

Where We Are Now: A Review of the Oxford Round Table, *Women at Work: Benefits and Barriers* March 2010

Peggy Brandt Brown, Human Development Department, North Lake College

Abstract:

During the March 2010 Oxford Round Table on *Women at Work: Benefits and Barriers* held at Harris Manchester College, Oxford University, several topics or threads keep weaving themselves into the fabric of the conversation. Although the research described and the presentations given during the event were not created to deal with these specific topics, they keep reappearing in the proceedings and conversations. These threads can be used to illuminate where we are now when looking at women in the early 21st century and what benefits and barriers they face in working for pay.

The threads were:

- Women are not participating in the power structures of the organizations in which they work in numbers equal to their participation in the work force and gendered pay inequity still exists.
- Women continue to have difficulties with glass ceilings, sticky floors, or the labyrinth of career aspiration and with the development of leadership skills perceived as viable in American business.
- Issues relating to work and women of color have not been solved and continue to exist especially in the United States.
- Opting in and out of the work force at different times of their lives may be the strategy many women use to balance the competing roles of worker and family caregiver, even if the choice is not a long term plan or even a very conscious one.

Introduction

This paper is a review of the presentations, papers and discussions by the participants in the Oxford Round Table at Harris Manchester College, Oxford University, which took place from March 14 to March 19, 2010. The topic of this Round Table was *Women at Work: Benefits and Barriers*. Only two of the participants knew each other before attending and presenters prepared their research and papers without input from one another. None the less, to this author, there appeared several subjects or topics, threads if you will, that kept reappearing during the presentations that seemed to weave their way throughout the discussions that took place. These threads will be discussed in this paper. They can be used to illuminate where we are now when looking at women in the early 21st century and what benefits and barriers they face in working for pay.

In no way is this paper meant to be an intensive review of all the work presented during the week of the Round Table. Each presenter and author made many more points and recommendations than those given here and I direct you to their works to learn more and understand the implications and depth of their work. This paper is meant to take a holistic view of a great deal of excellent work by the scholars who attended this Round Table.

This Round Table had thirty-five attendees and all but two were from the United States. Those were from Australia and Portugal. Several of those present resided in the United States, but were born in other countries including Nigeria, Laos, Syria, and Zimbabwe. One held dual citizenship for the U.S.A. and Ireland. Of the attendees, twenty-six were women and nine were men. Most of the group worked as faculty or administrators in colleges and universities throughout the U.S.A. and represented departments of business (12), education (9), law (4), history (2), nursing (2), and courtroom forensics (1). In addition to their affiliations with higher education institutions, several were attorneys (4), accountants (1), engineers (2), pilots (2), and business owners (3). The majority (27) had their doctoral degrees. A variety of ethnicities were represented. Most of the discussions of the Round Table were focused on issues in the U.S.A. probably because most of the attendees were from the United States.

Although the Round Table was titled *Women at Work: Benefits and Barriers*, little was discussed about the benefits of working for women in the U.S. There seemed to be an unspoken acknowledgment that working for pay was a good and necessary thing for women. In various participants' discussion, statistics for the U.S. were mentioned supporting the idea that many women worked for pay throughout their lives. For example, Melconian (2010) quoted U.S. Department of Labor statistics stating, "More women are working, more women are working full time and year round than ever before, and more mothers are working. Labor force participation in 2008 by mothers with children under age 18 was 71%... Women, who are recently attaining higher career positions, accounted for 51% of all person employed in management, professional and related occupations in 2008, even higher than their share of total employment in that year at 47%." She went on to state the United States was approaching a time when the majority of its workforce would be women. Jones (2010) quoted similar figures in his paper. He included the statistic that according to the U.S. Census Bureau, 60% of women (in the U.S.) earn half or more of their families' incomes. For the discussions of this Round Table, it did not appear to be a question of 'is it a benefit for women to work for pay?', but rather women are working, will continue to work, and it is imperative to look at the barriers to their working.

THREAD: Women are not participating in the power structures of the organizations in which they work in numbers equal to their participation in the work force and gendered pay inequity still exists.

Title Nine is the common name of a United States law enacted in 1972 that stated, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (20 U.S.C §1681). It was used several times as a point of reference to see what changes have occurred in the U.S. since its enactment. Research looking at the increase in women on the boards of companies in the U.S.A. since 1972 showed that the number of women serving as directors of U.S. companies is not equal to the percentage of increase in women workers (Machande 2010).

Kochanowski (2010) also discussed the number of women in executive roles and on corporate boards of directors in the United States and the change, or lack thereof. She used as a baseline the 1977 *Catalyst* report on the numbers of women directors represented on the 1,300 largest U.S. public companies' boards of directors. There were 147 women directors in 1977, less than 1% of the about 16,000 director positions. In 2008, women held only 15.7 percent of corporate officer positions in Fortune 500 companies, the entry level positions to most corporate board appointments in the U.S.

Using other U.S. laws including the Equal Pay Act (EPA) of 1963, Melconian (2010) investigated the effectiveness of U.S. laws in closing the gap between pay of male and female workers in the U.S. Citing Fuchtgott-Roth's work, Melconian noted that, nearly 50 years after the enactment of the EPA, there was a 20% gap in men's and women's pay in the United States, but more importantly, when all other factors are identical, there is still "a *significant, unexplained* gap of $\frac{1}{4}$ to $\frac{1}{2}$ (5% to 10%) of the total 20% gap in men's and women's earnings."

Looking at where we are now through a different lens, Guramatunhu-Mudiwa (2010) researched gender equity in the governance of universities in the Southern African Development Community (SADC) Region. This area included the countries of Angola, Botswana, Democratic Republic of the Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibian, Seychelles, South Africa, Swaziland, Tanzania, Zambia, and Zimbabwe. Including in her analysis political, economic, and social overviews of the situations in the SADC region, Guramatunhu-Mudiwa discussed the educational systems and detailed her research about the roles of women in the governance of the institutions of higher education in those countries. There were 117 universities in this region of Africa. South Africa and Tanzania contained the most schools with twenty-three each, while Botswana, Lesotho, Namibia, Seychelles, and Swaziland all had one each. Governing the 117 universities were vice-chancellors. Of these, 105 were men and twelve were women (10% women). Of the fifteen countries included in the SADC region, ten had no women vice chancellors at all. South Africa had the highest number with six women vice chancellors out of a total of twenty-three schools (26% women).

THREAD: Women continue to have difficulties with glass ceilings, sticky floors, or the labyrinth of career aspiration and with the development of leadership skills perceived as viable in American business.

During the Round Table's discussions about women needing training in leadership and negotiating skills, one of the men participants stated he didn't understand the need for formal training in leadership. American men did not receive such. This assertion was challenged immediately with the statement that American boys of all ages were encouraged to participate in sports with huge amounts of funds devoted to such and "I don't know a single coach who does not say an advantage of the sport was to teach leadership to boys." The point was taken.

Kochanowski (2010) discussed the metaphor of a glass ceiling in her paper, "Women in Leadership: Persistent Problems or Progress?" Glass ceiling was a term first used in a 1986

Wall Street Journal article. Afterwards a large body of research was created which confirmed the existence of a barrier preventing women from achieving top leadership positions in American businesses. In 1991-1992, a U.S. Federal Glass Ceiling Commission found that indeed a glass ceiling did exist. Research currently indicates the glass ceiling is not one barrier, but rather multiple obstacles to an aspiring woman's achievement. During the Round Table discussions, the terms of glass ceilings, sticky floors, broken ladders and barriers to achievement were used to discuss the obstacles aspiring women can encounter while trying to obtain top leadership or management positions in American businesses and organizations. Kochanowski examined the idea that the metaphor of a glass ceiling which implies a single transparent barrier at the top of a career ladder was too simplistic and presented the suggestion of Eagly and Carli that a metaphor of a labyrinth (or maze) be more appropriate. A labyrinth implied there was not one absolute, unvarying barrier to keep women out of the highest levels of organizations. Kochanowski described research showing there were many barriers as part of this labyrinth including persistent stereotyping, lack of line experience, exclusion from informal networks, and the pressure on women to perform multiple roles in paid and unpaid work frequently because of their caretaking responsibilities to their families. The issue of how women balance the frequently competing demands of paid work and family responsibilities was considered.

One such barrier to achievement was explored by Sussan (2010). In the global business community of the early 21st century, many companies encouraged young career employees to accept assignments overseas as part of their development as a top level manager. People who accept such assignments were called expatriates. Sussan's presentation on the challenges that faced women expatriates delineated many of the conflicts between professional life and family life discussed by other presenters. Men also faced conflicts with overseas assignments. However, Sussan believed these conflicts are exacerbated for a woman who is asked to move overseas for her work and/or who knows that such an experience would be essential to her moving into top management levels.

Matuszek (2010) detailed her on-going research on the development of leader self-concept in women. Leader self-concept is the psychological blueprint for leader action and decisions. Matuszek used both qualitative and quantitative research methods to answer the question of how do women develop a leader self-concept. Her preliminary results suggested there was no systematic development of girls or women for leadership; mature women emulated their fathers; and working in a female dominated profession appeared to make a significant difference in leader self-concept. Women seemed to receive mixed signals from both the internal and external environment about how to be a leader. Matuszek suggested that formal mentoring programs and formal training in wage negotiation, leadership, teamwork, decision making and conflict management be part of women's education.

R. Kelly (2010) also promoted the idea that mentoring as essential in the development of leadership and corporate participation for women. She discussed the effectiveness of mentoring women executives for leadership on company boards in the United States.

Another Round Table presenter who advocated the training of women in negotiation and conflict management skills was M. Kelly (2010). She quoted research that stated women were less likely to initiate negotiations and generally saw them as negative events. She suggested women do the following: Become more knowledgeable about dispute resolution; understand the role of emotion in negotiations; learn to be a better negotiator; and be proactive and intervene early in disputes. She also suggested the application of standards to resolving workplace disputes. These standards should be administratively simple, perceived as beneficial or neutral to all, and do no harm nor create new problems when adhered to.

M. Kelly also discussed differences in communication styles of women and men. This topic generated a great deal of discussion among participants at various times during throughout the Round Table. To begin, M. Kelly stated that some researchers said the communication patterns for men and women are fundamentally different, while other said they were fundamentally the same, and still others said “men and women are raised in the same culture that teaches them to be different” (M.Kelly 2010). She detailed one view of the differences in communications during conflict, which follows:

Men: report information, deal in ritual oppositions, consider speech insertions as interruptions, apologize only when personally responsible, and their humor is external and often at the expense of another.

Women: search for rapport, hedge their statements or answers, consider speech insertions as validations, apologize to restore relationships, and their humor is internal and often self-deprecating.

These views were corroborated by the research Kochanowski (2010) reported. This research stated women’s less aggressive style of communication may be misinterpreted or devalued by men and also may be perceived as unacceptable in the top levels of many corporations or businesses.

In the discussion generated by M. Kelly’s presentation and at other moments during the Round Table, there were many comments about elements of women’s communication styles. These comments were mostly about American women. For American women, much of their communication begins with self-effacing statements such as “I’m sorry, but...” or “I’m not sure, but...” Women frequently start statements with phrases that discount their ideas such as “This might be a bad idea, but...” or “I might not know a lot about this, but...” Women appease men in their interactions, rather than present strong communications. Women’s body language is different from men and men read agreement into actions that do not mean such. A slight smile and a head nod, especially if the head is tilted to the side, does not mean agreement. It is the Anglo’s woman’s poker face particularly when combined an upright posture and her hands placed together and laying in her lap. There was a general feeling that if women would just learn to present a stronger presence, they would be perceived more as leaders. There was even research to support the idea (Kochanowski 2010). It was just a matter of breaking out of the cultural norm in the United States and women can be trained to do so. However, during Crawford’s presentation (2010) describing an Australian program for women victims of

domestic violence, finally there was acknowledgement of the physicality of the imbalance in the power of men and women. The point was made in the conversation that women may not appease just because it is a cultural norm; they may do so because consciously or unconsciously, they are aware they can get physically hurt if they do not.

Looking at leadership styles and the glass ceiling from the view of some of the few women who have ‘shattered the glass’, Wagner-Wright’s inspection (2010) of the careers of Carly Fiorina, chief executive officer of Hewlett-Packard Company from 1999 to 2005, and Indra Nooyi, Chairperson and Chief Executive Officer of PepsiCo Incorporated, from 2006 to present, illustrated differences in style of two women who were some of the most powerful business leaders in the early 21st century. Both went to the top management level of large, international companies, and did it without any familial relationship with the owners. Both women started their careers in fields that had few women at the time of their education and training during the 1970’s (a MBA in marketing for Fiorina and two MBAs for Nooyi, one in Management in India and another in Public and Private Management in the U.S.). Both had overseas experience. However, both had to make significant compromises in their family lives. Farina’s husband took an early retirement giving up his career to support her. They had no children. Nooyi was married with two daughters born eight years apart. She credited much of her achievement to her background in India. "Being a woman, being foreign-born, you've got to be smarter than anyone else," she said (Egan and Schoenberger 2009).

THREAD: Issues relating to work and women of color have not been solved and continue to exist especially in the United States.

Several of the members of the Round Table discussed issues relating to women of color and work in the United States (Burt, Canada, Harris, Howard-Hamilton, and Kizilay). Women of color included women whose ethnicity or race was black (African-American), Hispanic/Latina, or Asian. A consensus appeared among the discussants that women of color benefit by having a mentor and membership in support groups of similar women working toward similar goals. It was noted that the mentors did not need to be women of color. They could be others with the necessary knowledge who were willing to advise and guide these women.

In Canada’s review (2010) of the limited amount of literature relating to career development and decision making for women of color, she discovered that economic barriers were not discussed. She did note that factors of gender, race discrimination, language, culture, educational inequality, employment discrimination and class issues affected the lives of women of color, and as a result, “these women would prefer a social environment where they have a feeling of solidarity between each other and where they can trust and support one another.”

Kizilay’s presentation (2010) of a project using graduate students in a family nurse practitioner program illustrated the value of establishing just such an environment as part of a classroom assignment. Student groups were formed based on the culture with which the student identified. Each group then developed a presentation to share aspects of their cultures and

identify health behaviors that could be encountered in a clinical setting. The project enabled the students not only to bond with others in the class of their own culture, but also allowed members of the class to understand in depth how different cultures influence an individual's expectations of health care and issues of birth, death, and bereavement.

The need for cultural support groups also was a conclusion in Burt's presentation (2010) on the social and cultural barriers that influence access to the U.S. workplace by women of color. She also called for mentoring relationships to help these women. A point she made was that although women of color have progressed in U.S. businesses, African-American women only represent 1.1% of corporate executives in Fortune 500 companies in the U.S.

Burnout, the experience of long-term exhaustion and diminished interest, among U.S. higher education faculty of color was the subject of the research by Howard-Hamilton (2010). Using the Maslach Burnout Inventory, and comparing men and women of color as a group ($N = 345$, men = 186, women = 159) and within the ethnic/racial groups of African-American, Asian-American and Hispanic/Latino, Howard-Hamilton's preliminary results showed that for all scales of the inventory, women had higher rates for feelings of emotional exhaustion, depersonalization (not connecting to others), and lack of personal accomplishment. The research also compared the hours spent on the tasks of an American higher education faculty member and the hours spent on health related activities including hours of sleep per night, leisure and exercise per week, days of vacation and days of illness in a year. For each ethnic/racial group, women had fewer hours of leisure each week and more days of illness each year than did the men in their group.

Harris (2010) presented a different view of the development of women and work in the United States. Using Toni Morrison's novel, *A Mercy* (2008), as a discussion point, she delved into development of the culture's view of chattel servitude which included women (black, white, Native American and mixed race). Because women were viewed as people who could not work the land without men, they could not retain property. The work the women did do did not produce cash crops, although it did maintain the people, and as a result was not valued either. Women had to have masters whether they were husbands, employers, or slave holders. Morrison's story was set in the 17th century east coast North American wilderness in an area that later became one of the slave holding states. Harris used the story to discuss what freedom and equality or inequality meant for women in early America.

Thread: Opting in and out of the work force at different times of their lives may be the strategy many women use to balance the competing roles of worker and family caregiver, even if the choice is not a long term plan or even a very conscious one.

Another thread that ran through the Round Table's conversation was the concept of opting in and out of the work force. Jones (2010) described "opting out" as the popular media's rationale for women's unstructured career paths. "The press has made the case that women, in great number, and in high level careers, are making the choice to leave the workforce to raise their children"

(Jones 2010). The women were ‘pulled’ to these choices. Jones stated evidence showed many women did leave the U.S. workforce at various points in their work lives which created career paths that tended to be disjointed, broken or non-linear. Men’s career paths tended to be more direct and linear. However, he argued that these women were ‘pushed’ to these choices by the demands of conflicting professional and societal roles. Women were being caught among the roles of domestic caretakers for children and/or elders, the challenges of day care for young children (cost, availability and quality), stress and imbalance between work and personal life, and the inflexible standards and demands of the traditional workforce especially ones with cultures of long hours and rigidity.

Once a woman opted out of the work force, a barrier existed when she tried to come back to work (opting back in). For low level women workers such as factory floor workers, retail clerks, stock room employees, etc., frequently there was little problem with the woman returning to the same job if there was an opening because there was little change in the work. For women who were professionals or senior managers, there was a much greater problem with many of these women not returning to work for their former employers. Jones looked at the literature beyond the U.S. and discovered the problem existed in other countries, too. He reported on his study into the awareness of these issues in which he interviewed senior Human Resource officers of major corporations in banking, textile, and retail sectors and a cross section of small business owners ($N = 17$). He found there to be a wide variance in awareness of the issues of work-life balance and how they affect women’s choices even if most of the employees of the business were women. Larger businesses had a better understanding often with policies in place to deal with opting in or out. Even so, most of the interviewees were aware that very few female career executives opted back into their companies.

Two presentations continued to develop the thread of women’s opting in or out of the workforce. In McGee’s research (2010) about the self-imposed barriers that could delay or deny career aspirations in women public school administrators in Florida, she addressed many of the same issues. McGee discovered four themes connected to aspiring women’s self-imposed barriers. These themes reflect much of what other members of the Round Table were reporting. The themes were:

- I. Women start into administration at a later age; they choose to raise their children first and thus find balance between career and family responsibilities.
- II. Women plan ahead, increasing confidence of being prepared prior to seeking administrative positions. For most of these women such plans included getting advanced degrees and specialized certifications before applying for advanced positions.
- III. Once aspiring women choose to seek a leadership position and willingly recognize barriers that can be self-imposed, they move quickly up the ladder.
- IV. Busy women raising families and completing degrees lack time for social networking circles that men already are accepted in. This theme had four interrelated components:
 - a) Exclusion from professional networks can impede women from achieving career advancement.

- b) Women are reluctant to relocate; this may reduce their career advancement opportunities.
- c) Once employed in an administrative position, women still feel isolated.
- d) Women need mentors (female and/or male) for support; women need to be mentors to support.

McGee offered the recommendations that mentoring programs be developed to encourage experienced administrators, including retired administrators, to advocate female progression and that male administrators not only mentor new, inexperienced administrators, but also engage and show support of female colleagues through peer coaching and mentoring. She also suggested the benefit to organizations and to individuals of developing a heightened awareness of the importance and benefits of cross gendered networking.

Okpechi (2010) looked at the same issues of opting in and out from the field of accounting, a traditional field frequently with rigid work structures such as discussed in Jones' paper (2010). Okpechi stated the retention of women accountants in accounting firms was quite poor although women and men accountants received almost equal wages especially at the beginning of their careers. Women accountants completed at least 150 hours of accounting courses usually with grades as good as or better than men and frequently did better on the professional accounting exams. However, after a period of time working for accounting firms, significant numbers of women chose to leave the firms and the profession, or leave the firm to start their own smaller accounting businesses. Jones related that professional women who opted out of high level careers in the work force frequently described their former employers as ones who had inflexible and masculine environments distinguished by competitiveness, extreme rationality, orderliness, conformity and a focus on central power. Okpechi believed women left large accounting firms because of similar environments. Such environments coupled with twelve hour days and the expectation of working evenings and on weekends infringed on women's time fulfilling their roles within their families and pushed women away from accounting as a profession as it is practiced by larger firms in the U.S.

Looking at women faculty in a small rural university in Texas, U.S.A., Bingham's research (2010) was concerned with female faculty perceptions of their work environment in a higher education institution. Although Bingham's sample was small (between 30 and 38 respondents), the results were revealing. Responding to the statements, "You believe women's work is perceived as valuable as men's work" and "You are treated equally to male faculty," only 36% of the women agreed or strongly agreed with the statements. Another 17% and 8% respectively marked their perceptions as neutral. A different statement concerning pay got mostly negative responses. "Men are more likely to get a pay raise than women" had 70% of the respondents agreeing with it. The statement, "Men can commit more time to their profession than women," had 60% agreeing or strongly agreeing with another 20% neutral. None strongly disagreed. For the statement, "Career advancement for women can mean limiting family size," 82% of women faculty agreed or strongly agreed with the statement. Another 10% were neutral

in their perceptions of this issue. That meant only 8% of the respondents disagreed with the statement.

Bingham also looked at the academic level of her respondents (full professor, associate professor, or assistant professor) and the number of years in the profession (five levels ranging for 1 – 5 years to 20+ years). Her preliminary results showed that more assistant professors, who in the U.S. are usually the newest, youngest, and most likely not to be tenured of all faculty, perceived their situations in negative lights. Bingham's preliminary results showed the women of this faculty did not perceive themselves as people who were valued at the same levels as men and that advancement in their profession would have profound impacts on their family life. It's possible to see how these women might choose to opt out of the work force as their lives go on.

Conclusion

Throughout the discussion of the topic, *Women at Work: Benefits and Barriers*, during March 2010, there appeared several threads of thought that wove themselves into and around the fabric of the conversation. These threads related to issues of lack of parity between women and men in holding high level executive positions of businesses and organizations, the difficulties aspiring women face to reach such positions, the continued inequality of pay between men and women, specific issues relating to women of color, and problems women have with balancing the competing roles of worker and family member/family caregiver. For this author, there was a feeling of *deja vu*. Haven't we been dealing with these issues for over forty years or longer? Yes. Are we *still* dealing with them? Yes.

And many of the recommendations were familiar. There is a strong need for mentoring programs at all levels and ages of a woman's work life although these mentors can be male or female. Women need to be trained in leadership and negotiating skills. There is a need for more effective laws to support gender and pay equity. Women of color have issues within the larger world of work and the need for mentoring and cultural support groups continues. Creating and supporting female networks have positive outcomes for many women. Social networking is very important and cross-gender social networking at work and within her profession is essential for the aspiring woman. Employers need to address issues relating to balancing family roles and work roles. The participants at the Round Table made many thoughtful and thought provoking recommendations and suggestions for change and I direct you to each person's paper for more illuminating detail about the issues and their recommendations.

However, maybe what is needed is a change of view. Women have leadership skills, just not those that look like men's. The communication styles of women are valuable and useful and men can learn to appreciate those styles and see them as functional in the world of work. Opting out and then back into the workforce can be a useful tool for men as well as a true need for women. The balancing act of work and family is just as important to men as it is to women. McGee (2010) stated, "To climb or not to climb, seems to be the questions women are now addressing. Women, aspiring women, are recognizing that they have a choice, and it all depends on how much and how fast they want it. Hence, are there glass ceiling and broken ladders, or

have women moved to winding roads with more control over their choices, and/or inviting pauses on the climb up the ladder?" That is a change of view.

"It is not enough to substitute the feminine for the masculine in our mythology any more than the masculinization of the feminine in education and business is a proper goal for society" (Leeming 2002, 102).

References

- Bingham, Teri. 2010. Women in Higher Education Perceptions' of Gender Bias: Preferential or Unfavorable Treatment of Females in the Workplace. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Burt, Yolanda. 2010. Accessing the Workplace: Social and Cultural Barriers Impacting Women of Color. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Canada, Theresa J. 2010. Women of Color and Career Choice - Is it Worth It? Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Crawford, Mary. 2010. From Domestic Violence to Sustainable Employment. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Egan, Mary Ellen and Chana R. Schoenberger. 2009. The World's 100 Most Powerful Women. *Forbes*, August 19. <http://www.forbes.com/lists/2005/11/1S5D.html>.
- Guramatunhu-Mudiwa, Precious. 2010. Addressing the Issue of Gender Equity in the Presidency of the University System. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Harris, Ann. 2010. The Early American Landscape in the Works of Toni Morrison. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University. Quoting Toni Morrison, *A Mercy* (New York: Knopf Publishing, 2008)
- Howard-Hamilton, Mary. 2010. Women of Color in the American Higher Education System: Promises, Perils, and Pitfalls. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Jones, Thomas. 2010. Beyond Opting Out: Dissecting the Barriers Affecting Women's Entrance and Success in Business. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Kelly, Moira J. 2010. Beyond the Barriers: Women, Workplaces, and Effective Dispute Resolution. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Kelly, Rebecca. 2010. Mentoring Women Executives for Leadership on Company Boards. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Kizilay, Patricia. 2010. Women in Careers: Curriculum Participation of a Culturally Diverse Group of Female Graduate Students. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Kochanowski, Susan. 2010. Women in Leadership: Persistent Problems or Progress? Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Leeming, David. 2002. *Myth: A Biography of Belief*. Oxford: Oxford University Press.
- Machande, Kenneth. 2010. Legislative Effects on Economic Opportunities for Women: Title IX's Impact on the Corporate Board Room in the United States. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.

- Matuszek, Patricia. 2010. Leader Self-Concept Socialization in Women. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- McGee, Janet. 2010. To Climb or Not to Climb: The Probing of Self-Imposed Barriers that Delay or Deny Career Aspirations to be an Administrator in a Public School System. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Melconian, Linda. 2010. The Effectiveness of Federal Statutes and Recent U.S. Supreme Court Decisions to Achieve Gender Pay Equity. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Okpechi, Simeon. 2010. Women Accountants in Professional Accounting Firms: Their Status, Investments and Returns. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Sussan, A. Phillip. 2010. Challenges Facing Women Expatriates in Today's Global Culture. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.
- Wagner-Wright, Sandra. 2010. Looking Through Shattered Glass: The Career Trajectories of Carly Fiorina and Indra Nooyi. Paper presented at the March 2010 *Women at Work: Benefits and Barriers* Oxford Round Table, 14 - 19 March, at Harris Manchester College, Oxford University.