

Obeng-Darko, E. (2003). *Navigating the four dimensional space of higher education: Storied narratives of women full professors as scholars and leaders in Educational Administration*. Unpublished doctoral dissertation, University of Cincinnati, Cincinnati, Ohio.

## Abstract

There has been an increase in recent years of women faculty in Educational Administration; however very few of these women have risen to the rank of full professor (McCarthy & Kuh, 1998). The purpose of this study was to examine the leadership experiences and contributions of women faculty who hold the rank of full professor in Educational Administration. This study combined two variables and looked at women who had played the dual roles of scholars and leaders. The research sought to answer three questions. What are the leadership experiences of women full professors in Educational Administration? What are the contributions of these women to the field of Educational Administration? How has the presence of these women professors changed the organizational culture of preparation programs? Several noteworthy comprehensive investigations of the educational administration professorate had been conducted spanning the past three decades. However, getting to the hidden tacit knowledge of organizational processes through the use of life stories, personal narratives and archival data on participants, had yet to be explored fully. The study design was therefore, qualitative and involved the analysis of in-depth interviews, field observations, and documentary data. It was found that the seven women professors were excellent teachers and researchers and had offered extensive service to their institutions and professional associations. They had published books, book chapters, book reviews, refereed journal articles, monographs and technical reports and had written and been awarded major grants. In recognition of their contributions to the field, they had each received various distinguish awards at their institutions and national levels. In addition, all of them had served in various leadership roles ranging from project directors, graduate program officers, department chairs, associate dean, dean, vice president, vice chancellor, and president, either in their institution or in professional associations. The presence of these women together with others had impacted the culture of preparation programs and research in the field. It is hoped that their individual stories will contribute to our understanding of how to navigate the four dimensional space of (teaching, research, service and leadership) in higher education.