expansion of Positional Leader*

#### *Past or Present Positional Leader*

There could be expansion of the term positional leader (Astin & Leland, 1999). Historically, Dr. Joe Anna Hibler was a positional leader since she had been president of Southwestern Oklahoma State University from 1990-2001. Since she retired from her presidency, the term that indicates her past relationship in the presidency with an institution of higher education is "Past Positional Leader." The term refers to her past involvement in the presidency; however, her position is still indicative of her presidency.

A further expansion of the term Positional Leader (Astin & Leland, 1999) is the term "Present Positional Leader." This term was designated for women who are currently in the positional role at institutions. The integration of the terms past or present differentiated between leaders having a past or current association with institutions of higher education.

#### *Generational Leader*

Dr. Hibler was termed a "Generational Leader." Her generational leadership began when she was a member of the 1955 Girl's Basketball Championship Team and she provided leadership on the basketball team. She continued being a generational leader when she provided leadership in various activities such as drama, music, and sports during high school. She provided college leadership with her participation in intramural

sports, student senate, sorority, and as a Resident Advisor in the dormitory. She further continued generational leadership through teaching as a high school teacher at Altus High School then transitioned into higher education teaching at Southwestern Oklahoma State University. Her generational leadership was evident through the various levels of higher education administration as Chair, Dean, and Vice President.

The minutes from the Board of Regents of Oklahoma Colleges indicated that she would provide leadership as president to Southwestern Oklahoma State University. She was recognized as being able to facilitate the transition of the university from the end of the 20<sup>th</sup> Century into the 21<sup>st</sup> Century. The regents discussed her 24 years of experience with the university. Dr. Hibler had experienced the changing times of the previous decades. Dr. Hibler had lived through those experiences, and provided generational leadership in the various administrative duties.

Dr. Hibler provided generational leadership as an instructor during the rapid expansion of the college in the 1960's. Her generational leadership was recognized as an administrator during the reorganization of the college to university status during the 1970's. She was an administrative leader as dean and vice presidency during the 1980's when the influences of economics, and politics dominated relationships with the university. She was able to provide presidential leadership as Southwestern transitioned into the 21<sup>st</sup> Century. Her generational leadership began on the 1955 State Basketball Championship Team, and continued through her presidential administration in 2001.

#### Macro-Level Analysis of Leadership

The second component of the framework by Astin and Leland (1999) is termed "Macro-Level Analysis of Leadership" (p. 6). This aspect delved into the contributions

women leaders generated for certain organizations or institutions (Astin & Leland, 1999). The applicability of this component is indicative of the scholar writing of Dr. Hibler's dissertation titled:

*Current and Preferred Policies in the Supervision and the Evaluation of Business Student-Teachers: An Analysis of the Opinions of Collegiate Business Education Teachers, Cooperating High School Business Teachers, and Business Education Graduates.*

She earned her doctoral degree from The University of Oklahoma. By providing a dissertation that provided the opinions of college business teachers, high school business teachers, and graduates of business education, on the policies of business student teachers, she sought to provide a noteworthy scholarly contribution to society. Therefore, she was improving the societal conditions of business student teachers. Through her influences as president, Dr. Joe Anna Hibler continued to be involved in education through her teaching freshman orientation classes or teaching in the school of business.

#### Micro-Level Analysis of Leadership

A further expansion of the "Macro-Level Analysis of Leadership" (Astin and Leland, 1999, p. 6) component of the framework evolved from the study. The study of Astin and Leland (1999) focused on the experiences of seventy-seven women leaders therefore, it is a Macro-Level study since many women leaders participated. This study focused on the experiences of one woman leader, Dr. Hibler. The term that is applicable to define this study is the term "Micro-Level Analysis of Leadership." The applicability of the term "micro" designates the study as being a small study since there was only one participant.

## The Origins of and Motives for Leadership

The third component of the framework for leadership is “The Origins of and Motives for Leadership” (Astin & Leland, 1999, p. 7). The study of Astin and Leland (1999) focused primarily on the experiences of the instigators. Dr. Hibler’s experiences corresponded with the term “Generational Spanner” because of her vacillation between the varying contextual timeframe of her leadership role in Oklahoma.

### *The Origins of Leadership*

For this study, I simplified the component from the framework (Astin & Leland, 1999) to be “The Origins of Leadership.” The term origin indicated the beginning of experiences from Dr. Hibler’s heritage, life, parents, childhood experiences, community, and young adulthood. There were not necessarily motives that she discussed from the study, but the origin of her leadership experiences. The role of key experiences was instrumental in the life of Dr. Hibler, and seemed to indicate the sources of origin.

### *Consistent findings with Astin and Leland*

There were many parallels in the family backgrounds of the study conducted by Astin and Leland (1999) with the study conducted on Dr. Hibler. Dr. Hibler had a strong relationship with her father. Dr. Hibler’s mother was an independent career woman. Dr. Hibler discussed that “My dad just thought girls could do whatever they wanted to do, and we did it.” Her parents honored her independence closely, helped her develop a strong work ethic, and beliefs for societal concerns. In analyzing the similarities of Dr. Hibler with other women in the Astin and Leland (1999) study involving family backgrounds, the findings were consistent with Astin and Leland (1999); however, their findings related to the Instigator generation. Dr. Hibler continued to vacillate between the

various generational terms as a Generation Spanner. Table 2 compares the family background of Instigators (Astin & Leland, 1999) to Dr. Hibler.

Table 2

Family Background of Instigators (Astin & Leland, 1999) with Dr. Joe Anna Hibler

Instigators (Astin & Leland, 1999).	Dr. Joe Anna Hibler
Strong Identification with father.	Strong relationship with her father.
Presence of Self Actualized women.	Her mother, Anna Bess was, an Independent Woman. She was the businesswoman when her parents ran an auto business.
Parents communicated that their Daughters could be anything they wanted to be.	“My dad just thought girls could do whatever they wanted to do, and we did it.”
Family situations fostered individual talents.	Joe Anna Hibler played basketball. She played the piano at church. She was the lead in the senior play.
Family dynamics focused positively in shaping talents.	She was not allowed to quit, she had to follow through until the end.
Role Model of Parents	Her parents were teachers with 80 years of educational experience combined.
Clear expectations about behavior.	“I was taught to behave.”

Dr. Hibler was placed in various circumstances that provided her with opportunities to develop her individual talents such as the varsity Girl’s Basketball Team. This experience was consistent with the findings from Astin and Leland (1999) that parents provided daughters with special experiences that would later support their future leadership roles. Her father counseled her that as the coach it was the right thing to do to place her on the varsity; she was going to have to work hard to prove that it had been the right decision. She met the challenge and excelled. She learned the philosophy of doing the right thing, then working hard to let others know it was not a mistake. Dr. Hibler utilized this philosophy from her father’s coaching experience when she became president and would make decisions.

Astin and Leland (1999) discussed that parents served as role models, and were clear on their expectations for their daughters. This was applicable to the findings from the study. Dr. Hibler’s parents served as her role models and had definite expectations for their daughter. Her parents modeled a strong work ethic. They expected their daughter to behave. Dr. Hibler stated: “When you are a teacher’s kid you have to behave.”

Table 3 compares scholars (Astin & Leland, 1999) with Dr. Hibler.

Table 3

A comparison of scholars

Scholars (Astin & Leland, 1999)	Scholar, Dr. Joe Anna Hibler
Firstborn	Only child, First born status
Father in critical role with Daughter	Strong relationship with Father
Parents interested in human rights and social justice	Father involved in helping establish girls basketball event in Oklahoma

In comparing the term “Scholars” (Astin & Leland, 1999) with the life of Dr. Hibler there were similarities with the findings from Astin and Leland, (1999). Dr. Hibler was an “only child.” She had “first born status” when a foster child to live with them. Dr. Hibler’s father played a critical role in her life as father and coach of her basketball and softball teams. She had a strong relationship with her father. Her father was involved in improving the conditions of girl’s athletics in basketball. All the findings from the study of Dr. Hibler were consistent with the findings from Astin and Leland (1999).

### *Motives for Leadership*

Many successful women leaders have had to overcome obstacles and discrimination (Astin & Leland, 1999). These circumstances became the motives that women leaders utilized to improve the societal conditions for other women (Astin & Leland, 1999). The first discrimination that Dr. Hibler encountered included usage of her first name growing up to incorporating usage of her first and middle name in higher education. When the professor saw her name he assumed the name belonged to a big burly football player instead of a woman. This was a gender assumption of the times. The professor assumed that a male had the name instead of a female. Dr. Hibler transitioned from Joe growing up to Joe Anna in higher education.

Dr. Joe Anna Hibler also faced discrimination when she enrolled as a doctoral student in her personnel management class. She overcame the discrimination by hard work, and achievement. The professor and Dr. Hibler became respectful of one another. Dr. Hibler was discriminated against when she participated in the dean’s organization. With the dean’s organization, she decided not to participate since there was no benefit to Southwestern Oklahoma State University through her participation with the organization.



These findings are consistent with the women leaders in Astin and Leland, 1999) as overcoming discrimination in their lives.

### Leadership Succession

The fourth component of the framework for leadership (Astin & Leland, 1999) is termed “Leadership Succession” (p. 7) which concerns an emergence of new leaders who continue the leadership from others. There are certain other aspects involved in Leadership Succession that are: (a) identification of leaders; (b) nurturing of leaders; (c) leadership development; and (d) the effect of role models and mentors in the succession of leadership (Astin & Leland, 1999). The first aspect of identifying leaders delves into the activities women leaders participated in while in college. Many women leaders participated in sports, student government, and theatre in college (Astin & Leland, 1999). The women leaders had opportunities to develop leadership skills. Role models and mentors played a significant part in their lives (Astin & Leland, 1999).

### *Leadership Succession of Dr. Hibler*

Dr. Hibler was active in various school activities from junior high school. She was a member of the junior high honor roll. She was active in music programs. In high school, she developed a love for sports and was the leader in executing a role in the senior play. There is a need for expanding the time frame of emergence of leadership. From Astin and Leland (1999), the first leadership activities are discussed as emerging from the college experience; however, there was some mention of high school activities. In college, Dr. Hibler participated in Student Senate, Intramurals, a sorority, and worked as a Resident Advisor in the dormitory. These findings were consistent with Astin and Leland (1999). Since this research study involved one participant there was an

opportunity to explore a more in-depth study of Dr. Hibler's childhood, junior high, and high school experiences.

#### *Mentoring Aspect*

Dr. Hibler had the benefit of numerous mentors throughout her life. Many of the mentors were family members, community members, coworkers, and male mentors. There was also institutional mentoring in the form of financial assistance when Dr. Hibler received 2/3 of one half of her salary, was a graduate assistant, and taught a class at OU. There was also financial mentoring when Dr. Hibler received scholarships from Delta Kappa Gamma, and the \$100 Distinguished Freshman Scholarship from Southwestern Oklahoma State University. All of the mentors played an influential role in mentoring Dr. Hibler to the presidency of Southwestern Oklahoma State University.

#### *Family, Community and Educational Mentoring*

Dr. Hibler had strong family support from her mother, father, Aunt Helen Schollenbarger Crabb, Grandparents: Schollenbarger, and Lovett. They had a vested interest in helping Dr. Hibler succeed, and become a strong independent woman. Dr. Hibler stated that the whole town of Leedey served as mentors for her. The neighbors, business people, and Reverend Gilbert Brothers mentored her at various times.

Dr. Hibler had various public school teachers that helped her at critical junctures in her life when she was a student, and when she was a high school business teacher.

#### *Influence of Male Mentors*

Dr. Hibler discussed that the man who was head of public relations, and the newspaper was instrumental in helping her get a graduate assistantship at Oklahoma State University. She also discussed the most influential men in her career as being Vice

President Earl Reynolds and President Leonard Campbell, both of Southwestern Oklahoma State University. Both of those men recruited Dr. Joe Anna Hibler to their position when they retired. They had a vested interest in seeing her succeed, and helped her at critical times in her path to the presidency.

#### *Financial and Institutional Mentoring*

Dr. Hibler received various scholarships that provided the needed resources for her to continue her educational attainment of various degrees. She acknowledged in her dissertation the scholarships she received from Delta Kappa Gamma, a women's teacher organization. Dr. Hibler received institutional mentoring when she received the graduate assistantship to Oklahoma State University. She taught a class, and earned a salary that provided her with a financial means to earn her Master's Degree. She also received 2/3 of one half of her salary from Southwestern when she received her sabbatical pay. She used this money to help defray the costs of her doctoral degree, and living expenses. At the University of Oklahoma, she received special status as a Special Instructor, and this helped by providing her with copying privileges for her doctoral dissertation.

#### *Role Models*

Dr. Hibler had many role models as she transcended through life. Her parents were her primary role models. Ms. Robena Andrews, the school principal was a role model for Dr. Hibler in her community as well as Reverend Gilbert Brothers, the Methodist Minister. The teachers at Altus High School also served as role models for Joe Anna when she was a beginning teacher. The career independent women in the Business Department at Southwestern were role models for Joe Anna when she was a student at

Southwestern and when she was a beginning college instructor. The findings from Astin and Leland (1999) indicate that women leaders also had role models.

*Recipient of Scholarships, Campus Work, and Graduate Assistantships*

Dr. Joe Anna Hibler was the recipient of various scholarships, campus work experiences, Graduate Assistantships, and Special Instructor Status that provided the finances necessary for her college education. This aspect was not discussed in the study by Astin and Leland (1999); however, since this research study focused on one participant there was the emergence of how Dr. Hibler financed her college education. The financial funding provided Dr. Hibler with a means to further her education beyond high school graduation. She received financial assistance from Southwestern Oklahoma State University, Oklahoma State University, and the University of Oklahoma in the form of scholarships, Resident Advisor, graduate assistantships, and special instructor status. She received a portion of her salary from Southwestern as a benefit of her sabbatical leave. She received further funding from Delta Kappa Gamma, an organization of women educators, to complete her doctoral degree.

*Comparison of Astin and Leland Findings*

Astin and Leland (1999) discussed many of the women leaders had fathers who were influential in their lives and there was the presence of self actualized women. The mentoring from family members was discussed in the findings of Astin and Leland (1999); however the role of mentoring needed to be expanded for the study of Dr. Hibler. Her mentors included family members, community members, and educational mentors. The aspects of mentoring from men, institutional, and financial mentoring were not

discussed in detail by Astin and Leland (1999). The presence of role models was also consistent with the findings from Astin and Leland (1999).

### The Nature of Shared Leadership

The fifth component of the framework (Astin & Leland, 1999) is termed “The Nature of Shared Leadership” (p. 6). This component is composed of the networks or support systems that leaders establish. Astin and Leland (1999) posit that leaders use their power as a base for leadership. The women leaders from the study of Astin and Leland (1999) expanded the foundation of their leadership as non-hierarchical. They worked to empower others, and gave others the power to have input on the goal being implemented (Astin & Leland, 1999). They established a collaborative leadership through consensus (Astin & Leland, 1999). Dr. Hibler sought to reach consensus of her constituents while in the presidency.

Dr. Hibler utilized non-hierarchical leadership. She gave her subordinates the authority to work on a task. In the following interview with Reporter Paula Burkes Erickson (2003), Dr. Hibler discussed her leadership with her employees:

Hire the best people and let them show you what they can do. If you micromanage, it will weaken your team and wear you out (Erickson, 2003).

Dr. Hibler discussed hiring competent people. She also employed non-hierarchical leadership when she instructed her vice president to learn about implementing a new telephone system on campus. When she went to present the issue of the new telephone system to the regents, she took the vice president with her to make the presentation to the board. She gave him full authority on the task at hand, and supported him in the

presentation to the board of regents. The findings from the study were conclusive with Astin and Leland (1999).

Dr. Hibler always assumed full responsibility for all major/minor decisions. Some of the decisions were good and some turned bad. If a decision turned out bad she would acknowledge it and formulate a way to solve the problem. This aspect was not discussed in the study of Astin and Leland (1999).

### *Leadership of Compromise*

Dr. Hibler employed the non-hierarchical base of leadership. However, in the interviews she discussed that her leadership was one of “compromise.” The leadership concept of Astin and Leland (1999) was expanded for the term compromise. The term “Leadership of Compromise” indicated participation of others in the decision making process. From the study of Dr. Hibler, the necessary leadership component of compromise needed to be addressed. Dr. Hibler discussed that compromise was an important aspect of negotiating decisions. Dr. Hibler discussed that rarely did she get her way. There was usually a compromise in the decision making process. There were times she formulated a decision based on her perspective; however, she did what was best for the university.

Dr. Hibler discussed the process of reaching consensus. The door would be closed while discussions occurred. Her administrative staff was free to discuss their perspectives. Dr. Hibler discussed that “I refused to let them be ‘Yes, Ma’am people.’” However, when consensus was reached, and decision was made, the door opened and everyone was on “the same page.” She expected everyone to be supportive of the decision and she also expected loyalty from her administrators.

### *Strategies of Empowerment*

Astin and Leland (1999) discussed specific empowerment strategies that women leaders use to empower others collectively toward a goal. Astin and Leland (1999, p. 119) discussed the strategies: (a) “values”; (b) “listening to and empowering others”; and (c) “doing your homework”. These strategies are compared to the study on Dr. Hibler.

#### *Values*

The first component of empowerment from the study conducted by Astin and Leland (1999) is values. Table 4 compares the findings of Astin and Leland (1999) with the study of Dr. Hibler with respect to “Values of Women Leaders.”

Table 4

#### Values of Women Leaders

Astin and Leland (1999)	Dr. Joe Anna Hibler
Building Trust	Established trust with the legislators. “I built some good trust, especially with the leadership both in the house and the senate.”
Integrity	Established integrity with the board of regents and the university.
Trusting Others	“I was big on giving people the responsibility and . . . authority to get done what we needed done . . .”

Table 4 (continued).

Values of Women Leaders

Astin and Leland (1999)	Dr. Joe Anna Hibler
Maintaining your integrity	“As long as I could come home at night, look in my bathroom mirror . . . look myself in the eye, and say ‘Okay, we did okay.’ I was fine and slept good at night.”

*Listening and Empowering Others*

Dr. Hibler employed her listening skills:

“I tried to listen to faculty. They might not agree with what I was doing; but I always tried to explain why I made the decision that I made. . . I think overall . . . we had a productive relationship. . .

On campus, Dr. Hibler described that she would have open forums where anyone on campus could voice their concerns. She listened to various constituents such as students, staff, parent, alumni, community member, legislator, and board of regent’s member. The findings from this study were consistent with Astin and Leland (1999).

She discussed listening to her administrators:

I had a working policy that when we discussed things they were free to voice whatever opinion they wanted to voice, but once . . .

She empowered others toward a collective goal, and described the compromise for consensus. She worked to establish empowerment of others. Astin and Leland (1999) discussed that positional leaders utilize their influence to develop strong networks of



people. The networks of employees become change agents to implement changes within the institution. In her administration there were many changes that occurred.

*Do your homework*

The women leaders from Astin and Leland (1999) described that a positional leader needed to “do your homework” (Astin & Leland, 1999, p. 121). Dr. Hibler discussed the “do your homework” (Astin & Leland, 1999, p. 121) aspect:

You really have to . . . do your homework and make the very best decision that you can make and then have the strength to live with it . . .

The findings from Astin and Leland were conclusive with the study of Dr. Hibler.

*Skills of Leaders*

Table 5 compares Astin and Leland’s (1999) findings to the study of Dr. Hibler.

Table 5

Skills of Leaders

Astin and Leland (1999)	Dr. Hibler
Inventive	Established two capitol campaigns for funding. Increased the Foundation’s revenue from \$840,000 to 7 million. Developed Alumni Weekend. Established Parent’s Day Weekend. Helped to develop contracts and grants. Established annual report to the board of regent’s.

Table 5 (continued).

Skills of Leaders

Astin and Leland (1999)	Dr. Hibler
Risk Taker	<p>Started first capital campaign without funds available.</p> <p>“I was really a little bit of a risk taker . . .”</p> <p>“I was willing to take that risk.”</p>
Ingenuity	<p>Helped in the implementation of the doctorate program of pharmacy.</p>
Make good use of networks	<p>Established networks with other presidents.</p> <p>Visited legislators about funding.</p>
Using forms of communication	<p>Speeches at civic organizations or banquets.</p> <p>Explained decisions that she made.</p> <p>Worked at being “open” with others.</p>
Working with people or through people	<p>Worked with the vice president for new phone system with the board of regents.</p> <p>Established doctoral program for pharmacy.</p>
Perceptive, Learn fast	<p>Learned to establish and maintain communication with Legislators quickly.</p>
Capacity to “let go” of efforts	<p>“. . . have the strength to admit it was the wrong decision, and we are going to back off and go another direction.”</p>

Table 5 (continued).

Skills of Leaders

Astin and Leland (1999)	Dr. Hibler
Humility	“... not lose sight of the fact that the institution is going to be there for the next 100 years and, you were just a blimp along the way.”
Commitment to collective action	“... build on what was already there. Honor traditions, but build on what you’re left with ...”

The findings from the study of Dr. Hibler supported the findings from Astin and Leland (1999). She possessed many of the same skills the women leaders possessed from the research of Astin and Leland (1999).

*Self Assessment of Leaders*

Table 6 lists the self assessment of leadership characteristics of Positional Leaders (Astin & Leland, 1999) from the “Women Educational Leaders; Participant Profile” (p. 183-189). The results are compared to the modified Woman Educational Leader: Participant Profile of Dr. Joe Anna Hibler.

Table 6

Self Assessment of Leadership Characteristics of Positional Leaders

Astin and Leland (1999)	Dr. Joe Anna Hibler	
Highest Ratings:		
Energy	Humor	Compassion
Loyalty	Loyalty	Perseverance
Commitment	Commitment	Independence
	Self-Centeredness	Curiosity
High Ratings:		
Intuitiveness	Achievement	Resourcefulness
Resourcefulness	Adaptability	Self-Awareness
Self-Confidence	Ambition	Self-Confidence
Adaptability	Autonomy	Self-Discipline
	Initiative	Spirituality
	Kindness	Spontaneity
	Leadership	

Dr. Hibler expressed high self assessment on the loyalty, self-confidence, and commitments characteristics. These characteristics were consistent of women leaders from Astin and Leland (1999). The high assessment of perseverance and resourcefulness were also ranked high from women leaders (Astin & Leland, 1999) and Dr. Hibler. The characteristics of perseverance and resourcefulness indicate how women overcome the obstacles and discrimination in their lives (Astin & Leland, 1999). Dr. Hibler also

indicated a self assessment of other characteristics that differed from the findings of Astin and Leland (1999) such as humor, compassion, kindness, curiosity, and spirituality.

Table 7 describes the self assessment of characteristics from the modified Woman Educational Leaders: Participant Profile. The results from Astin and Leland (1999) are compared to the findings of the study of Dr. Hibler.

Table 7

Self Assessment of Scholars

Astin and Leland (1999)	Dr. Joe Anna Hibler
Intelligence	Intelligence
Perseverance	Perseverance
Resourcefulness	Resourcefulness
Leadership	Leadership
Curiosity	Curiosity

Dr. Hibler shared many of the same characteristics with the Scholars from the Astin and Leland (1999) study. This may well be attributed to her involvement in scholastics, and teaching. She was a scholar throughout her educational career, and continued to teach a class during her presidency.

Themes of the Research Study

The Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) was utilized for the research study; however, there were several themes that emerged outside of the framework and warrant discussion. The four themes that emerged were (a) Heritage, (b) Context of Oklahoma, (c) Breaking Ground into Higher Education, and (d)

the Challenges and Rewards of Higher Education. These themes are discussed in the following sections.

### Heritage

The first theme that emerged from the research study was “Heritage.” The theme “Heritage” resulted from the Oklahoma Heritage that Joe Anna Hibler received from her ancestors, family members, and other people who were important figures in her life. Dr. Joe Anna Hibler lived her life from a heritage that was rich in value from her parents, her mentors, and her philosophy of life. Her great grandparents came to Oklahoma in a covered wagon in hope of a better life. Her grandfather had been a wheat farmer working the Oklahoma soil and cultivating his crops. There were struggles; however, strength emerged from the family. Her grandparents built a sod house from the Oklahoma dirt and broke ground. The harshness of the times resulted in the loss of siblings from both parents.

Her parents believed in education, and as young adults attended Panhandle State College. They met and married. Her father, W. D. Hibler, and mother, Anna Bess, were teachers. Early in their marriage her mother taught in a country school while her father taught in town. Her name was chosen from her family heritage, and a friendship of her mother’s. Her mother chose the name Joe Anna Hibler.

Joe Anna was born May 5, 1939 during the Great Depression and Dust Bowl Days in Oklahoma. The strong winds blew the dark dirt away, and the red clay was left for her parents to build a life upon. Her family chose to build a life in education. Joe Anna was often called “Joe” or “Josie” and she was an only child. She was close to her father, and spent much time with him while growing up. She was able to go with her

father when he worked for the Coca-Cola Company delivering goods in the summer, and witnessed the dealings of business conversations. When he was coaching, she would go with him when he was scouting, and discussing coaching matters with other coaches. She was privy to the adult conversations, and learned communication skills. She was taught to behave by her parents as her parents instilled the basic values of right versus wrong.

Her family moved several times when her dad was called to work. In those days people called others to work for them. The influences of World War II affected the Hibler household as her father was called to work as a superintendent in another town. They moved, and their home was in the basement of the school. At other times, she lived in neighborhoods. She went to work everyday with her parents. The work ethic of her parents was prevalent in her life.

Her grandparents were also important to her life. Joe Anna admired her great-grandmother and grandmother and how they had come to Oklahoma in a covered wagon. She thought about the hardships of the time for women and how hard her grandparents had worked to build a life for themselves in Oklahoma. There were other family influences such as her Aunt Helen Crabb, who was left handed, who taught Joe Anna how to use her left hand in writing. Her grandparents helped her with her school work. The generational influences provided her with determination, and strength that would become a necessary skill in life.

Joe Anna lived in a safe community, and her parents fostered her independence. In the summertime, she would leave the house on her bike and ride until her dad whistled for her. If she did something wrong, the news would reach her parents before she arrived

home. It was a close knit community. She participated in many school activities because everyone was needed for the activity to occur.

Her teachers played an instrumental role in her life. They cultivated her educational abilities from primary school through high school. She earned a place on the honor roll while in junior high. As a young high school student, a sophomore, she was placed on the varsity basketball team by her dad, the coach. He saw her strength. Her dad discussed with her that there was going to be some controversy about her being placed on varsity. He told her that he would be criticized; however, as the coach of the team this was the right thing to do. He told her that as a player she would have to perform, and give it her best effort. This was the model of leadership her father demonstrated for her. Joe would use this model of leadership in her life.

Joe Anna worked hard to show everyone she had the right to participate even though she was a younger player. She performed and excelled so everyone knew she did belong. She earned her place and played in the 1955 Girls State Basketball Championship game in Oklahoma City, Oklahoma. Her basketball team won in the last minute of the game and the final score was 54-52. Her team had beaten the Byng High School Team coached by Mrs. Teague, who later became a member of the Basketball Hall of Fame.

Her dad felt that girl's could do anything they wanted to do. Joe Anna was raised with that philosophy. Her mother, Anna Bess, was her own person and at one point ran an auto store. Her mother modeled independence and she considered her mother a leader. Joe Anna excelled in acting and was the lead in the senior play. Her parents cultivated her ability to work on goals, and her work ethic. If she started something, the rule was that she finish. She was not allowed to quit, she had to see it through to the end. She learned



perseverance through this family rule. If the end result was good, there was praise, but not enough to go to her head. If the end result was less desirable, then her parents would talk to her about why something had turned out the way it did, and what were the lessons learned. Her parent also developed her social sense of helping others.

The school she attended had a woman principal, Miss Robena Andrews. It was an accepted fact in the community that the leadership role was held by a woman. Joe Anna grew up in this environment. She displayed early leadership skills by playing the piano at church. Reverend Gilbert Brothers, her minister, provided her with a spiritual foundation.

She worked one summer in a local drug store and was told by her boss not to sell certain items to Native Americans after sunset. They could only be in town after sunset if there was a game between the schools. She did not understand the discrepancies. The summer before her senior year, she attended church camp, and an African American boy asked her to dance. She was called to the office, and told this was not right. Joe Anna was disturbed by the attitude at church camp. The issue of race had presented itself, and she did not like the inequalities. Her concern for social justice had emerged, and would serve her at varying times in her life.

Joe Anna developed many different interests to participate in such as sports, musical, acting, and academics. The development of her many different skills would serve her later in life. Her ability to set goals, and work through situations was just one of the skills she learned early in life.

She received a \$100 Distinguished Freshman Scholarship and decided to attend Southwestern State College in Weatherford. She was counseled for the fields of education, nursing, or secretary; however enrolled in the Secretarial Short Course days

after graduating from Leedey High School. Joe Anna had been in love but decided to attend college the summer of 1957. Joe Anna had just turned 18 years old in May, and was one of the youngest classmates in her graduating class of 1957.

Toward the end of the summer term an African American couple came to Southwestern College to enroll their daughter Beverly for the fall semester. Joe had been working in the Business Office and overheard the conversations between the Dean of Women, the president, and the parents. Beverly's parents wanted her to be safe and felt that if Beverly stayed in the dorms she would be safe instead of living off campus. At that time Southwestern did not allow African Americans in the dorms. The administrators asked Joe Anna what she thought of Beverly living in the dorm. Joe Anna remembered about the Native Americans and church camp, and the discrimination that had happened. She told the administrators that she thought it would be all right if Beverly lived in the dorms. She did not have a problem with it. The administrators conferred and reached a decision that Beverly could live in the dorms. Southwestern became integrated that fall.

By the end of summer, Joe Anna decided she really enjoyed college. She wanted to experience the college life, and made a life choice to continue her education. She wanted to earn a Bachelor's Degree from Southwestern State College instead of getting married. Her future seemed destined for education. She set her goal on achieving her Bachelor's Degree.

#### Context of Oklahoma

The name of the state of Oklahoma is derived from the Choctaw Indian language meaning red man. Oklahoma has a unique history. The government reassigned lands designated for Native Americans and settlers. The land was opened up in a land run.

There were three land runs in Oklahoma Territory. The Cheyenne and Arapaho Lands were redistricted and the land was ready for the third land run. The third land run on April 19, 1892 opened the area where Weatherford is located today. The largest populations of Native Americans live in Oklahoma. Many of the Native Americans are descendents of the Native Americans who lived in Oklahoma Territory. Oklahoma produces natural gas, and has ranching and agriculture concerns.

The town of Weatherford was established with the expansion of the railroads. The Cheyenne and Arapaho Reservation was close by due to the proximity of the Big and Little Deer Creeks. The town manager Beeks Erick chose the land because of the water and built a dam was built to ensure the supply. Bill and Lorinda Weatherford established a home in the town of Weatherford. The original name was suggested as Dewey however there was already another town with the name so the name of Weatherford was proposed. Lorinda Weatherford was the first postmistress of the town while her husband was the United States Marshall. Outlaws from other states evaded capture and came to Oklahoma Territory. Bill Weatherford encountered many outlaws and every time he killed one he carved a notch on his gun.

Early populaces in the Weatherford area were farmers and ranchers. There was a Cotton Mill, some lumber yard, various saloons and dance halls. It became known as a rough and wild town in Oklahoma Territory. The Southwestern Normal School was authorized by the Oklahoma Territorial Legislature however the location was undetermined. A committee was appointed by Governor Barnes who had been appointed as governor of Oklahoma Territory by President McKinley. Several towns vied for the normal school, however on the train ride to Weatherford, the Barnes committee was

served alcoholic refreshments. The Barnes Committee decided to locate the normal school in Weatherford. Governor Barnes was replaced by Governor Jenkins and the new governor established his own committee to determine the location of the normal school. However, he failed to notify the Barnes Committee that their services were not longer needed.

The Jenkins committee decided they wanted the normal school placed in Granite. Beeks Erick donated the 40 acres needed for the normal school and George Webster went to Guthrie to the Territorial Capitol to file the deed. An injunction was filed to so Granite could not start building the normal school. A court settlement established that Governor Jenkins should have dismissed the Barnes Committee before establishing his own committee. The Barnes Committee and Weatherford won the battle for the Normal School to be placed in Weatherford. Students came on horses and in buggies from across the territory and from neighboring areas and states. The first classes were held in a church and in a former saloon hall. Southwestern was established on a hill overlooking the town and area.

The first woman college president was appointed by Governor Marland in 1935. Kate Galt Zaneis became the president of her alma mater. She became the first woman and broke ground into the college presidency in Oklahoma. She had been a teacher and struggled with redeeming the warrants that the state issued to teachers. The banks redeemed the warrants for less money and this angered Kate Zaneis. She held a public demonstration on Main Street in Admore. A large crowd gathered to hear her speech about the inequities. She discussed that Marland who was running for the position of governor be elected. He heard of her tirade and asked her to campaign for him. He was

elected to the office of the governor and selected Kate Zaneis as a member of the Board of Education. While a board member she lobbied for sabbatical pay to be reinstated for teachers desiring a higher educational degree. When the position of the presidency of Southeastern occurred, Marland appointed her as president.

Kate Zaneis wanted to improve the conditions of the college and she ended up being caught in a political battle between a local politician and board of regents over a proposed dormitory. She was removed as president after two years. The ground of higher education remained untilled until the next woman emerged to the presidency. It took half a century for the next woman to break ground and be appointed president of a university in Oklahoma. Dr. Joe Anna Hibler was selected as president of Southwestern Oklahoma State University. Dr. Hibler discussed that she took a risk in applying to the presidency; however, the risk paid off when she was appointed. Dr. Hibler discussed the political correctness of being the only women president among the male presidents. She capitalized on the political correctness of her presence and often went with the group to negotiate or be present on various occasions.

Acker (1996) posited that hierarchies are gendered oriented and the gender of the hierarchy has a major role in reproducing the hierarchy. Perhaps with the case of President Kate Zaneis, the presidency perpetuated itself with male members as presidents because of the turbulent presidency of Kate Zaneis. She was caught in a political cross fire and the gender hierarchy of the presidency closed ranks for fifty years. However, when President Joe Anna Hibler assumed the presidency the gender issue of male presidents was challenged and maintaining status quo was not an option. The regents who hired Dr. Hibler challenged the traditions of the male hierarchy in the presidency and

selected her as presidency. The Board of Regents of Oklahoma Colleges was ready to change the gender structure in the presidency in Oklahoma when Dr. Hibler was selected as president.

Kanter (1977) discussed that women were alone with their male peers. This appears to be the case of Dr. Joe Anna Hibler, who was the only woman in Oklahoma history to be appointed as president of a public university while the men were presidents of the other public institutions. Women who were few among their male peers had only women status and became symbols for other women (Kanter, 1977). Dr. Hibler had the only woman status in her presidency and became a symbol for future generations of women. Dr. Hibler exemplifies role model status for other women aspiring to become college and university presidents. However, she discussed that women need to be involved in their community and on their campuses for their visibility to be recognized.

There are other contextual events that occurred in Oklahoma such as the term “Okies” that personified the poverty of the 1930’s. The resulting effects of the Dust Bowl Days and the Depression became ingrained in American culture when the term Okie was used in a negative light. Educational institutions in Oklahoma suffered during this time with lack of revenue. This is the situation that President Kate Zaneis experienced in her presidency. In relating the contextual times to Dr. Joe Anna Hibler, Southwestern had grown from the oil boom days of the 1980’s; however, the oil bust had negative effects on the campus and in the community. Oil field workers who had built homes in Weatherford during the boom were without jobs. The community suffered as banks began collapsing and this affected the constituents in the area. Companies such as 3M began laying off personnel. The Chamber of Commerce in Weatherford sought the funds

to erect a 75 foot Christmas Tree in the city. However, economic slumps occurred for the merchants in the city as there was a run on banks, the farming economy collapsed, and unemployed reached 9% in the area.

Southwestern experience financial problems and had to resolve their financial worries with permission to use their reserve funds. Tuition rates rose for the 1983-84 school year and budget cuts resulted. Additional revenue was sought from a sales tax imposed on gas. The economy started to have positive results. The interstate was expanded and funded by the Federal Government. The resulting effect was the establishment of chain stores on the periphery of Weatherford. The YMCA and senior center were built.

Sayre Junior College merged with Southwestern in 1987 thus providing students with access to earn a Bachelor's Degree on the Sayre campus. The 1990's brought the problem of landfills. Federal mandates required stricter federal guidelines and the resulting effect was the rising cost for garbage disposal service and water usage.

During President Hibler's administration there were many changes at SWOSU. The technology revolution affected the library as computer technology became engrained in the culture of the college students. The library became integrated with computer technology and automated many of their collections. Students were able to access the World Wide Web and retrieve information via the internet.

Many of the facilities were improved upon and expanded. The old music building was torn down and replaced with the Thomas P. Stafford Center. The three-story multi-million-dollar office building also housed classrooms. SWOSU grew and had an impact on the city of Weatherford by establishing 2,000 jobs that resulted in \$55 million in

income and generated approximately \$3 million in tax revenue. The school that began as a teacher's normal school was transformed into a 21<sup>st</sup> century university during President Hibler's administration.

### Breaking Ground into Higher Education

Joe Anna chose a Business Education Major while at Southwestern State College. She received a \$100 Distinguished Freshman Scholarship that paid for her tuition, room and board. The college had provided Joe Anna with the financial means to attend college. When Joe went to her first class in the fall she marked on her enrollment form the name Joe A. Hibler. Her first professor called roll and when she answered he said "Who said that?" She answered "Me." He told her that he was expecting a big burly football player with the name Joe A. Hibler. He asked her what her middle name was and she told him "Anna." He suggested that she needed to use both names. She started using both her first and middle names that day. Joe Anna was resourceful enough to realize that the name she had been called growing up would not work in higher education.

During her college years, Joe Anna worked as a Resident Advisor for the girls in the dorms, was involved in Student Senate, and was in a sorority. On the academic side, Joe Anna's classes were small, and her teachers were interested in her academic progress. Some of her women professors were single, and career oriented. They modeled independence for Joe Anna. Her academic advisor, Dr. Ward, provided mentoring for Joe Anna as she enrolled in various business courses. He followed her progress at Southwestern State College. Her parents rented a home in Weatherford for the summers that Joe Anna attended college to continue working on their Master's Degrees. Joe Anna



was aggressive in completing her Bachelor's Degree in Business Education in just three years. She had just turned 21 years old when she graduated in 1960.

With her Bachelor's Degree in hand, her parents encouraged her to continue her graduate studies. Her counselor was instrumental in helping her receive a graduate assistantship to Oklahoma State University (OSU). Joe Anna moved to Stillwater, Oklahoma and enrolled at OSU to begin her advanced degree. Joe Anna earned extra income typing papers for the women from Pakistan and England. Joe Anna taught a class at Oklahoma State University. She graduated with her Master's Degree in Business Education in 1961 and had turned 22 years old. Her only aspiration in life was to be a high school business teacher. She had acquired her educational skills for teaching.

Joe Anna applied for a business teaching position with the Altus Public School System. In the interview, the superintendent told her they had never placed a beginning teacher at the high school. She would be the first beginning teacher at Altus High School. Her colleagues were 10 years older than she was. However, at times it seemed that all the teachers mentored her. She learned to work with her colleagues.

Joe Anna felt the pressure of being a first year teacher, and being the first beginning teacher in the high school. However, she decided to perform as her father had taught her earlier in life when she was on the basketball team. Joe Anna worked hard as a beginning teacher working long hours without a planning period. She learned to coordinate her teaching responsibilities and tasks. Often she would go home with a cardboard box of papers to grade. She volunteered to work the study hall to help the students academically while they prepared for the musical production. She learned the required social skills needed to be successful in her job. In her business classes, there

were high school students, and college students from Altus Junior College. The high school business students would take classes with the junior college students. At night Joe Anna would teach additional classes for the junior college. She developed teaching skills with adults. She worked day and night teaching for four years, and developed her educational skills.

Joe Anna was 26 years old, and had wanderlust in her heart. She applied to teach with the Air Force Schools, and had been accepted but did not know where she would be assigned for three years. Joe Anna received a phone call from her former counselor at Southwestern State College informing her there was a job opening in the Business Education Department. Joe Anna returned to Southwestern to interview for the position with the dean of the School of Business, and the president of the college. She was offered the position as an instructor in the School of Business. At that point Joe Anna had to think long and hard because she wanted to travel but did not know where the Air Force would send her. After much deliberation, she decided to return her al mater at Southwestern as a full-time instructor, and made another life choice.

Joe Anna moved back to Weatherford, Oklahoma. When Joe Anna returned to teach at Southwestern State College, her former professors became her colleagues. She quickly became involved in the various activities at Southwestern. She sponsored the cheerleaders several times. She served as sponsor of the business club. Joe Anna liked to be involved and was curious. She wanted to know what was going on at campus. She also served on the North Central Accreditation Committee.

She realized if she was going to stay in higher education she needed a doctoral degree. At 30 years old, she applied for sabbatical leave from Southwestern State

College. Her sabbatical was granted, and she received 2/3 of one half of her salary for the next year. She applied for a \$2,500 scholarship from a Delta Kappa Gamma, an International Society for Women Educators. She received the scholarship and enrolled in her doctoral degree at the University of Oklahoma in Norman, Oklahoma. She wanted her doctoral coursework to include courses in personnel management. Joe Anna attended her first personnel management class at OU. There were 60 men in the class and Joe Anna. The professor told her that he did not like women students. He asked her why she was taking the course. She explained the coursework was needed for her doctoral degree.

The professor told her that he did not like women in his class because they cry. Joe Anna told him she would not cry. The professor told her he liked to use foul language while teaching. Joe Anna informed him she had been raised by a coach and had heard foul language. The professor told Joe Anna she could stay until the first exam. Joe Anna decided she was going to earn an "A" in the class. She worked hard and studied for the first exam. The concept taught to her by her father about working hard to prove you belong seemed to resonate in her mind. When she arrived to take the first exam, the professor told her to move to the back of the room away from the other students. He informed her it was because she was left handed, and would have more room to write. He gave her the exam last.

The next class session, she received her exam and had earned a 99% on the test. The professor read the best answers from the class exams. He read Joe Anna's answer on the question that she had missed a point. He said it was the best answer. After class, the professor reminded Joe Anna that she needed to see him. Her professor told her she could stay for the second exam. Joe Anna asked him why he took off a point on her answer

since it was the best in class and he replied “Nobody’s perfect.” This continued for the rest of the semester; however, Joe Anna proved herself to the professor. At the end of the semester he asked her if she was going to take his second course. Joe Anna told him she would enroll if he would let her but she did not want to be treated as a second class citizen. She worked hard to meet the challenge that the professor put in her way with hard work. The professor and she became respectful of each other.

The chair of her dissertation committee left the university, and Joe Anna needed a new chair. The personal management professor called Joe Anna, and volunteered to be on her committee. He could not serve because he was in a different college. However, he came up to the university to bring her exam questions for her written exam. He also came when she had her oral exams for her doctorate. They got to be good friends.

Joe Anna completed her coursework for her doctorate in one year. She was going to return to Southwestern when an advisor convinced Joe Anna to stay at the University of Oklahoma (OU) as a special instructor to complete her dissertation. She earned a salary from OU, and had special privileges such as usage of the copy machine for her doctoral work. Joe Anna received a phone call from Delta Kappa Gamma offering her the scholarship for another year because the woman who had received the scholarship was not coming to OU. Joe Anna accepted the scholarship to help defray the costs of her tuition and living expenses.

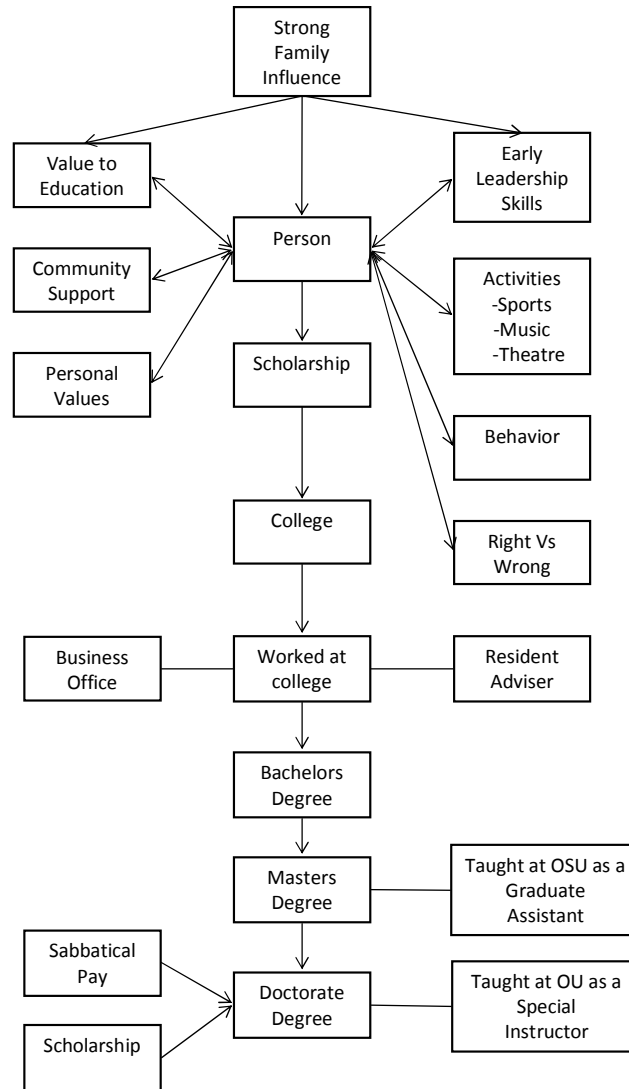
### Challenges and Rewards of Higher Education

Joe Anna graduated with her doctoral degree in 1971, and returned to Southwestern State College in Weatherford. Upon returning, Dr. Joe Anna Hibler was appointed to be the Chair of the Business Education Department. She was 32 years old.

The woman who had been chair retired. Dr. Joe Anna Hibler was the only faculty member with a doctoral degree and was selected for the position. She entered into her first administrative position.

Figure 10 indicates the flowchart of Leadership Development of Dr. Hibler. These experiences contributed to her appointment as Chair of the Business Education Department. These experiences cumulated in her ascent into higher education administration.

Figure 6: Flowchart of Leadership Development



When Joe Anna entered into Higher Education Administration as Chair of the Business Education Department, her duties continued to evolve. She learned the skills that provided her with additional opportunities to transcend further into higher levels of administration. Joe Anna was appointed Chair upon returning to Southwestern when the opportunity presented itself. She had the educational training of a doctoral degree that the position required. However, the duties she inherited were multifaceted as faculty member

and chair. Her duties as Chair were primarily teaching; however, she also had administrative obligations. As Chair of the Business Education Department, she was far removed from the decision making process, and became a facilitator of information received from the Dean and Vice President. She had to cultivate her communication skills, provide accurate information, and interpret the decisions from the higher levels of administration. She served as Chair from 1971-1982.

The position of dean became available when the dean decided to return to the classroom. Dr. Hibler decided to apply for the position and was selected Dean of the School of Business. As she gained administrative experiences, Dr. Hibler cultivated her skills as dean in matters such as budget, tenure, promotion, and committee assignments. She was more involved in the hiring process of faculty members, and developed experiences such as the discipline of employees. She served as Dean 1982-1986.

Vice President of Academic Affairs Dr. Earl Reynolds decided to retire and approached Dr. Hibler about applying for the position. He mentored her for the Vice Presidency. She applied, and was appointed Vice President of Academic Affairs. Her responsibilities multiplied with the position as she worked with the deans, and the president. She acquired funding acquisition experience with the new position. Often she had to do what the president requested, regardless of the input from other constituents. As the new Vice President, her administrative skills developed, and matured. Dr. Hibler developed a “University-wide” perspective, and continued learning about the budget preparation process. She developed communication skills, and became very goal oriented on accomplishing the tasks at hand. She served as Vice President from 1986-1990.

President Campbell decided to retire, and approached Dr. Hibler to suggest she apply for the position. After much deliberation, Dr. Hibler decided to submit her application for the presidency. The faculty rallied their support for her to be chosen as president. President Campbell was instrumental in mentoring her for the presidency. He was the mover and shaker in helping her solicit key references she needed for her presidential application. He introduced her to board members, legislators, and other people who may have been instrumental to her selection as president. She interviewed with the board of regents. She was called later and asked if she would accept the presidency if offered to her by the board. She replied “Yes.” President Campbell counseled Dr. Hibler about being the first woman university president in Oklahoma.

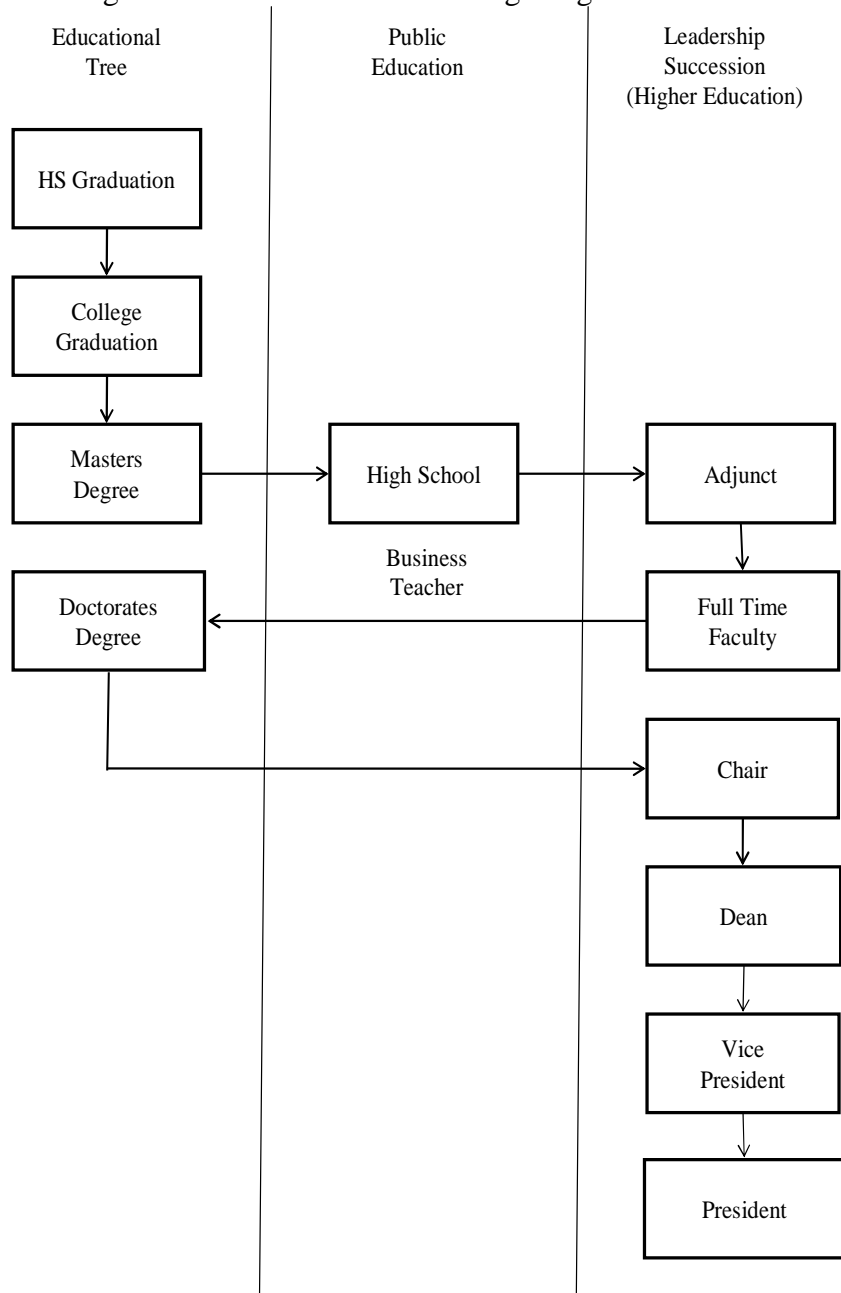
The minutes from the board of regents indicated that Dr. Hibler understood the mission of the institution, and the changing times of the previous decades with regard to the university. The regents discussed that Dr. Hibler could transition the university into the 21<sup>st</sup> century. Dr. Hibler was appointed to be the 15<sup>th</sup> President of Southwestern Oklahoma State University on July 1, 1990. She was a known entity as she had transitioned from student at Southwestern and to being appointed president.

Figure 11 is the flowchart of Dr. Joe Anna Hibler’s life through education and culminating in higher education. She began as a public school student, graduated, and entered college. She received her Bachelor’s and Master’s Degrees. Dr. Hibler became employed as a high school business teacher and adjunct at Altus Junior College. She was hired by Southwestern as a full-time instructor. She decided to obtain a doctoral degree. When she returned to Southwestern she was positioned as Chair of the Business



Education Department. She parlayed the administrative position into the deanship, vice presidency, then the presidency. She capitalized on every opportunity presented.

Figure 11: Event Flowchart through Higher Education



## Challenges and Rewards of the Presidency

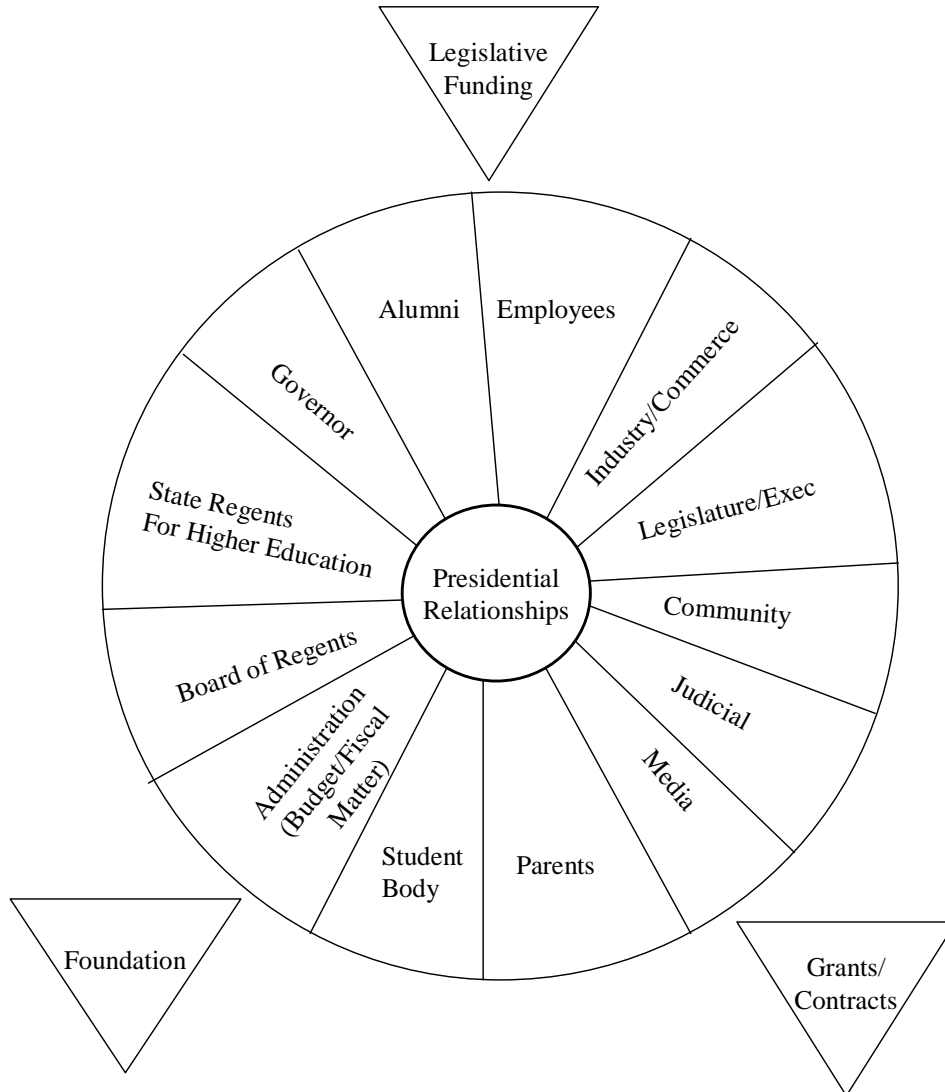
### *Wheel of Challenges*

There were many challenges in the presidency that are depicted in Figure 8, the Wheel of Challenges. This figure represents the constituents that play major role in the president executing the administrative duties. The Wheel of Challenges emerged from the study. The funding issue is an important aspect in how the challenges are addressed. The people aspect of the presidency is another aspect that is also important. Many of the decisions formulated and executed by the president affect people.

Some of the other local constituents are the business, media, and community members. The institutional constituents involved are the alumni, students, parents, faculty, staff, and administrators. Other academic constituents include the Regional University System of Oklahoma Board of Regents, chancellor of higher education, and the Oklahoma State Regents for Higher Education. The political constituents include the governor, legislature, newspaper, and local politicians.

Many of the institutional constituents are affected by the funding from the legislature. Other sources of revenue for the university include funds from the foundation, and the revenue generated from grants and contracts. The source of funding for the university affects the “Wheel of Challenges” for the president. The Wheel of Challenges includes the people that are involved in the decisions formulated and implemented by the president. The sources of funding keep the wheel spinning for the president, so that all constituents are being included.

Figure 12: Wheel of Challenges



The main source of funds for the university is administered by the legislature; however, other sources of funds are foundation, grants, and contracts. Faculty members were encouraged to apply for, obtain grants, and contracts. Funding often determines programs offered by the institution, and the faculty hired for the positions. The first

person that President Hibler hired was the foundation director. She sought to raise funds for the university, and got approval for two capitol campaigns. When she entered her presidency in 1990, the foundation had about \$840,000 in it; however, by the time she retired in 2001, the amount had increased to \$7 million. The majority of President Hibler's time was involved in the funding aspect for the university. The funds affected the programs at the institution. There were many decisions that Dr. Hibler had to make as president. Sometimes, the decision was a popular one, and sometimes times it was not. Many times there were compromises between constituents.

Dr. Hibler worked with the board of regents, legislature, governor, and community. She employed the necessary skills in diplomacy when working the constituents. Her position as president required her to be an advocate for Southwestern Oklahoma State University. She hired quality faculty, staff, and administrators. Dr. Hibler delegated authority to respective deans and chairs. She also accepted full responsibility for the actions of personnel and their effect on the university. She employed participative management skills and displayed leadership qualities.

The faculty offices were renovated during her tenure as president. Many buildings were built like the Thomas Stafford Center, Music Building, and Student Center on the Sayre Campus. Programs were established such as the doctorate of pharmacy. However, there were difficult decisions to make. There was decreased enrollment in the Home Economics Department. If a program dropped enrollment, then over a period of time the program was suspended by the regents.

Dr. Hibler had to make the decision to close the department since enrollment figures had declined. There was a lack of students entering the department because of a

lack of jobs. It was a difficult decision because the faculty was outstanding. Her decision to close the department meant displacing the faculty members and their families. It was the right decision to make because of the lack of students; however, displacing faculty, and their family members were difficult.

Sometimes, a decision centered on faculty decision regarding hiring, firing, or tenure status. Maybe a decision was based on the performance of a full-time faculty member. When a faculty member came to class under the influence of alcohol then the president would make an administrative decision to remove the professor from the classroom; however, still provide provisions for medical assistance such as alcohol rehabilitation. There was an instance when a faculty member was not agreeable to the situation, and issued death threats to the president and the other administrator involved. President Hibler had to deal with this by notifying campus and local police. The police followed President Hibler, and her administrator until the matter was resolved with the disgruntled faculty member.

Often the issues would center on a student. One student had been consuming alcohol and fell out of a window. The injured student was taken for medical assistance. President Hibler instructed the administrator involved to notify the parents. However, she was informed that there were restrictions and statutes established about notifying parents if the student was 21 years old. She discussed that she would deal with the consequences; however, the student needed the help from the parents. The mother was angry for the student's mishap; however, the dad understood the student had been drinking alcohol.

A traumatic issue involving students occurred the evening after a big football game. It was raining, and four students were killed when their car hydroplaned on the wet

pavement. Dr. Hibler remembered the phone call at 3 a.m. notifying her of her students' death. They had been student athletes. Dr. Hibler remembered the trauma of the event, the effect on the athletes' parents, and the after effects on campus. The sadness for the families was heartbreaking. The students, faculty, and administration were deeply affected by the loss of the young lives, as were the families. The university, community, and neighboring churches worked together with the student leaders to plan a beautiful memorial service for the students and their families.

Dr. Hibler had to learn the dynamics, and politics of how the legislature worked. Many times she would be at the state capitol discussing funding issues with the legislators. She developed a reputation of trust, and learned how to discuss matters with the legislators in the fewest words possible. They respected her, and what she was trying to accomplish for Southwestern. However, some of the politics involved in working with the governor was not as smooth.

Dr. Hibler discussed that she had a good working relationship with Former Governor Henry Bellmon, and Former Governor David Walters; however, a misunderstanding with Former Governor Frank Keating developed. Former Governor Frank Keating took a busman's tour of Weatherford and the 3M Corporation. A comment was made by an employee from 3M about the low quality of students graduating from Southwestern that applied for the jobs at the company.

Governor Keating made some comments about the university and its ineffectiveness of educating students on a local radio talk show. Dr. Hibler notified the board of regents about the comments from the governor. She visited 3M, and asked the company's management if the students from Southwestern had graduated from the

industrial technology program. The majority of the students hired had been unrelated majors. The statements made by the governor were not totally correct and was based on misinformation. President Hibler wrote a letter to the governor discussing that he owed her the courtesy of a call about the incorrect comments given to him before he disclosed them on the radio. She was called to the capitol, and the staff tried to intimidate her. She did not stand for it and left. A reporter from the *Daily Oklahoman* saw President Hibler at the state capitol with Frosty Troy, a news commentator, and asked her for her comments about the governor' statement. She showed him the letter she had written to the governor, and explained that the information had been incorrect. The reporter later wrote an article about the situation and the effective job that Southwestern was doing educating students. President Hibler had the responsibility of representing the university and being the spokeswoman for the institution when misinformation about student graduates occurred.

Often her duties as president centered on speaking engagements at banquets with local civic clubs where parents would be present. Under President Hibler's administration, she established Alumni Day, Parent's Day, and sought to build relationships with the community. She established an annual banquet for the faculty to recognize excellence. She implemented a staff council so their voice could be heard on campus. She sought to remain focused on student needs by going to ball games, eating in the cafeteria, visiting with students on campus, and going to the student union. She sought to build consensus among the various constituents. She developed an open leadership. When President Hibler made a decision, she discussed why she made the decision. She gave her administrative staff the authority to work on various administrative programs and sought to reach compromise between the various

constituents. If a decision that was implemented did not work then she assumed full responsibility and established a new decision in a different direction.

### *Rewards of the Presidency*

President Hibler received many rewards from the presidency. The first and major reward she received was graduation day. President Hibler always enjoyed seeing the students graduating from their educational programs and their success enjoyed by their parents. It was her favorite day as president as she enjoyed participating in graduation. The final graduation that she presided over at the end of the ceremony she threw her hat in the air as her colleagues were surprised at her actions.

The second reward she received was a career obituary of her accomplishments as president. There were many beneficial changes that resulted from her presidency for the university. The third reward of the presidency was her duties as a teacher. President Hibler always was a scholar as she had presidential teaching duties. She never retired from the classroom when she became an administrator. She taught a class while she was president and developed further teaching skills.

The fourth reward of the presidency was seeing the curriculum benefits, when the students passed their certification exams. She saw the results of the educational programs that were established, and the success of the programs. The fifth reward was the opportunity to meet celebrities. She had the opportunity to meet and develop a friendship with the astronaut Tom Stafford. She got to meet Former President Gerald Ford at a convention and take Wally Sherade, the astronaut, to breakfast one morning. The sixth reward was the financial benefits she is able to enjoy in her retirement. Her 40 years in education have provided her with a comfortable retirement, and the opportunity to



become involved in activities that she desires to participate. She has the freedom to enjoy her life, and continues to live her life in renaissance. Dr. Hibler also received many rewards in her retirement from the opportunities of the presidency. She has received many speaking engagements as a direct result from the presidency. She has been invited to be a speaker at various graduations and functions throughout the state. Her speaking engagements also include seminars in the state. Dr. Hibler was induced into the Oklahoma Women's Hall of Fame for her outstanding achievements in higher education. She had a building named after her on the Southwestern Oklahoma State University campus.

Reflections of her presidency focus on remembering how a student excelled; a faculty member got a book published; and the accomplishments of her students, staff, faculty, and administrators. She built her life in the presidency on the traditions she inherited from the 100 years of the institution and strived to build a better institution and life for the people who were influenced by Southwestern Oklahoma State University.

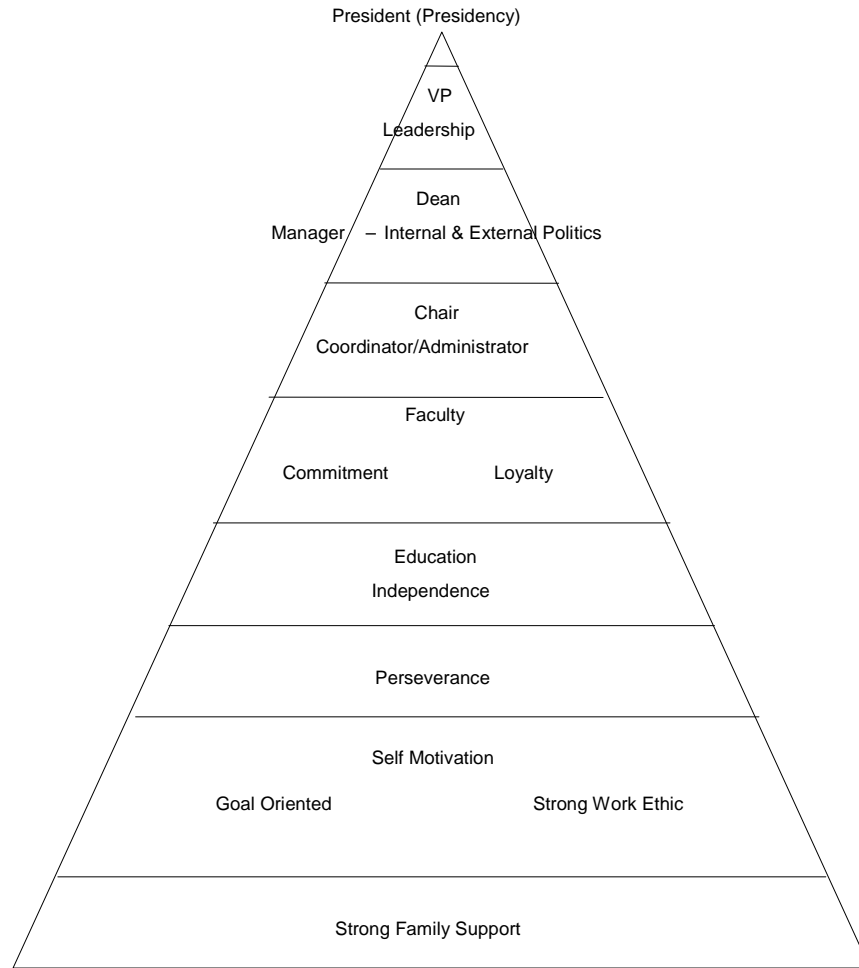
#### *Pyramid Principle of Success*

President Hibler was successful in her administration and retired after 11 years as president. The Pyramid Principle of Success, Figure 13, is indicative of the skills and experiences that she developed to become president of a university. She had strong family support, self motivation, and perseverance. She established goals for herself such as earning her educational degrees. Her education gave her independence. When she was appointed to the faculty, she was committed to the students, faculty, and administration. She sought to cultivate her involvement on campus by serving on various committees. Dr. Hibler developed loyalty and commitment to the university. When she was appointed

Chair of the Business Education Department, she worked primarily as a faculty member; however, had responsibilities to relate information from the administration to the personnel in her division. As the Dean of the School of Business, her responsibilities encompassed more duties. She had the obligation to implement internal policies within her division while working with other deans. As Vice President of Academic Affairs, Dr. Hibler exhibited leadership working with the deans, and the president.

When she was selected president by the board of regents, Dr. Joe Anna Hibler had emerged as the candidate who could provide leadership to the university. The board of regents discussed her understanding of the mission and her 24 years of experience with the institution. The regents commented that Dr. Hibler understood the issues that had occurred historically at Southwestern. Dr. Hibler had lived through those experiences and understood. She had experienced the rapid expansion of the college in the 1960's; the reorganization of the college to university status during the 1970's; and the 1980's as involving influences of economics and politics. The regents suggested that she was able to move Southwestern through the decade of the 1990's and into the 21<sup>st</sup> Century.

Fig 13: Pyramid Principle of Success



### Final Analysis and Interpretation

#### *Cocoon Effect and Visibility*

Dr. Joe Anna Hibler was born after the dust bowl days in Oklahoma and during the height of the Great Depression. Her grandparents left the farm and one can assume the dust bowls days affected their livelihood of farming. Joe Anna discussed the cocoon effect when she mentioned her life as a child. Joe Anna was like a larva in a cocoon. She was raised and nurtured by loving parents. Her larval development was sustained by her parents. They supported her interest in various activities. They provided her with skills

and experiences that would serve her for a lifetime. As she grew to more independence as a child they sustained her development; however, holding the reins of her independence with subtle mentoring for her progress through childhood. The nourishment for her larval development was subsidized by education. Education was important for her family as education provided a financial means for her family to survive. She lived in a community that supported her development.

The “cocoon effect” of her family and community provided for her development to young adulthood. However, there was high visibility as others in the community cultivated her in the larval stage of her development. Members of the community had a vested interest as they watched her and watched her development. She was provided with skills and experiences from her family and community that would become techniques for survival when her larval development was over. Some members of the community provided her with mentoring and role modeling as did her family so she could learn the survival techniques needed for her emergence outside of the community.

Joe Anna was very visible in the community. Her dad was the Girl’s Basketball Coach. Basketball was paramount in the small town where she grew. The visibility of her dad was very indicative of his job as an educator and coach. Her mother was also very visible because of her teaching at the local school. Her family was also visible to others in the community as they held a prominent role as educators at the local school. She had to learn to behave because she was watched by others who communicated to her parents about her behavior. She was a visible entity in her community as were her parents. Her parents instilled her with a can do and will do attitude as another survival skill for life.

When she emerged from her cocoon life she became a butterfly and left the location that had nurtured her as she spread her wings to establish a new life in a different area.

### *Vacuum and Visibility*

Joe Anna became a college student and was provided access to higher education with a scholarship. However, she quickly applied for and was hired to work at Southwestern to subsidize her existence as a college student. When a vacuum existed in any organization and she saw a vacuum, then she sought to replace the vacuum with her time. She was active on various organizations and became very visible as a student on the Southwestern Campus. Joe Anna sought to become involved throughout her life as a student at Southwestern and as a graduate student at OSU. She obtained her educational needs with the skills needed to obtain further jobs in education.

Joe Anna filled the vacuum at OSU by working as a graduate assistant. She further filled the void by typing papers for other students when the need arose. When she was hired as a high school teacher she filled the vacuum by being the first beginning teacher at the high school. She sought to fill the vacuum when there was an opening to tutor students who were involved in the play at the high school. When an opening occurred at the junior college she sought to fill the vacuum and entered into higher education. When there was an opening at Southwestern she filled the vacuum as she returned to her alma mater. When she returned to Southwestern she sought to fill many vacuums throughout the campus. She was a sponsor for various organizations and was a member of many committees. If there was a vacuum she sought to fill it with her time and energy. In doing so she became very visible on the campus of Southwestern. She was

recognized because of her involvement in many different organizations and committees. She was known by many people on campus.

Her doctorate degree filled further vacuums that existed for the opportunities of scholarships. When she returned to Southwestern, she filled the vacuum of the position of Chair of the Business Education Department. Her further involvement on campus provided her with high visibility when the position of the dean of the school of business became available. She filled the vacuum and became dean. As dean she became very visible on campus and sought to fill other vacuums on campus through her involvement. When the opportunity of the vice presidency presented itself she filled the vacuum and was awarded the position. Her high visibility on and off campus was a strategy that she employed in her ascent to the presidency. Through role models, mentoring opportunities, skills, experiences, networking and strategies that she employed she was able to ascend to the presidency.

### *Fishbowl Effect*

Howard (2002) conducted a study on high school principles and concluded that the high visibility in their life was like living in a magnified fishbowl. Dr. Joe Anna Hibler lived her life in a fishbowl since she had high visibility. Her every action was scrutinized by her high visibility. As a young child, her dad was the basketball coach and she was watched for every action. As she grew through adulthood, she became a woman in a prominent position in the small city of Weatherford and on the campus of Southwestern. Her existence in the fishbowl was viewed by others in the community and on campus. Every action was noticed by others as her visibility on campus preceded her. With her appointment to the presidency, she was continually watched by the media and

other constituents in Oklahoma and scrutinized since she was the first woman university president. It was noticed if she was absent from the legislature since her colorful suits demonstrated her presence. She was watched by members of the community, alumni, newspaper people, staff, administrators, students, business community, legislators, and many other people in the state. She had to do everything better since she was the first woman president and with this she assumed role model status for other women in the state.

### *A Choice to be Single*

Joe Anna made a choice to be single when she was 18 years old. She chose to channel her energies on her educational degrees and in building a life in education. Joe Anna was very goal oriented and self motivated. She earned her degrees in a relatively short time and entered the work force. When an opportunity for further advancement availed itself she capitalized on it and was awarded job after job. She transitioned into higher education. Joe Anna developed educational skills that brought her to the forefront as an educational leader at her institution.

Her pioneer spirit of can do and will do attitude prevailed itself in her life. She developed networks with other people in and out of the educational arena. She sought mentoring opportunities and developed administratively through time. Her choice to be single enabled her to focus all her energies and time in her advancement through the administrative levels of academia. Her educational skills, experiences, networking, and mentoring relationship provided her with the impetus to advance to the presidency.

### *Context of the times*

In discussing the visibility of women positional leaders in higher education, Oklahoma had not caught up with the rest of the nation when the book written by Astin and Leland (1999) *Women of Influence, Women of Vision* was published. The locale of the state may have had reflected on this effect. Oklahoma is in the bible belt of the country and the populace vote in most presidential elections is conservative. The geography and morays of the area may have dictated the absent of women presidents.

There may be another reason for the absence of women in the presidency as related to the first woman appointed college president. At the height of the Great Depression, Governor Marland appointed Kate Galt Zaneis to be president of Southeastern's Teachers College. She was the first woman college president in Oklahoma. She strived to make many changes at the institution and was caught between political forces present in the state and in the locale of Durant.

President Kate Galt Zaneis was removed from her office as president and a newspaper reporter from *The Daily Oklahoma* wrote about her removal as being unfair. She was caught in a political tug of war between vying constituents in the area. Maybe the lack of success of the first woman college president affected generations of other women educators who strived to achieve the presidency. This is an unknown factor since this aspect has not been studied in women's history of higher education in Oklahoma. The people that have the political power to appoint women as presidents may have remembered the unfortunate effects from the first woman president in Oklahoma or this may not have been a factor at all.



The effects of World War II spurred on the role of women in leadership positions throughout the nation and state. Rosie the Riveter was simultaneous with women entering the workforce while men were at war. There were women bus drivers, garbage collectors, taxi cab drivers. Women played a major role in the workforce during this era of time. Many women continued to work and entered into higher education after the men returned from the war. Women have made great strides throughout various professions and educational levels. In 1990, the first woman university president was selected. Her accomplishments were celebrated by women her mother's age as they had laid the foundation for her presidency through various accomplishments of other women. The effects of the Civil Rights and the Women's Movement may have provided a necessary catalysis for the selection of a woman university president.

Joe Anna Hibler was appointed president of Southwestern Oklahoma State University. The chairman of the board was a woman and of African American descent. Perhaps the appointment of minority members in the populace to powerful positions of prominence with the power of appointing presidents helped Joe Anna become president. However, to enter into the arena of university presidency, Joe Anna had to demonstrate her capabilities as an educational leader who would help transition Southwestern into the 21<sup>st</sup> Century for the board to select her as president. Her educational skills, experiences, networking, mentoring, and personality funneled into her appointment as president.

The history of the institution and the area are embedded within the political structure of Oklahoma. The institution was established because of various political forces and lawsuits that gave the populace the right to establish a normal school in the area. The politics of the area are the basis for the foundation of the establishment of Southwestern

Oklahoma State University. The political foundation is intertwined with the working of the institution of Southwestern Oklahoma State University.

#### *Addressing assumptions*

Some of the assumptions that I began the study with have proven to be relevant. The research participant was willing to participate in one on one interview sessions. The other assumption that the participant was recognized as an authority in her field and would contribute to the study proved valid. A further assumption was that the research utilized was valid and applicable to the study. This assumption is assumed to be valid. However, another assumption addressed the fact that it is not known if other researchers are pursuing similar research for their doctoral programs. The availability of the literature satisfied the research. The last assumption addressed the mentoring aspect. Mentoring was an important part of the study. This assumption proved to be true.

#### *Concluding Remarks*

Astin and Leland's Feminist Conceptual Framework for Leadership (1999) was used as a means to frame this study. The themes of Legacy from the women's movement and opportunities were revealed by Astin and Leland (1999) in their book *Women of Influence, Women of Vision*. I structured my study based on the components of their framework and from the headings in the chapters. As I was coding data from the study, it became apparent that the themes from Astin & Leland's study (1999) folded into my study. Since my study focused on one participant there was the ability to focus on the aspects of leadership development of Dr. Joe Anna Hibler.

I organized the data from the components of Astin & Leland's (1999) framework and from the headings in the chapters of their book. I coded the information derived from

the study of specific codes to more general codes. I layered the codes from the more specific to the more general codes as Creswell (1998) suggested. The emergence of sub-themes occurred and then finally the emergence of themes. The mentoring sub-theme was problematic because it had its roots within the heritage theme and the breaking ground into higher education. However, the other sub-themes of skills, experiences, mentoring, and role models also folded into the Heritage and Breaking Ground Theme. The theme of Context of Oklahoma emerged as to establishing the history and conditions of the place where the study occurred. The last theme Challenges and Rewards through Higher Education emerged from the Challenges of the Presidency sub-theme and the Rewards sub-theme. The components of the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) became embedded in the four new themes that emerged from my study. The four themes are: (a) Heritage; (b) Context of Oklahoma; (c) Breaking Ground into Higher Education; and (d) the Challenges and Rewards of Higher Education.

### Summary

The analysis/interpretation of the data of the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) compared the research of Astin & Leland (1999) to the study of Dr. Hibler. There was an expansion of the framework with various components that emerged outside of previous research by Astin and Leland (1999). Additional themes of (a) Heritage, (b) Context of Oklahoma, (c) Breaking Ground into Higher Education, and (d) the Challenges and Rewards of Higher Education emerged.

Dr. Hibler was a product of the educational system in Oklahoma. With strong family influences, and nurturing community she learned the strong work ethic that helped her succeed in higher education. She earned her educational degrees from various

institutions of higher education in Oklahoma through scholarships, and graduate assistantships. Dr. Hibler transitioned from public school student to college instructor.

Dr. Hibler parlayed her fulltime faculty position into administration. She honed her educational skills, and administrative skills in the higher education arena. There were many mentoring relationship that helped her succeed; however, she had to establish, and maintain strong work skills, and relationships to succeed. With her determination to work smart, she was appointed President of Southwestern Oklahoma State University, and became the first woman university president in Oklahoma. Chapter VI follows with the Summary, Conclusion, Benefits, Recommendations, and Comments.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, BENEFITS, RECOMMENDATIONS, AND COMMENTS

My whole career was not planned. Things just happened, and opportunities would open up. I was able to take advantage of them.

--- Joe Anna Hibler, 2009

Women represent approximately 56% of the student population in higher education institutions (Freeman, 2004). Women are earning more than half the number of bachelor degrees and 59% of the master's degrees (U. S. Department of Education, 2007). In 2006-2007, women exceeded men in earning doctoral degrees (Snyder, Dillow, & Hoffman, 2009). Women are also entering the higher education arena. They are being hired as administrators and tenured faculty with a representative percentage of 45% (American Council on Education, 2007). While the percentage of women in higher education has continued to expand, this percentage is not reflected in the percentage of women in the presidency.

Despite advances for women with respect to the Civil Rights Movement, Women's Movement, and Title IX Legislation, only 23% of the presidencies of colleges and universities nationwide are held by women (American Council on Education, 2007; Corrigan, 2002; Rosynsky, 2003). Additionally, only about 13.3% of the doctoral degree granting institutions are led by women presidents (American Council on Education, 2007). Women are more likely to be appointed president of private institutions and community colleges than to be appointed president of public institutions (American Council on Education, 2007; Glazer-Raymo, 1999; Ross & Green, 1998 & 2000; Corrigan, 2002).

In understanding women in the presidency, Astin and Leland's (1999) Feminist Conceptual Framework for Leadership was integrated into this Case Study. The purpose of the study was to understand how a woman can position herself to become a president of a public university and be successful in her presidential administration. The participant for the research study was President Emerita Joe Anna Hibler. She was selected for participation since she was the first woman university president in Oklahoma, had a successful presidency, and retired from her position.

### Summary of the Findings

The following research questions guided this study. The questions are addressed as follows:

#### **1. How can a woman achieve and be a successful university president?**

Dr. Joe Anna Hibler achieved the presidency because of a culmination of skills, experiences, role models, and mentors. Her parents were her primary role models and mentors. They modeled for her a dedication to education and a strong work ethic. Her other mentors included: the town of Leedey; Grandparents Schollenbarger; Grandparents Hibler; Reverend Gilbert Brothers, the Methodist Minister; Aunt Helen Schollenbarger Crabb; Dr. Ward from Southwestern State College; the career, single women business instructors at Southwestern State College: the teachers at Altus High School. Other mentors include: Vice President Earl Reynolds, and President Leonard Campbell. Her other role models were: Miss Robena Andrews, principal; Mrs. Smith, fourth grade teacher; Mrs. Quattlebaum, high school business teacher; Dr. Linnie Ruth Hall, Instructor at Southeastern Oklahoma State University.

When Joe Anna was awarded a \$100 Distinguished Freshman Scholarship, she decided to attend Southwestern State College. She earned her Bachelor's Degree in three years from Southwestern State College, then her Master's Degree in one year from Oklahoma State University. Joe Anna then developed her teaching skills as a high school business teacher. She transitioned into higher education as an adjunct with Altus Junior College. She was later hired at Southwestern and cultivated her teaching expertise. She earned her doctorate degree at OU and transitioned into administration. Joe Anna developed her communication skills, had become well known on campus, and was a known entity. She had served as sponsor of many student activities.

Dr. Hibler also served on many academic committees and was recognized as an educational leader. Dr. Hibler transitioned into administration, learning the administrative skills necessary to perform her job. Her work ethic was recognized by her superiors and she was mentored for further administrative positions. Her superiors recognized her ability to be goal oriented and decided she was the best candidate to succeed them into the vice presidency and eventually the presidency when they retired.

When appointed president, she developed networks with the legislators, industry, ranching, farming, and business communities. Throughout her presidency, she sought to procure external funds for Southwestern Oklahoma State University through grants, contracts, and the expansion of the foundation. She developed and implemented a management of empowerment for her subordinates. She was successful in her presidency in the implementation of a doctorate program for pharmacy, constructing new buildings on campus, expanding new methods of classroom delivery, and the growth of the foundation from \$840,000 to 7 million dollars.

## **2. What life experiences contributed to becoming president of a public university?**

Dr. Hibler had strong family support when she was growing up. Her parents exposed her to various activities; however, once she started an activity she was not allowed to quit until it was finished. She learned perseverance through this experience and learned to become goal oriented, along with a strong work ethic. There were several experiences that served her throughout her career. She participated in team sports as a young girl and learned the dynamics of team play. Her father was the coach and instilled in her a basic philosophy to be a team player. She had to train hard to earn her position on the team. This philosophy helped her to learn how to work hard and achieve goals. Her dad had a basic coaching philosophy, which she emulated: If it's the right thing to do, then do it, and work hard so there is no question about the decision. This philosophy served Dr. Hibler when she had to make decisions as president.

## **3. What skills contributed to becoming president of a public university?**

As a young girl, Dr. Hibler developed academic skills and then developed other skills necessary to succeed as a leader. Many of the skills she learned were indicative of the skills that the positional leaders from the study of Astin and Leland (1999) developed. She demonstrated perseverance, inventive leadership, risk-taking, ingenuity, communication, consensus building, perception, the ability to let go if necessary, humility, and a commitment to group action (Astin & Leland, 1999).

President Hibler was very involved on campus. She was sponsor of various clubs or organizations. She learned to work with coworkers and students outside of the academic classroom when she participated in the informal settings of club sponsor.



However, there were also formal organizations in which President Hibler participated that helped her develop leadership skills. She was also involved in various committees that pertained to the educational standards for the institution. One of the committees she participated with was the North Central Steering Committee. She learned to communicate with more people and learned how various organizations, clubs, and committees worked.

She also developed skills such as trustworthiness, loyalty, honesty, and working with people. As president, she sought to build friends for the university. She also sought to increase the financial strength of the institution. Dr. Hibler was a known entity on campus since she had emerged and developed through the academic levels from student to administrator. She developed the necessary skills to work with the legislature and also with fundraising as president of Southwestern Oklahoma State University.

#### **4. How did those life experiences impact the presidency?**

From her early childhood experiences, she developed independence and involvement. In her small town, for the activities to occur, everyone had to participate. She learned by mentorship and role modeling from her father. She went with her father when he had coaching duties and other jobs. She learned the art of communication and how to deal with people.

The life experiences of going to school with her parents everyday resonated in her professional life. She developed a strong work ethic even going to teach a class when she was sick. She was very dedicated to her position as full-time faculty member. This served her well in her administration as she implemented the experiences she had learned in her life. Dr. Hibler learned how to complete goals, and this was prevalent in her life. In her presidency, she strived in her presidency to achieve goals for the institution. She was very

focused and utilized her energy on her job. She had certain values that she exhibited throughout her administrative career in education.

**5. How did these skills impact the presidency?**

There were various skills that impacted the presidency. The skill of communication was the most important to President Hibler. At the level of the presidency, there were more people to communicate with on a daily basis. The skill of communication was an integral part of the presidency. President Hibler had to learn how the legislature worked and establish communication with the legislators since the majority of funding for the institution was received from the legislature. The communication skills that President Hibler developed were incorporated into the daily routine of the presidency. She applied her communication skills when disseminating information to the board of regents. Her written communication was prevalent in her creation of an annual report to the board of regents; she indicated what developments had occurred in the previous year and what issues were pending.

President Hibler had to develop communication networks with the other presidents often the presidents would work with the legislators on funding for their institutions. She had to develop communication with the industry, business, alumni, parents, students, and staff. Often, President Hibler had to establish good relationships with the media and other political constituents such as the governor.

**6. How useful was Astin and Leland's Conceptual Framework for Leadership (1999)?**

The usage of Astin and Leland's Conceptual Framework for Leadership (1999) was very useful and instrumental to this study. The Feminist Conceptual Framework for

Leadership by Astin and Leland (1999) helped provide a means of framing and explaining the data. For example, the usage of the framework helped to compartmentalize the research data into the five components of the Feminist Conceptual Framework for Leadership. The research findings were analyzed and interpreted within the Astin and Leland framework. Any areas that were not included within the Feminist Conceptual Framework for Leadership were developed for the expansion and incorporation of the research into the framework.

The research by Astin and Leland (1999) focused on a large number of participants and this study focused on one participant. Since the focus was on one research participant, there was an opportunity to develop a more in-depth study of the motivating forces for leadership from the research participant. The assimilation of this research information provided for rich description and helped to further expand the Feminist Conceptual Framework for Leadership. Additional themes of (a) Heritage, (b) Context of Oklahoma, (c) Breaking Ground into Higher Education, and (d) the Challenges and Rewards of Higher Education emerged from the study.

**7. What other realities were revealed to advance women into the position of a public university president?**

While the findings of this study are not generalizable, there are several realities that might possibly be transferred to other situations. For example, to advance into the position of public university president, the first reality that was revealed is that it is advised that women should earn a doctorate degree if they intend to seek a career in higher education. The opportunities that exist for career advancement with a doctorate may be substantial. A second reality that exists for women in higher education who desire

to enter into administration is to be involved in various capacities on campus. The visibility of the women desiring further positions in administration was recognized as a reality from the study.

Dr. Hibler was a known entity when she applied for the presidency. The faculty rallied their support to her application to the presidency. The community, legislators, and former president supported her application to the presidency. Her visibility was prominent in the higher education arena. The third reality is that women should enter into leadership roles on campus. For example, women should volunteer for committee assignments such as sponsoring clubs or organizations. Dr. Hibler was on the North Central Steering Committee and she served on various committees on the SWOSU campus.

The fourth reality is that women should apply for positions when the availability exists. By applying for advanced positions, women will learn the intricacies of the application process and therefore recognized for the positions. The fifth reality is that women should expand their network outside of the university where they are employed. By networking outside the university women leaders will be able to establish the necessary networks that may support further administrative positions.

The sixth reality is that women should develop communication and relationships with legislators in their community and outside of their community. By learning about the political arena, women may be able to understand the politics associated with the institution where they are employed. The seventh reality is that women should learn about fundraising for the institution where they are employed. By understanding the fundraising aspect, women will be able to implement programs for fundraising with

insight if they have experienced that reality. The eighth reality is that women should understand and apply the principle of perseverance in their lives.

### Conclusions

This study is not generalizable to other settings, but rather, some findings and conclusions may be transferable, depending on likeness of setting(s) and participant(s). With that in mind, I arrived at various conclusions for this study. For instance, terminology is important in understanding women as leaders. The term “Generational Spanner” indicated that Dr. Hibler was inclusive of the three generations of women leaders (Astin & Leland, 1999); however, the context of time differed from the research of Astin and Leland (1999). The term “Generational Leader” indicated that Dr. Hibler demonstrated leadership over multiple decades. A component of the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) is the “Positional Leader” (p. 6). This component was expanded to include the terms “Present Positional Leader” and “Past Positional Leader.” The terms “Present Positional Leader” and “Post Positional Leader” refer respectively to women in their current position as the visible woman leader, or their past involvement as a positional leader.

The component of the “Macro-Level Analysis of Leadership” (Astin & Leland, 1999, p. 7) within the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) was expanded for inclusion of the term “Micro-Level Analysis of Leadership” since the research by Astin and Leland (1999) included many research participants, and this research study focused on one participant. Within the “Leadership Succession” (Astin & Leland, 1999, p. 7) component of the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) the aspects of mentoring from men, financial, and

institution were incorporated for further expansion of the framework. The term “Leadership of Compromise” was incorporated into the “Nature of Shared Leadership” (Astin & Leland, 1999, p. 7) component of the Feminist Conceptual Framework for Leadership.

Astin and Leland’s framework was expanded with the emergence of four themes from the study of Dr. Hibler. The four themes include: (a) Heritage; (b) Context of Oklahoma; (c) Breaking Ground into Higher Education, and (d) the Challenges and Rewards of Higher Education. The first theme of “Heritage” discussed her family origin and the result on her development of leadership. The second theme of the “Context of Oklahoma” described the era of time in the state. The third theme of “Breaking Ground into Higher Education” indicated how she entered higher education and developed through the process. The fourth theme of the “Challenges and Rewards of Higher Education” related to her experiences in higher education and how she transitioned into administration.

President Emerita Joe Anna Hibler encountered many challenges through the administrative levels and into the presidency. Within the Challenges of the Presidency, there was the emergence of the Wheel of Challenges of the presidency. The Wheel of Challenges indicated the various components of the presidency. Some of the components were based on funding for the university. The other components were personnel and other constituents that Dr. Hibler had to interact with during her presidency. She had to reach consensus of opinion with various constituents to have and maintain a successful presidency. The Wheel of Challenges kept spinning when funding shortfalls occurred for the institution and many of the constituents had to compromise and reach consensus of

opinion. “The Rewards of the Presidency” indicated the opportunities that were recognized from being the president of a university.

The “Pyramid of Success” indicated the emergence of presidential leadership from President Hibler. President Hibler transitioned from fulltime instructor to administration with the degree of doctorate in education. The significance of earning a doctorate was the key upon entering into administrative positions. President Emerita Hibler took the royal road to the presidency (Birnbaum & Umbach, 2001; Steinke, 2006) having traveled the pathway from fulltime faculty member, to Chair of the Business Education Department, to Dean of the School of Business, to Vice President of Academic Affairs, and eventually to her final appointment as president of Southwestern Oklahoma State University.

### Benefits

There were several benefits that resulted from this study. The following sections discuss the benefits to theory, research and practice.

### *Theory*

There were several benefits from the research study for theory. The incorporation of terms such as “Generational Spanner” and “Generational Leadership” into the “Positional Role of Leadership” (Astin & Leland, 1999, p. 6) component of the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) was a benefit of the research study for theory. Another benefit of the research study was the expansion of the Feminist Conceptual Framework for Leadership (1999) of the “Positional Role of Leadership” (Astin & Leland, 1999, p. 6) with the expansion of the terms “Present Positional Leader” and “Past Positional Leader.”

An additional benefit was the expansion of the “Macro-Level Analysis of Leadership” (Astin & Leland, 1999, p. 7) component of the Feminist Conceptual Framework for Leadership to include the term “Micro-Level Analysis of Leadership.” The component of “Leadership Succession” (Astin & Leland, 1999, p. 7) benefited through the expansion of mentoring to include the aspects of mentorship from men for an emerging woman leader. The other benefits for the component of “Leadership Succession” (Astin & Leland, 1999, p. 7) assimilated the aspects of financial and institutional mentoring into the framework for leadership.

A further expansion of the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) could be a new component that included the Challenges and Rewards of the Presidency. The experiences of successful women leaders and how they utilized their leadership when challenges occurred would provide greater insight for other women on the narrow presidential career path. The rewards of the presidency are indicative of the rewards received because of the effects of women’s role in the presidency.

### *Research*

There were several benefits from the research study for research. There was significance for utilizing Astin and Leland’s Feminist Conceptual Framework for Leadership (1999). The aspect of mentoring was an important benefit from the research. The findings of the study indicated that the mentorship received by President Hibler in the higher levels of administration were instrumental in helping her achieve the presidency. Further research into the strategies of mentorship to learn how the women leaders emerged into their current positional role would be beneficial for further research. The benefit of learning how mentorship is instrumental in helping women achieve in



higher levels of administration and in their current leadership role would be beneficial to further research.

Another benefit for research is the importance of how women leaders funded their educational degrees. Astin and Leland (1999) discussed the leadership activities of women leaders but a further expansion for research to include the aspects of how the women leaders funded their education would warrant further research. This benefit was recognized from the study as a critical issue for women entering higher education.

### *Practice*

There are several benefits and implications for practice that resulted from this study. The first benefit and implication for practice is the provision of more scholarships for women. The second benefit and implication is the establishment of more fellowships for women who seek to earn a doctoral degree. The third benefit for practice and implication is the establishment of formal mentoring programs for students, and faculty. The fourth benefit and implication is the establishment of formal mentoring programs for administrators on the presidential career track.

### Recommendations

There are several recommendations that resulted from this research. The Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) could be applied to other research studies of women leaders. One recommendation for further research could be a study focused on an individual woman using the Feminist Conceptual Framework for Leadership (Astin & Leland, 1999) and what experiences they encountered as president would warrant further research. A second recommendation for further research would be to learn if any women had applied for presidential positions between 1935 and 1990 and

how many presidents had been appointed in that time frame to further understand how women were not selected for the university presidential position in Oklahoma.

A third recommendation for further research would be a study conducted on the aspects of mentoring for women who are positioned to be leaders. A fourth recommendation for research would be a study conducted on the challenges and rewards that women university presidents encounter in higher education. A fifth recommendation for further study would be a study conducted on women university presidents in Oklahoma to learn if the influences of President Emerita Joe Anna Hibler influenced their desire to achieve the presidency.

#### Comments

Women have entered into various professional spheres during the 20<sup>th</sup> Century that was previously predominantly male. They entered the labor market with the advent of World War II (WWII) and the words “Rosie the Rivitor” became synonymous as a term for working women. Men who composed the labor market were drafted or signed up for the military. Men were transferred overseas to fight the oppression of Hitler and also the Japanese after the bombing of Pearl Harbor. An era of working women was heralded in as men were absent due to the war effort. Women entered the workforce in vast numbers during the 1940’s and continued to work after the men returned from the war. Since that time, women have ventured into other various professions in the academic world and work sectors.

Women have become professionals in leadership positions in multiple areas of industry and education such as the aeronautical industry, judicial system, legislative system, health professions and other fields. An example of a woman in a leadership role

is Sally Ride, who was the first woman in space. She paved the way for various other women to explore the vastness of space in the aeronautical field. There are now women pilots represented in commercial airlines. Another example of a woman pioneer in a male dominated profession is Sandra Day O'Connor who became the first woman Supreme Court Justice in the history of the United States Judicial System. Sonia Sotomayor was just confirmed by the Senate and became the first Hispanic woman Supreme Court Justice.

Women have also been elected to positions of leadership and authority in the federal and state government representing elected officials. There are women senators and representatives. In Oklahoma, women serve as elected officials in the House of Representatives and Senate. The current Lieutenant Governor is Jari Askins. Former Lieutenant Governor Mary Fallin is in Congress. This is the first time in Oklahoma's political history that two women are vying for the governorship of Oklahoma. These are examples of women who serve in various political offices and who are leaders in the political arena.

Every year women graduate from medical and law schools to practice in their respective profession. These women have explored a new frontier that was in the past predominately male. Other areas where women have pioneered new avenues for exploration include the educational system. Various colleges and universities are graduating women with doctoral degrees in education to provide an avenue for the emerging leadership of women in education. The Oklahoma State Superintendent of public schools is Sandy Garrett. She was the first woman to ever be elected to the position in Oklahoma. She is an educational leader who continues to foster education for

all public school students. Oklahoma colleges and universities are providing women with equal education for administrative leadership as is evidenced by the increasing numbers of women employed as principals, and superintendents.

Dr. Joe Anna Hibler was the first woman appointed to the university presidency in the Oklahoma's history of higher education. She became a woman pioneer in the university presidency in Oklahoma with her appointment. Her appointment as president influences higher education for other women. Women leaders on the presidential career track may be provided insight to the presidency from her experiences in higher education. Young college and university women students may learn it is possible for a woman to become a university president in Oklahoma.

Women leaders may be nurtured from strong family support, receive community support, early leadership skills, be involved in various activities; however, if the financial funds are not available for them to meet the financial costs of a college education, then the opportunity to attend college halts. This is of great importance in establishing scholarships, graduate assistantships, and the educational funding programs for women to continue their educational pursuits of a Bachelor's Degree, Master's Degree, or even a Doctorate's Degree in higher education.

I would like to comment that if I had received financial funding in my doctorate program through a fellowship or scholarship, I might have graduated sooner with this doctoral degree. As a working mother and spouse I needed to work for the monetary benefits while attending classes for my doctoral coursework. I was employed as an adjunct instructor at Rose State College in the biology department while I worked on my doctoral coursework and the first few chapters of this dissertation. Rose State College

administration hired me to teach and provided me with the financial means to work on this dissertation. My family provided me with additional financial means and support to continue the last few chapters of this dissertation.

In conclusion, President Emerita Joe Anna Hibler was a scholarship student who became the first woman university president in Oklahoma. Joe Anna Hibler rose through the educational system and was a product the public educational system in Oklahoma. She learned the value of education, had strong family support, was goal oriented, and with the opportunity of a \$100 Distinguished Freshman Scholarship entered into higher education academia with the premise of becoming educated through the Secretarial Short Course Program at Southwestern State College. With the financial opportunities provided to her from various scholarships, organizations, and employment she was able to financially pay for her tuition, and living expenses as she attended the various institutions while she earned her educational degrees.

Her heritage resulted from the strong work ethic of her forefathers and foremothers. Her great-grandparents were pioneers as they arrived in Oklahoma in a covered wagon to begin a new life for their children. She had inherited a heritage rich from hard work from her grandparents. President Emerita Joe Anna Hibler followed in the pioneering footsteps of her grandparents. They were pioneers in the truest sense as they build a sod house from the Oklahoma mud.

She followed her parent's footsteps as they pioneered their way into the Oklahoma Educational System. They were the first members of their families to go to college and earn an educational degree. Her parents built their life in education and sowed the seeds of education in their daughter's life. Anna Bess and "Hib" cultivated

their daughter's life and educational journey. President Emerita Joe Anna Hibler became a pioneer for women in higher education. Joe Anna strived to break new ground and build her life in higher education as she aspired to high levels of administrative culminating in the presidency at Southwestern Oklahoma State University. She broke the ground in the higher education arena for other women to become presidents of universities in Oklahoma.

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## APPENDICES

## APPENDIX A

### Letter of Invitation

President Emerita Joe Anna Hibler  
XXXXXXXXXX  
XXXXXXXXXX

Dear President Hibler,

Recent studies in women's leadership have indicated a need for a study focused on a woman president. Based on your educational leadership experiences I would like to invite you to be the subject of my doctoral dissertation titled: From Obscurity to Prominence: A Case Study of The First Woman President hired by a Board of Regents in Oklahoma, President Emerita of Southwestern Oklahoma State University, Dr. Joe Anna Hibler. It would give me great honor to write about your life experiences, life in academia, and presidency so that other future aspiring women might learn from your experiences.

I am a doctoral candidate from Oklahoma State University working on my Doctorate of Education in Higher Education Administration. My doctoral advisor is Dr. Ed Harris. My academic studies are concentrated on women and leadership. This letter is an official invitation to join me in this research study. I hope that you will agree to help in this research study. Your participation would include:

1. Sending the researcher biographical information and/or vita.
2. Corresponding with the researcher in establishing interviews at your convenience.
3. Four to five (2) hour interviews using audiotape and/or Digital Voice Recorder.
4. Reviewing written transcripts of the interviews.
5. Your consent for the research study.
6. All written materials will be made available to you for reviewing and approval prior to formal publication.

This doctoral research will provide current literature with a historical record of the first woman university president selected by a board of regents to become a university president in Oklahoma. This research study will provide a further expansion of the knowledge base in educational research.

If you have any questions regarding this research I can be reached at XXXXXX or [ekmaerten@cox.net](mailto:ekmaerten@cox.net). My advisor, Dr. Ed Harris can be reached at (405) 744-7932 or [ed.harris@okstate.edu](mailto:ed.harris@okstate.edu). I will be very honored if you choose to participate in this research study. Thank you for your consideration of serving as the focus of my dissertation study.

Sincerely,

Eva Marie Vasquez Maerten  
Doctoral Student  
Oklahoma State University

## APPENDIX B

### Scheduling of Interview

President Emerita and Regent Dr. Joe Anna Hibler

XXXXXXXXXX

XXXXXXXXXX

Dear President Emerita and Regent Hibler,

Thank you for agreeing to meet with me for the research interview. This dissertation study will focus on your life experiences before and during your presidency at Southwestern Oklahoma State University and RUSO Regent. The purpose of the research study is to understand how a woman can posture herself to become a president of a college or university. Your reflections and life experiences in life, as president of Southwestern Oklahoma State University, and RUSO Member will provide insight into the presidency in higher education.

The significance of the research study is to provide current research on the first woman hired to be a public college president in Oklahoma. The case study of your life will provide a record about your life experiences and involvement in higher education. There is a need for current research in this area of research. A further significance for the research study will be to provide information to women administrators who may be on the presidential career track. The implications for practice may provide information helpful to the career ladder progression for aspiring women administrators.

There will be a series of four to five interviews lasting approximately one to two hours at a time, date and location convenient to you. There will be an informed consent to sign. I would also like your permission to use a digital voice recorder and/or audiotape to record the interview for historical documentation. The interviews can be terminated at any time as indicated by you. I am attaching a copy of participant information, interview protocol, and interview questions. After the interview I will provide you with transcriptions of the interviews, and access to all the dissertation documents.

Please notify me at your convenience as to the best time, date, and location that would be suitable to your schedule. I am appreciative of your time and in helping me to complete this important doctoral research regarding women in the presidency. I can be reached at XXXXXXX or [ekmaerten@cox.net](mailto:ekmaerten@cox.net).

Sincerely yours,

Eva Marie Vasquez Maerten

Doctoral Student

Oklahoma State University



- College graduate ..... 4
- Some graduate college ..... 5
- Graduate or professional degree ..... 6
- Specify: \_\_\_\_\_

9. Spouse/partner occupation if applicable (Specify):  
 \_\_\_\_\_

10. Highest level of education attained by parents (Circle one for each):

	Mother	Father
Grammar school .....	1	1
Some high school.....	2	2
High school graduate.....	3	3
Some college or other school .....	4	4
College graduate.....	5	5
Some graduate school.....	6	6
Graduate or professional degree.....	7	7
Specify: _____		

11. What was your father's principal occupation? Specify: \_\_\_\_\_

12. Was your mother employed while you were growing up (Circle one)? Yes or No

13. If yes, was most of your mother's employment (Circle one):

- a. Part-time.....1
- b. Full-time.....2

14. What was your mother's principal occupation? Specify: \_\_\_\_\_

15. Indicate the state or foreign country in which your parents were born:

Father \_\_\_\_\_ Mother \_\_\_\_\_

16. What is your birth order position (Circle one)?

- First born and only ..... 1
- First born..... 2
- Second born..... 3
- Third or later born..... 4

17. Number of siblings: Brother(s) \_\_\_\_\_ Sister(s) \_\_\_\_\_

18. What type of high school did you attend (Circle one)?

- Public..... 1
- Private..... 2



19. Information about educational degrees (If desired, attach resume):

	Year Awarded	Major Field	College/ University
Bachelor's	_____	_____	_____
	_____	_____	_____
Master's	_____	_____	_____
	_____	_____	_____
Doctorate	_____	_____	_____
	_____	_____	_____
Professional	_____	_____	_____
	_____	_____	_____
Honorary Degree(s)	_____	_____	_____
	_____	_____	_____

20. List the three positions you held prior to your current position.

Title/Rank	Name of Institution/Organization	Dates (From-To)
------------	----------------------------------	-----------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

21. What is your present occupation/position?

Title/Rank	Name of Institution/Organization	Date
------------	----------------------------------	------

_____	_____	_____
_____	_____	_____

22. List the professional, volunteer, and women's organizations in which you have served or are serving (e.g., corporate or institutional boards, discipline associations, community agencies, etc):

Professional Organization Name	Years	Role/Title
--------------------------------	-------	------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name of Volunteer Organization	Years	Role/Title

Women's Organization Name	Years	Role/Title

23. How would you rate yourself on the following personal characteristics?

	Low			High	
	1	2	3	4	5
Humor.....					_____
Creativity .....					_____
Ambition.....					_____
Self-Confidence.....					_____
Adaptability.....					_____
Physical appearance.....					_____
Independence.....					_____
Risk-Taking.....					_____
Interpersonal Skills.....					_____
Energy.....					_____
Self-Discipline.....					_____
Perseverance.....					_____
Autonomy.....					_____
Assertiveness.....					_____
Intelligence/Related Aptitude.....					_____
Leadership.....					_____
Tolerance.....					_____
Compassion.....					_____
Perceptiveness.....					_____
Spontaneity.....					_____
Self-Centeredness.....					_____
Achievement.....					_____
Kindness.....					_____
Self-Awareness.....					_____
Loyalty/Commitment.....					_____
Initiative.....					_____
Resourcefulness.....					_____
Curiosity.....					_____
Patience.....					_____
Generosity.....					_____
Sociability.....					_____
Loneliness.....					_____
Spirituality.....					_____
Other.....					_____
					_____
					_____

24. What are your current interests/hobbies/leisure or recreational activities?

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25. List any artistic/musical talents and/or inventions/discoveries.

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26. In this research study, I have worked with the notion of a legacy which has developed as a result of events and efforts in the 1960's, and 1970's on behalf of women. From your perspective please answer the following questions.

A. What are the essential or specific elements of that legacy?

B. Where has the legacy fallen short in terms of present issues and needs of women?

C. What legacy events or efforts from the 1980's, 1990's, and 2000 have occurred on behalf of women and if so what are the elements of that legacy?

27. If you could address just one item from a list of issues or concerns that need to be addressed on behalf of women in the next 5-10 years, what would that item be?

---

---

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28. What percentage of your current volunteer or professional time do you spend on what you would consider primarily on behalf of women? \_\_\_\_\_%
29. Which of the following statements most closely represents your own assessment of the past decades of the 1960's and 1970's of the women's movement in relation to the present situation of women to American society (Circle one) If no statement comes close, indicate how you would portray the relationship in #D that follows.

- A. Major shifts in social, economic, and political status of women have occurred which make women's issues much less compelling than they were in the 1960's and 1970's: we are about two-thirds of the way toward the goals of those early efforts.
- B. On some dimensions we have witnessed considerable progress, but there are a sufficient number of remaining issues and problems to make a 50-50 assessment more realistic.
- C. Despite some progress and considerable visibility, the real gains for women are relatively few, compiled with current backlash and other economic, political, and social factors; we have perhaps reached the one-third to halfway mark with considerable challenges ahead on behalf of women.

D. \_\_\_\_\_

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30. In your lifetime, what woman (or women) most fully embodies the term "leader"? Why" (If the person is not a public figure, please use some identifying characteristics, e.g., position, relationship.)

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31. At this point in your life, what is your highest priority, or your primary concern?  
Where are you putting your most effort or energy?

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Please return this form by the first interview.

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION

## APPENDIX D

### Interview Protocol

Explain to the participant about the following.

1. **Introduction:** Thank you for agreeing to participate in this research study. I appreciate your time and dedication in helping me with the dissertation process and participating in the research study. Explain the purpose, interview process and significance of the research study.
2. **Purpose of the research study:** The purpose of the study was to understand how a woman can position herself to become a president of a public university and be successful in her presidential administration in Oklahoma. I am seeking to learn about the life experiences in the former woman president's life and her current experiences as a board of regent member in order to learn about women, leadership, and the presidency.
3. **The significance of the research study:** is to provide current research on the first woman hired to be a public university president in Oklahoma. The case study of her life will provide an accurate record about her experiences in higher education and as a member of the board of regents. There is a need for current research in this area of research. A further significance for the research study will be to provide information to women administrators who may be on the presidential career track. The implications for practice may provide career ladder progression for aspiring women administrators.
4. **Interview process:** Inform the participant that the interview will be recorded by usage of a digital voice recorder, and/or audiotape.
5. Discuss that the participant's identity will not be confidential according to the desires of the research participant.
6. Explain that at any time the participant is free to end the interview at any time she so desires.
7. Explain that when the digital voice recordings are transcribed a copy will be sent to the participant to review.
8. Explain that a CD from the digital voice recorder transcriptions will be available for the research participant to review. A copy will be provided to the research subject if they wish to receive a copy.
9. Explain that any comments or suggestions they have when they review the transcripts will be noted in the final report.
10. Thank the research participants for their time after the interviews.
11. Send a Thank you Letter.

## APPENDIX E

### Interview Questions for President Emerita Hibler

#### **First Interview**

##### Early Years:

1. Tell me about yourself from the beginning in life.
2. Tell me about your parents.
3. Tell me about your family.
4. Tell me about your life growing up.
5. Your educational experiences
6. What were your school experiences like?
7. Tell me about your elementary school years?
8. Tell me about your middle school years?
9. Tell me about your high school years?
10. Tell me about the activities you were involved in during your school years?
11. Tell me about any leadership experiences in your family.
12. Tell me about any leadership experiences in school.
13. Were there any societal issues you were interest in?
14. Were there any mentors in your early life?

##### College

15. Tell me about yourself as a college student
16. Tell me about your collegiate life and collegiate activities.
17. Tell me how you chose a degree field. When did you receive your degree?
18. Were their any mentors in your collegiate experiences?

#### **Second Interview**

##### Faculty Position

19. Why did you choose your career field?
20. What led you to education?
21. What were your goals when you decided to go into the education field?
22. What was your first educational position in higher education?
23. Tell me about yourself as a faculty member.
24. When did you goals change?
25. Tell me about how your goals may have changed.
26. Tell me about any leadership experiences you have as a faculty member.
27. Tell me about your most memorable experiences as a faculty member.
28. Were there any mentors?

##### Administrative Position

29. Tell me about yourself as an administrator.
30. What type of leadership skills did you utilize as an administrator?
31. What was your job in administration like?
32. What is it like being a woman administrator at this institution?
33. What were your experiences as an administrator?



34. Tell me about your most memorable experiences as an administrator.
35. Were there any mentoring experiences?

### **Third Interview**

#### Presidency

36. Had you ever considered being a president of the university?
37. What was it like to be the first woman president at the university?
38. How did you become president?
39. What events unfolded for you to become president of the university?
40. Were there any mentors in your academic life?
41. Who were the people who helped you achieve the presidency?
42. Tell me about your relationship and experiences with the faculty.
43. Tell me about your relationship and experiences with the administrators.
44. Tell me about your relationship and experiences with the board of regents.
45. Tell me about your relationship and experiences with community members.
46. Tell me about your relationship and experiences with other presidents.
47. Tell me about your relationship and experiences with the governor.
48. Tell me about your relationship and experiences with members of the legislator.
49. Tell me about your relationship and experiences with the Oklahoma State Regents for Higher Education.
50. Tell me about your relationship and experiences with industry, the farming and ranching communities.
51. Tell me about community and state support.
52. Tell me about your role as educator.
53. Tell me about how your relationship changed from educator to administrator.
54. Tell me how your role transcended from educator to CEO/Administrator while keeping the focus on student needs.
55. Tell me about your experiences about fiscal matters in the presidency.
56. Tell me about your most challenging and memorable experiences as president.

### **Fourth Interview**

#### Board of Regent Member

57. Tell me about your life as a board of regent member.
58. How did you obtain your current position?
59. What led you out of retirement to become a regent?
60. What are your responsibilities as a regent?
61. What do you hope to accomplish as a regent?
62. Tell me about the any requirements known for the presidency?
63. Are appointments or selection of presidents of universities based on politics?
64. Can women be as effective as or more effective than men as presidents of universities?
65. As the Chair Person of the board of regents would you support women for the university presidency assuming the qualifications were met?

#### Personal Life and Retirement

66. What role did the women's movement have on your life?

67. What role did civil rights and/or equal rights have on your life?
68. What would you like to share about your personal life?
69. What were the significant moments in your life?
70. Are there any societal issues you are interested in at this time of your life?
71. Tell me about your life in retirement.

## APPENDIX F

### Thank you letter for Scheduled Interviews

President Emerita and Regent Dr. Joe Anna Hibler

XXXXXXXXXX

XXXXXXXXXX

Dear President and Regent Hibler,

Thank you for agreeing to meet with me on < > at < > for the research interview. This dissertation study will focus on your life experiences and the presidency of Southwestern Oklahoma State University and Regional University Regent. I am attaching a copy of the interview questions. I would also like your permission to use a digital voice recorder, for historical documentation. After the interview I will provide you with transcriptions of the interviews and provide access to all the dissertation documents.

I am appreciative of your time and in helping me to complete this important doctoral research regarding women and the presidency. I can be reached at XXXXXXX or [ekmaerten@cox.net](mailto:ekmaerten@cox.net)

Sincerely yours,

Eva Marie Vasquez Maerten  
Doctoral Student  
Oklahoma State University

## APPENDIX G

### INFORMED CONSENT

**Project Title:** From Obscurity to Prominence: A Case Study of The First Woman President hired by a Board of Regents in Oklahoma-President Emerita of Southwestern Oklahoma State University, Dr. Joe Anna Hibler

**Investigator:** Eva Marie Vasquez Maerten, Oklahoma State University

**Purpose:** The purpose of the study was to understand how a woman can position herself to become a president of a public university and be successful in her presidential administration in Oklahoma. The research study will center on the life experiences of a former retired woman university president.

**Procedures:** The research study will be explained to the research participant. The purpose of the research study, interview process, and significance of the research study will be outlined for the research participants. The research participant will then be given an informed consent form to sign. The interviews will be audiotaped. The main research participant will be interviewed in 4 to 5 sessions for duration of 1 to 2 hours and provided a document titled “Woman Educational Leader: Participant Profile” (Appendix C). The research participants will be given an informed consent form to sign. The interviews will be recorded using a digital voice recorder and/or audiotaped.

**Risks of Participation:** There are no known risks associated with this research study that are greater than those ordinarily encountered in daily life.

**Benefits:** The benefit to the research participant is to learn how research is conducted and to participate in a research study. An additional benefit of the research study to provide an expansion of knowledge centered on leadership of a woman university president. Pertinent information will be applicable to future administrators and presidential candidates.

**Confidentiality:** The research participant will have the right to confidentiality if she so desires. Her name will be changed in the dissertation and she will be given a non-identifying name. Her confidentiality will be protected. The research participant will have access to the interviews transcriptions. The researcher will transcribe the interviews. The research information will be stored in a safe place and only viewed by the researcher. The data from the research study will be reported in a dissertation document. The research information will be destroyed after publication of the dissertation.

**Non Confidentiality:** If the research participant agrees to the usage of her name in the research, the researcher will provide the research participant with access to the research material, transcriptions, dissertation document, and CD’s for her approval in the dissertation. The researcher will transcribe the interviews. The research material, transcriptions, audiotapes, and CD will be given to the research participant.

The research material centering on the presidential experiences of Dr. Joe Anna Hibler may be stored at the Edmon Low Library or at the Southwestern Oklahoma State University per approval of the research participant. The research material may be donated to the respective libraries to establish a private collection of the historical documents focused on the presidency of Dr. Joe Anna Hibler. The research data may be stored at the library for as long as Dr. Hibler desires or the university desires to have the collection of achieved material. Future researchers may have access to the historical documents derived from the research study. The data from the research study will be reported in a dissertation document.

**Compensation:** There is no monetary compensation associated with this research study.

**Contacts:** If you have any questions or comments please contact Eva Marie Vasquez. Maerten, Principal Investigator at XXXXXX, Oklahoma City, Oklahoma or XXXXXX (Cell Phone), or [ekmaerten@cox.net](mailto:ekmaerten@cox.net)

If you have any questions the graduate advisor, Dr. Ed Harris can be contacted at 308 Willard Hall, Oklahoma State University, (405) 744-7932, or [ed.harris@okstate.edu](mailto:ed.harris@okstate.edu)

If you have questions about your rights as a research participant, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or [irb@okstate.edu](mailto:irb@okstate.edu).

**Participant Rights:** The participation of the research subjects is greatly appreciated and strictly voluntary. The research participant can discontinue the research at any time without reprisal or penalties. Returning the participant form indicates your willingness to participate in the research study. If the participant agrees to participate she will have to right to confidentiality consent or non-confidentiality consent.

**Signature of Research Participant: Confidentiality Consent**

I have read the information on the research study titled “A Case Study of The First Woman President hired by a Board of Regents in Oklahoma- President Emerita of Southwestern Oklahoma State University, Dr. Joe Anna Hibler.” The research study is being conducted by Eva Marie Vasquez Maerten. I understand the research purpose, interview process, and significance of the research study. I agree to participate however would like my participation to be confidential. I will be given a pseudonym for the purpose of the research study and will be able to review the transcriptions. I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

---

Printed Name of Research Subject/Participant Date

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Signature of Research Subject/Participant Date

**Signature of Research Participant: Non-Confidentiality Consent**

I have read the information on the research study titled “A Case Study of The First Woman President hired by a Board of Regents in Oklahoma- President Emerita of Southwestern Oklahoma State University, Dr. Joe Anna Hibler.” The research study is being conducted by Eva Marie Vasquez Maerten. I understand the research purpose, interview process, and significance of the research study. I agree to participate and to the usage of my name for this research study. I will have access to all research pertaining to me, digital voice recordings, transcriptions, writings, and CD’s. I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

---

Printed Name of Research Subject/Participant Date

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Signature of Research Subject/Participant Date

**Signature of Researcher:** The researcher will follow the interview protocol regarding research studies on human subjects as dictated by the IRB and Oklahoma State University. The researcher will explain the purpose of the research study, interview process, and significance of the research study. The researcher will provide the research subject if applicable with access to the research material, digital voice recordings, transcriptions, dissertation document, and CD’s. I certify that I have personally explained this document prior to requesting the research participant to sign it

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Printed Name of Researcher

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Signature of Researcher Date

I am grateful for your participation in this research study.

## APPENDIX H

### Letter of Notification about Prospective Meeting

Dear President < >  
Address  
City, State Zip Code

Dear President < >,

Recent studies on women in leadership roles have indicated a need for a study focused on the life experiences of a retired university president. The research study subject will be President Emerita of Southwestern Oklahoma State University, Dr. Joe Anna Hibler. The title of the doctoral dissertation is: "From Obscurity to Prominence: A Case Study of The First Woman President hired by a Board of Regents in Oklahoma, President Emerita of Southwestern Oklahoma State University, Dr. Joe Anna Hibler."

This doctoral research will provide historical literature of the first woman president selected by a board of regents in Oklahoma. This research study will contribute to the expansion of the knowledge base in educational research.

I am conducting the qualitative research study for my doctoral degree at Oklahoma State University. My doctoral advisor is Dr. Ed Harris. I would like your permission to use a conference room to conduct the interviews with President Emerita Dr. Joe Anna Hibler on this <date> at this <time>. I would appreciate the usage of the conference room to conduct the research study. If there is another time or date that the interview could be conducted this would also be greatly appreciated. With your permission we will have a location to perform the interview for the research study.

If you have any questions regarding this research I can be reached at XXXXXX or XXXXXX. My email address is as follows: [ekmaerten@cox.net](mailto:ekmaerten@cox.net). My advisor, Dr. Ed Harris can be contacted at [ed.harris@okstate.edu](mailto:ed.harris@okstate.edu). or (405) 744-7932. Thank you for allowing the usage of your institution as a venue to conduct this research study.

Sincerely,

Eva Marie Vasquez Maerten  
Doctoral Student  
Oklahoma State University

## Appendix I

### Thank You Letter

President Emerita and Regent Dr. Joe Anna Hibler

XXXXXX

XXXXXX

Dear President and Regent Hibler,

Thank you for meeting with me for the dissertation study. I appreciated your time during the interview sessions. I am grateful and indebted to you for helping me complete the dissertation phase of my studies. I appreciate your intuitive insight and knowledge in the field of higher education. Thank you for sharing your life experiences and knowledge about academia and for being the subject of my dissertation.

I will send you a copy of all the transcriptions, and CD's. I will also include the chapters of the dissertation prior to submittal to publication. If you need to contact me I can be reached at XXXXXX (home phone), XXXXXX (cell phone). My email address is [ekmaerten@cox.net](mailto:ekmaerten@cox.net)

I am very appreciative of your help in this dissertation process and for your valuable contribution to leadership of women in higher education. Thank you for all your time and help with the interview process to complete this educational research.

Sincerely yours in education,

Eva Marie Vasquez Maerten

Doctoral Student

Oklahoma State University



**Oklahoma State University Institutional Review Board**

Date: Wednesday, April 22, 2009  
IRB Application No ED0973  
Proposal Title: From Obscurity to Prominence: A Case Study of The First Woman President Hired by a Board of Regents in Oklahoma-President Emerita of Southwestern Oklahoma State University, Dr. Joe Anna Hibler  
Reviewed and Processed as: Exempt

**Status Recommended by Reviewer(s): Approved Protocol Expires: 4/21/2010**

Principal Investigator(s):  
Eva Marie Vasquez Maerten      Edward Harris  
10020 SE 55th                      308 Willard  
Okla. City, OK 73150              Stillwater, OK 74078

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

  
Sheila Kennison, Chair  
Institutional Review Board

## VITA

Eva Marie Vasquez Maerten

Candidate for the Degree of

Doctorate of Education

Dissertation: FROM OBSCURITY TO PROMINENCE: FROM OBSCURITY TO PROMINENCE: A CASE STUDY OF THE FIRST WOMAN PRESIDENT HIRED BY A BOARD OF REGENTS IN OKLAHOMA, PRESIDENT EMERITA OF SOUTHWESTERN OKLAHOMA STATE UNIVERSITY, DR. JOE ANNA HIBLER

Major Field: Higher Education

### Biographical:

Education: Graduated from Midwest City High School, Midwest City, OK in May 1977; received Associates Degree in General Education from Rose State College, Midwest City, OK in 1979; received Bachelors Degree in Microbiology from the University of Oklahoma in 1983; received Masters Degree in Community College Education and Natural Science in 1989 from the University of Central Oklahoma. Awarded Doctorate of Education in Higher Education Administration in July 2009.

Experience: Chemical Engineering Technician, Tinker Air Force Base, summer 1980, summer 1981, Oklahoma City, OK; Research and Development Chemist, Carlon Plastics, 1982, Oklahoma City, Oklahoma; Microbiologist Lab Technician, University of Oklahoma Medical School, 1982-1983 Oklahoma City, Oklahoma; Substitute teacher, Choctaw/Nicoma Park School District, 1983-1985, Choctaw, Oklahoma; Engineering Company, Hebco Engineering Company, 1985-1986, Midwest City, Oklahoma; Honors Biology/Chemistry/Anatomy Teacher, Del City High School, 1986-1995, Del City, Oklahoma; Chemistry/Science Substitute Teacher, 1995-1996, SHAPE, Casteau, Belgium; Biology/Chemistry Teacher, 1996-1999, Midwest City High School, Midwest City, Oklahoma. Adjunct Biology Instructor, Rose State College, Midwest City, Oklahoma, 1990-1995, 1999-2001, 2002-present.

Name: Eva Marie Vasquez Maerten

Date of Degree: July, 2009

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: FROM OBSCURITY TO PROMINENCE: A CASE STUDY OF THE  
FIRST WOMAN PRESIDENT HIRED BY A BOARD OF REGENTS IN OKLAHOMA  
PRESIDENT EMERITA OF SOUTHWESTERN OKLAHOMA STATE UNIVERSITY  
DR. JOE ANNA HIBLER

Pages in Study: 284

Candidate for the Degree of Doctorate in Education

Major Field: Higher Education Administration

Scope and Method of Study: Qualitative Case Study Research

Findings and Conclusions: Since the establishment of the public higher education system in the state of Oklahoma in 1890, there have been five women appointed permanently as president of a public college or university. A case study approach was applied to obtain a better understanding about the life experiences of retired president of Southwestern Oklahoma State University, President Emerita Dr. Joe Anna Hibler, and how those experiences translated into her ascent and success as a university president. Feminist Research Approach and Interpretivism were used in this study. Astin and Leland's Feminist Conceptual Framework of Leadership (1999) from *Women of Influence, Women of Vision* was applied to gather and interpret the information from the research study. Findings from the study emerged with the Wheel of Challenges for the Presidency.

ADVISER'S APPROVAL: Dr. Ed Harris

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